Indian Ridge School

2022-23 Ungraded Schoolwide
Improvement Plan

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Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

https://irs.palmbeachschools.org

Demographics

Principal: Eugene Ford

Start Date for this Principal: 8/17/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Indian Ridge provides a therapeutically and academically integrated program that gives students the academic and social skills necessary for post-secondary education, productive citizenship, employment, and independent living. We are committed to developing a community of environmentally responsible learners by teaching how to efficiently use resources, creating a healthy environment, integrating an ecological curriculum, and encouraging healthy eating and sustainable community practices.

Provide the school's vision statement.

Indian Ridge Staff partners with parents and the community to assist students in acquiring the tools, both academic and emotional, to be successful in a less restrictive environment.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

In alignment with the District's Strategic Plan and to increase the academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida B.E.S.T. Standards, including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in the alignment of S.B. policy 2.09 with a focus on the instruction of the
*History of Holocaust;
*History of African Americans;
*Study of contributions of Hispanics to the U.S.
* Study of the contributions of Women to the U.S., and
*Sacrifices of Veterans in serving our country.
Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the school's SwPBS universal guidelines of students practicing being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create a single school culture of excellence. In addition, our school has implemented Social Emotional Learning (S.E.L.) strategies by participating in school-wide opportunities to role-play and greet others with weekly focus topics. I.R.S. also participates in Morning Meetings. Both strategies allow teachers to set a positive tone for the day, merge academic and social-emotional learning, and motivate students by addressing the human need to feel a sense of significance and belonging.

As the district's premier Emotional Behavior Disorder school, we have always been trailblazers in mental/emotional health education/therapeutic services. Rule 6-A1.094121 Mental & Emotional Health will allow our school to offer new awareness to youth mental health assistance and protection, particularly in child trafficking. Students will be taught this new awareness through the Grade K-12 Suite 360 Curriculum beginning in 2020. We cover a multitude of topics through the support of our Family Therapist. Students were virtually exposed to the topics through group discussions, activities, and lessons.
The school-based M.T.S.S./RtI Leadership Team will review universal screening, diagnostic, and progress monitoring data regularly. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to as the school-based RtI Leadership Team for further evaluation.
The S.B.T. will use the Problem-Solving Model* to conduct all meetings. Based on data and discussion,

the team will identify students who need additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, resource teachers, etc.). Students will meet one-on-one with their teacher to review and choose course selections annually. In collaboration with the Crisis Intervention Teacher (C.I.T.), teachers will advise students on which courses of study would be relevant to their career aspirations and meet state graduation requirements. Parents will be notified of the course offering and encouraged to participate in the course selection process. Students will also have the opportunity to take Industry Certification courses. We also work with students to sign up for Kahn Academy, and we will provide ACT/SAT prep sessions for all interested students.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX, teaching EXPECTED BEHAVIORS, and communicating with parents and MONITORING SwPBS. We update our ACTION PLANS during Professional Learning Communities Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. This year, our school will reintroduce expectations check-ups to all students and stakeholders to ensure we are doing our best to "Build Back Better...to Affirm, Inspire, Educate ALL students, staff, parents, and community stakeholders. During these check-ups, all stakeholders will have an opportunity to share what is working and what is not working. Most importantly, how to make impactful improvements that will promote positive and productive school culture and environment as we "Build Back Better."

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ford, Eugene	Principal	The instructional leader is in charge of executing and monitoring personnel, resources, and strategies to ensure all students have an equitable opportunity to learn and achieve success. Mr. Ford and the leadership team meet with the elementary, middle, and high school teams to address social/emotional, attendance, and academic needs. A systematic approach for problem-solving is used through consensus building and sharing effective best practices, aligning processes and procedures for best solutions.
Wood, Sharon	Assistant Principal	Assistant Instructional leader supporting the execution and the monitoring of all initiatives implemented with IRS regarding student progress and student success. Ms. Wood supports leadership when meeting with the elementary team, middle school team, and high school team to address social/emotional, attendance, and/or academic needs. A systematic approach for problem-solving is used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.
Beatty, Michelle	Administrative Support	Mrs. Beatty is a Student Advocate Administrator who supports and leads the therapeutic team to ensure all students have equitable access to learn in a safe environment where all students can grow and develop emotionally, socially, and academically.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date
Wednesday 8/17/2022, Eugene Ford

Total number of students enrolled at the school.
96

Total number of teacher positions allocated to the school.
33

Number of teachers with professional teaching certificates?
29

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
27

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	0	4	8	3	13	14	13	12	14	7	7	96
Attendance below 90 percent	0	0	0	4	2	10	7	12	9	9	5	7	8	73
One or more suspensions	0	0	1	5	0	4	11	9	9	6	3	1	3	52
Course failure in ELA	0	0	0	0	0	0	3	4	0	7	1	4	3	22
Course failure in Math	0	0	0	0	0	0	6	2	0	5	3	4	4	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	1	7	7	5	10	7	5	4	4	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	2	8	11	7	8	5	6	4	4	58
Number of students with a substantial reading deficiency	0	0	0	1	2	1	7	6	4	7	8	3	3	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	5	2	13	12	10	12	10	7	7	8	88

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	1	0	5	1	4	5	5	2	3	27
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	1	0	3

Date this data was collected or last updated

Monday 8/29/2022

2021-22 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	55%					56%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		45%	42%					53%	62%
Math Learning Gains								55%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		48%	54%					45%	56%
Social Studies Achievement		57%	59%					75%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	23%	58%	-35%	54%	-31%
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		-23%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	21%	60%	-39%	55%	-34%
Cohort Comparison		0%				
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		-21%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	8%	51%	-43%	53%	-45%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-8%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	17	26		13	28		20	30			
BLK	13	23		9	24		21				
WHT	30			30							
FRL	15	24		12	29		17				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	16	45		17	27		29	28			
BLK	7	45		13	27		17	9			
WHT	40			27							
FRL	15	43		17	25		24	24			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	42		30	41		41			45	
BLK	21	36		20	32		33				
WHT	8	27		20							
FRL	22	45		29	43		35				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	126
Total Components for the Federal Index	6
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Indian Ridge School is a therapeutic day school for students with emotional and behavioral disabilities. Our students often have difficulty controlling their behaviors, resulting in absences and time out of the classroom. Therefore, students come to our school with a huge achievement gap, and once we can stabilize their behavior/emotional needs, we can help them achieve academically. We reviewed all data, specifically reflecting upon our ESSA identified subgroups; SWDs, Blacks/African Americans, Whites, and Economically Disadvantaged. When looking at our attendance data and focusing upon students with less than 90% attendance we see that: 4th = 50%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. Our school rating is determined by the percentage of our students who make learning gains. Unfortunately, upon returning to the building, our ELA learning gains decreased (FY=16 39%, FY17=46%, FY18= 43%, FY19=42%, FY20=NA, FY21=47%, FY22=29%); this is a trend this drastic drop isn't of the norm because we have shown an increase of 5-7%. Our Math learning gains decreased from 33% to 31%; this is not a trend because we have demonstrated a 2-8% point increase each year for the past 4 years (FY16 = 34%, FY17 = 36%, FY18 = 44%, FY19 = 46%, FY20 = NA).

Which data component showed the most improvement? What new actions did your school take in this area?

Based on progress monitoring and 2022 state assessments, the data components that showed the most improvement would include iReady and Winter Diagnostics. FY 22 state assessments showed the most needing improvement.

Students will receive remediation starting in August through digital and blended learning opportunities using adaptive technology, Reading A -Z; Achieve 3000; IXL, Reading Plus; etc., to build content knowledge across the content areas. They differentiated small group instruction in all Intensive Reading and ELA classrooms through Double-Down with Paraprofessionals and/or Academic Tutors.
Walk-throughs & teacher feedback to improve instructional practices.
Data chats with students and staff to
The admin team will frequently monitor/check lesson plans and PLC summaries.

1. Teachers will integrate Literacy and Learning across all content areas, specifically our ESSA-identified subgroups.

2. The administrative team will allow teachers to engage in Coaching, Peer Observation, and Collaborative Planning with neighboring Central Region Schools in order to increase instructional capacity.

3. The administrative team will develop and implement a schoolwide writing program that encourages writing in the Social Studies, Science, and Elective classrooms.

4. The administrative team will establish school policies to ensure attendance and school safety for students, faculty, and staff. The administrative team will also establish an incentive program to encourage students to be Attendance HEROS - Here Every Day Ready and On-time.

5. Curriculum resources to enhance ELA & Math skills, support student mastery of the Florida B.E.S.T. standards, support literacy across content areas, support SEL, and promote character education/ SwPBS.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our ELA learning gains declined sharply from 47% FY21 to 29% FY22 resulting in an 18 percentage point decrease. There was also a soft decline in Math proficiency from 33% during FY21 to 31% during FY22 resulting in a two percentage point decrease.

The attendance rate is significant because students are more likely to succeed academically when attending school consistently. In addition to falling behind academically, students who are not in school are more likely not to be actively involved. This negatively affects their social and emotional growth toward their future success. We will be targeting students with excessive absenteeism through SBT. We will implement district initiatives and plan for students missing more than 10% of school days.

At IRS, we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for fast food gift cards, Amazon & Walmart gift cards, MP3 players, Thumb drives, iPods, etc. We will more actively seek donations from business partners to offer a variety of educational/fun field trips on or off campus (Bowling, Sea World, St. Augustine, The Rapids, etc.)

What trends emerge across grade levels, subgroups and core content areas?

Indian Ridge School is a therapeutic day school for students with emotional and behavioral disabilities. Our students often have difficulty controlling their behaviors, resulting in absences and time out of the classroom. Therefore, students come to our school with a huge achievement gap, and once we can stabilize their behavior/emotional needs, we can help them achieve academically. We reviewed all data, specifically reflecting upon our ESSA identified subgroups; SWDs, Blacks/African Americans, Whites, and Economically Disadvantaged. When looking at our attendance data and focusing upon students with less than 90% attendance we see that: 4th = 50%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. Our school rating is determined by the percentage of our students who make learning gains. Unfortunately, upon returning to the building, our ELA learning gains decreased (FY=16 39%, FY17=46%, FY18= 43%, FY19=42%, FY20=NA, FY21=47%, FY22=29%); this is a trend this drastic drop isn't of the norm because we have shown an increase of 5-7%. Our Math learning gains decreased from 33% to 31%; this is not a trend because we have demonstrated a 2-8% point increase each year for the past 4 years (FY16 = 34%, FY17 = 36%, FY18 = 44%, FY19 = 46%, FY20 = NA).
We focus on implementing standards-based instruction and differentiating instruction by providing small group support.

What strategies need to be implemented in order to accelerate learning?

Florida B.E.S.T Standards-Based Instruction will primarily focus on instruction planning sessions, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to B.E.S.T iReadyT/grade-level standards, and scaffolds will be put in place to support

students who are not yet performing at their grade level according to PM 1 /PM 2. All teachers, including elective teachers, collaborated to ensure program success. The administrative team will adjust students' schedules to ensure tutorial days will be honored by participating students. The administrative team will be assigned to support students and build relationships with them to motivate and ensure their attendance to ensure positively.

The administrative team will implement a school-wide Push-in & Pull-out program that focuses on student needs based on FY22 FSA results. The administrative team will implement intensives and periodic boot/learning camps and workshops during school hours. Teachers will be offered tutorial options to tutor students and support an Indian Ridge Homework Hotline.

Resources and strategies will be aligned to grade-level standards, and scaffolds will be implemented to support students who are not performing at grade level. Tutorials begin in October 2022. Teachers, including the reading coach and ELA/Reading Specialists, will frequently collaborate to ensure the academic success of our students. The administrative team does walk-throughs to ensure maximum student engagement. IRS will provide additional services to ensure the sustainability of improvement this year and beyond:

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

IRS teachers will be given various opportunities to participate in professional development/learning communities with grade levels from neighboring schools to address the "Gapping learning gaps and various EBD classifications." Different topics will include 1. How to unpack Standards and scaffold the lesson; 2. How to combine standards/skills rather than focusing on isolated standards/skills; 3. How to Prioritize Standards Building Background knowledge and vocabulary; and 4. They are diagnosing Essential Missed learning.

The administrative team will continue providing professional development for teachers to ensure all students are highly engaged in the classroom with instruction connected to the Florida standards. Teachers will meet bi-weekly in their PLCs to disaggregate and analyze data, discuss standards, and plan instruction. Additional PLCs with similar schools/grade levels will be held on a predetermined schedule.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Unfortunately, the rationale that explains the critical need for instructional practice as it relates to differentiation has been identified by the drastic decrease in the school's FY 22- ELA learning gains of 29% points. This was a significant decline from FY21 of 47%, an 18 percentage point loss. This decrease affected all Subgroups. After reviewing the overall performance Comparison, winter diagnostics vs. FSA-ELA, there was an increase in students scoring Level 1 and Level 2: 5th-grade 82%; 6th-grade 80%; 7th-grade 100%; 8th-grade 100%; 9th-grade 90%; and 10th-grade 50%. Students dropping one achievement level: 5th-grade 27%; 6th-grade 30%; 8th-grade 13%; 9th-grade 18%; and 10th-grade 25%. Our 2021 - 2022 FSA-ELA data shows and increase in students scoring Level 1: 5th-grade 64%; 6th-grade 60%; 7th-grade 100%; 8th-grade 100%; 9th-grade 73%; and 10th-grade 50%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Our intended outcome is to improve our learning gains in ELA by 28% points, resulting in 51% of our students making learning gains. In mathematics, we improve by 25% points, resulting in 56% of our students making learning gains and earning a Commendable rating with the state. This includes all students within the ESSA-identified subgroups. 2. Our intended outcome is to improve our overall students scoring level 3 and above on the second ELA Progress Monitoring (Januray 2023) by 15% percentage points the third Progress Monitoring (May 2023) by an additional 7%, giving us an overall 22% increase from PM #1 to PM #3. 3. When looking at our attendance count of students with less than 90% attendance, we want to reduce the number of students to 30% throughout all grade levels.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership team will implement and monitor our action plan through PLC agendas, lesson plans, instructional focus calendars (Mrs. Wood, Asst. Principal), instructional walkthroughs (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator; & Mrs. Castillo, Reading Coach), and quarterly data chat (reviewing FSQ; USA; PBPA; PM1, PM2; etc.) with teachers (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator). The Leadership team will also inspect classrooms regularly and provide immediate feedback on progress toward our goals. The leadership team comprises the Principal, Assistant Principal, Student Advocate Administrator, Reading Coach, and Department Heads.
Person responsible for monitoring outcome:	Eugene Ford (eugene.ford@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology, Reading A -Z; Achieve 3000; IXL, Reading Plus; etc., to build content knowledge across the content areas. Math teachers will implement a focused curriculum (1) PBC enVision Florida Mathematics (2) Algebra/Geometry Nations and Khan Academy for Algebra I students, and Quik Piks. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator; & Mrs. Castillo, Reading Coach)

2. PLCs: ELA, Math, Science, and Social Studies teachers will engage in a standard-based instruction cycle during collaborative planning focusing on differentiation and supporting all learners. (Mrs. Wood, Asst. Principal & Mrs. Castillo, Reading Coach)

3. Differentiated small group instruction within all ELA and Math classrooms through Double-Down with Paraprofessionals and/or Academic Tutors to ensure all students, including our ESSA identified subgroups, have equitable access to learn at their level. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator; & Mrs. Castillo, Reading Coach)

4. Tutorial program during the school day will begin in the Fall of the school year. (Mrs. Wood, Asst. Principal)

5. Implement a Single School Culture Initiative to improve student attendance (Attendance HERO (Here, Everyday, Ready, and On-Time). (Mrs. Wood, Asst. Principal; & Mrs. Beatty)

All strategies will focus on the needs of all our students who make up the population of students identified within the ESSA categorized groups: SWDs, EDS, Black/African American, and White students. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator; & Mrs. Castillo, Reading Coach)

1. Reading A -Z; Achieve 3000, IXL i-Ready, and Reading Plus enhance instructional effectiveness and increase student achievement. Lessons are uniquely designed to meet the needs of classrooms with a diverse mix of student's abilities and needs. With engaging nonfiction content scaffolds and linguistic supports for struggling readers, pro accelerates learning gains and empowers all students to build critical college and career literacy skills. Algebra/Geometry Nations and Khan Academy offer a significant increase in satisfactory scores at the end of the year and on state assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

2. PLCs: ELA, Math, Science, and Social Studies teachers will engage in a standard-based instruction cycle during collaborative planning (1) what do students need to know and understand? (Plan) (2) How do we teach effectively to ensure all students learn? (Do) (3) How do we know students are learning? (Reflect) (4) What do we do when students are not learning or reaching mastery before expected? (Revise) (5) Teachers will analyze standards and Test Items (PM1 PM 2 results) during the planning process (Check). Standard-based Teaching/Learning Cycle ensures better accountability- holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps keep them on track.

3. Differentiated small group instruction is effective because teaching focuses on specific student needs and ensures students are taught utilizing multiple strategies and resources through a rotational cycle to support their learning and provide our ESSA-identified subgroups progress.

4. Tutorials allow all our students to receive additional support in learning. It helps develop and build self-esteem and guarantees student learning gains.

5. Attendance Hero will motivate and support our students' attendance and on-time participation in school with a positive, focused attitude.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Adaptive Technology (Reading A-Z, Achieve 3000, IXL, Reading Plus, Algebra/Geometry Nations, and Khan Academy):
a. Establish a schedule for all students to utilize technology during the ELA and Math blocks.

b. Teachers will review data and utilize resources within the programs to support students during small groups

c. Monitoring will occur through student data analysis, classroom walks, and a review of lesson plans.

Person Responsible   Eugene Ford (eugene.ford@palmbeachschools.org)

2. Professional Learning Communities
a. Establish a PLC schedule and agendas, and develop PLC leaders through professional development.

b. PLC leaders engage in professional development experiences to build their capacity in providing effective instruction and leading their team in standards-based planning and instruction to support student achievement utilizing small group rotations.

c. Teachers collaborate and learn from one another and neighboring Central Region PLC teams to create a non-judgmental learning environment.

d. Administrative Team will provide all staff with a professional development session on standards-based instruction (Pillars of Effective Instruction) and working through the FCIM model in our PLC meetings.

e. Monitoring will occur through Administrative attendance of PLCs, data chats regarding student and teacher content data, fidelity walks, and review of lesson plans and focus calendars (Wood, Beatty).

Person Responsible   Sharon Wood (sharon.wood@palmbeachschools.org)

3. Differentiated Small Group (Double-Down)
a. Provide professional development to Academic Tutors and Para's to ensure effective instructional support during all small group rotational blocks.

b. Schedule collaborative planning opportunities for teachers Academic Tutors and Paras.

c. Monitoring will occur through informal and formal observations, Administrative attendance of collaborative planning, and student data/results (Wood, Beatty, and Castillo).

Person Responsible   Sharon Wood (sharon.wood@palmbeachschools.org)

4. Provide tutorials for students who need remediation and enrichment (Wood).
a. Identify students using data, with a focus on ESSA-identified subgroups.

b. Teachers will collaborate during PLCs to ensure best practices are utilized to support learning.

c. Teachers will develop lesson plans highlighting best practices and resources to support academics and social-emotional growth.

d. Monitoring will occur through informal and formal observations, Administrative attendance of collaborative planning, lesson plan review, and student data/results review. (Wood)

| **Person Responsible** | Sharon Wood (sharon.wood@palmbeachschools.org) |

5. Attendance Hero:
a. Utilize TEAM to support attendance by students receiving on-call, individual, and group counseling to assist them in staying on track academically and learning to use their coping skills to maintain emotional stability.

b. Therapists are given a schedule for handling daily on-call needs.

c. Develop incentives to support student engagement & participation.

d. Develop criteria students need to meet towards incentives.

c. Monitoring will occur through a review of the Daily Logs, Therapist debriefing sessions, and student participation point sheets (Beatty, Wood, Landusky).

| **Person Responsible** | Michelle Beatty (michelle.beatty@palmbeachschools.org) |

| **Monitoring ESSA Impact:** If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | Monitoring is a crucial detail in our subgroups making progress. It supports learning by adapting instruction and integrating social and emotional learning (SEL) differentiated learning styles and diversity. The Leadership team will implement and monitor district, state, and the new assessments PM 1 and PM 2. After each Progress Monitoring Assessment, teachers will conduct Students' data chats that will review data and the steps needed to show an increase throughout the school year before, during, and after PM3. |

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
	If we focus on clear instructional practices to meet the needs of all students, then we will ensure a positive outcome for student learning. Our goal is to increase learning gains in ELA and Mathematics to 50% earned points in ELA & 50% points in Math towards the possible 100 points needed to receive the rating Commendable.
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing the overall performance Comparison, winter diagnostics vs. FSA-ELA, there was an increase in students scoring Level 1 and Level 2: 5th-grade 82%; 6th-grade 80%; 7th-grade 100%; 8th-grade 100%; 9th-grade 90%; and 10th-grade 50%.
	Students dropping one achievement level: 5th-grade 27%; 6th-grade 30%; 8th-grade 13%; 9th-grade 18%; and 10th-grade 25%.
	Our 2021 - 2022 FSA-ELA data shows and increase in students scoring Level 1: 5th-grade 64%; 6th-grade 60%; 7th-grade 100%; 8th-grade 100%; 9th-grade 73%; and 10th-grade 50%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome/activity rationale will be to increase student learning gains in ELA and Math by 50% in both content areas. Additionally, measurable outcomes will be frequently monitored to gauge the gaps widening or closing before the final assessment results are known.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a crucial detail in our subgroups making progress. It supports learning by adapting instruction and integrating social and emotional learning (SEL) differentiated learning styles and diversity. The Leadership team will implement and monitor district, state, and the new assessments PM 1 and PM 2. Teacher/Student data chats will be held to review data and the steps needed to show an increase throughout the school year before, during, and after PM3.
Person responsible for monitoring outcome:	Michelle Beatty (michelle.beatty@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy implemented to bring significant growth and gains for all ESSA Subgroups includes: using grade-level instructional resources with the use of cognates within all content areas. Reorganize personnel to support the ESSA subgroups, aligning content and therapeutic experts with our most needy students to ensure learning success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for this evidence-based strategy is to ensure that all ESSA Subgroups exceed the percentage not meeting the required percentage rate needed for their group to be identified as improving, achieving, and closing the achievement gaps.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership and teachers will organize the instructional practices during PLCs and collaborative planning to ensure whole group and small group differentiated instruction, SEL, and diversity acceptance are provided to all students. (Mrs. Wood, Asst. Principal; & Mr. Ford, Principal)

Person Responsible	Sharon Wood (sharon.wood@palmbeachschools.org)

Increase Learning Gains to 50% in ELA and Math for all Subgroups through small group differentiated instruction, the properly planned use of technology, and the accompanying resources to support student learning. (Mrs. Wood, Asst. Principal; & Mr. Ford, Principal)

Person Responsible	Eugene Ford (eugene.ford@palmbeachschools.org)

Identified subgroups, SWD, Blacks, Whites, and Economically Disadvantaged, will receive tutorials focusing on literacy across the content areas and student needs specific to each content area. Students will rotate among content experts. (Mrs. Wood, Asst. Principal; & Mr. Ford, Principal)

Person Responsible	Sharon Wood (sharon.wood@palmbeachschools.org)

The teachers/Therapeutic team will incorporate student data/SEL chats to ensure students understand their progress and challenges. Teachers/Therapeutic team will conduct data/SEL chats with parents/ guardians during parent conferences/engagement events to support understanding of student progress/ challenges appropriately. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; Mrs. Beatty, Administrator)

Person Responsible	Michelle Beatty (michelle.beatty@palmbeachschools.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Monitoring is a crucial detail in our subgroups making progress. It supports learning by adapting instruction and integrating social and emotional learning (SEL) differentiated learning styles and diversity. The Leadership team will implement and monitor district, state, and the new assessments PM 1 and PM 2. After each Progress Monitoring Assessment, teachers will conduct Students' data chats that will review data and the steps needed to show an increase throughout the school year before, during, and after PM3.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Studies have shown that parent involvement is crucial to a child's education. The data collected and analyzed from various Title 1 schools prove this. Indian Ridge School will continue to collect and analyze academic, attendance, and behavior data to develop purposeful parent engagement activities/events for all parents and families.

The admin team will collect the data,m through program surveys, evaluations, and polls taken by the school and those given by the PBCSD to help our school hit the target of purposeful and impacting parent engagement.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area of parent engagement, related data, and resulting action steps will be communicated to stakeholders through the following actions of communication:
1. Daily TAKE HOME Folders/Point Sheets
2. School Newsletters
3. School Advisory Council Meetings (SAC)
4. Emails and Phone Call-outs from the school
5. Formal and Informal Parent conference meetings
6. Promotional/Invitational handouts given during dismissal in the car pick-up area
7. Offer Online forms such as Google Documents for sharing feedback and ideas

Describe how implementation will be progress monitored.

Implementation of the progress monitoring for Parent Engagement will be monitored closely during School Advisory Council Meetings (SAC). At this time, parents will have the opportunity to have their voices heard as a stakeholder and give input on parent engagement programs in which they have benefited from or are interested.
Parents will be notified promptly that their presence helps determine the effectiveness of the implementation of parent engagements such as Open House/ Curriculum Night, Fall Festival, Holiday Bingo night, Family Literacy Night, STE(A)M Night, Art-Gras and Parent University to name a few planned Parent Engagement activities/events. Progress monitoring for implementing these programs will include but is not limited to program evaluations, surveys, reflection sheets, and, most impactful, progress monitoring tools, Sign-in/ Sign-Out sheets that will show the impact.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Parents will be provided extensive training to build capacity to impact their child's achievement. This comprehensive training to build capacity will be offered during the monthly School Advisory Council Meetings and selected Family Engagement Nights held quarterly. IRS will continue Parent University, which offers parent workshops on various issues facing parents throughout the school year, focusing on Social Emotional Learning (SEL) topics. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; & Mrs. Beatty, Student Advocate Administrator)	Wood, Sharon, sharon.wood@palmbeachschools.org
We also host monthly positive cultural activities: In October, our school hosted a Fall Festival. All students and their families were invited to spend an evening interacting with teachers and staff, meeting new families, sharing activities, practicing good social skills, and applying academic skills. Our students and staff enjoyed the "Project-Based Learning" Spaghetti Bowl and Book Fair in November. Teachers planned projects in their respective PLCs and implemented them in the classroom. These projects then came to life at our Spaghetti Bowl. The Spaghetti Bowl was such an extraordinary experience providing families with the opportunity to enjoy a fantastic meal and engage in rich conversations. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; & Mrs. Beatty, Student Advocate Administrator)	Wood, Sharon, sharon.wood@palmbeachschools.org
We will implement a school-wide educational game called "On the Spot." Staff will ask B.E.S.T. Standards reading, math, and science basic skill questions on the spot. Students will receive a token designed to help fill in academic gaps and help build foundational skills necessary to achieve mastery of the B.E.S.T standard. Students will earn tickets to school to shop for desired items when they show knowledge of foundational literacy and math skills. Students answer questions by breaking down the standards aligned with the District's and our school's scope and sequence for classroom instruction and tutoring. In February, we will host "Fall in Love with Learning" month. Staff from each grade level will share common Florida B.E.S.T reading, math, and science standards through project-based activities created at school to be taught at home with students' real-life applications. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; & Mrs. Beatty, Student Advocate Administrator)	Wood, Sharon, sharon.wood@palmbeachschools.org
In March, our school will host an STE(A)M Night, allowing students, teachers, and families to explore "hands-on" math and science activities together. We look forward to seeing families and staff interacting and having fun at our Math/Science STEAM Night. We will continue implementing our Positive Behavior Support initiative by encouraging our students to Be Kind, Be Respectful, and Be Kind. In May, students will continue working on their academic success throughout the summer by providing an engaging and enriching extended school year program for all students. Our extended school year will be filled with innovative standard-based lessons and ample learning opportunities on or off-campus. The comprehensive school year will also integrate mini-academic programs targeting the academic/SEL needs of the incoming second through sixth and ninth graders. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; & Mrs. Beatty, Student Advocate Administrator)	Wood, Sharon, sharon.wood@palmbeachschools.org

Action Step	Person Responsible for Monitoring
IRS will be implementing a partnership with the Division of Vocational Rehab to support further and develop the students with career and life readiness skills to ensure independence-Culinary, Shop, Auto-Detailing, and a Key Board/Digital Labs to keep the skills necessary for future careers. Students will: • Be introduced to various colleges and careers of interest through media classes. • Participate in a career/vocational school fair. • Participate in a school-to-work job/apprenticeship program. • Participate in the selling of their "product" in the District. With the support of our in-house CHOICE Coordinator and Transition teacher, our students will be well prepared for their future endeavors. (Mr. Ford, Principal; Mrs. Wood, Asst. Principal; & Mrs. Beatty, Student Advocate Administrator)	Ford, Eugene, eugene.ford@palmbeachschools.org