Indian Ridge School

2023-24

Schoolwide Improvement Plan (SIP)

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Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

https://irs.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 ecological curriculum, 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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 executes and monitors 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/or academic needs. A systematic approach to problem-solving is used through consensus building and sharing effective best practices, aligning processes and procedures for best solutions.
Wood, Sharon	Assistant Principal	Assistant the Instructional Leader with the daily operations of the school with a focused on monitoring all levels of Reading/ELA, Math, Science. Support Professional Learning Communities (PLC)
Landusky, Laura	Administrative Support	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders begins during the spring in collaboration with preparing the Comprehensive Needs Assessments(CNA). Each group of stakeholders was invited either during a staff meeting, SAC meeting, or a Parent/Family Engagement or responded to Parent Link (Call-out) to submit their name to be placed on an interest survey to serve on the development of the SIP. Once all surveys

were collected, their names were placed on a ballot and presented at the appropriate meeting before voting; nominations were accepted by an individual nominating themselves or someone else. Those still interested after hearing the volunteers/nominations were placed on the ballot that each group would vote upon.

• The School Behavior Health Professional (SBHP) supports students' behavioral and mental health and works with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

• Through Parent Training, we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, reading coach/Culture Coordinators, ESOL, ESE, Single School Culture Coordinators, and the Administrative Team.

• The Student Advocate Administrator works with the District's multicultural department to ensure the fidelity of implementing programs and services designed to improve the outcomes of English Language Learners.

• A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and
community support services for families of migrant students. These supports are supplemental to school-wide
supports students and families.

• A school district officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students know this "app" in our assemblies. The " Raptor System" is used to sign parents/visitors before they can attend a classroom or school event on campus, most recently.

• The Assistant Principal works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our Student Advocate Administrator works in conjunction with the District's Multicultural Department to ensure the implementation the fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure the SIP is monitored effectively, the school leadership team and designated stakeholders will conduct Principal Chats monthly to discuss/review ongoing instruction on where students are underperforming to develop interventions and strategies to close all achievement gaps. Based on Data Chats/Deep Reviews, the team will revise the plan according to the findings or patterns that continue to exist and/or ensure continuous improvement is being made or requires updating.

The School Improvement Plan (SIP) is a living document that memorializes our continuous improvement work at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student

achievement goals:

• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps toward improvement
• Creating and maintaining a culture of collaboration toward shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USA, NGSQs, Midterms, Semester exams, Reading Plus Diagnostics, Imagine Learning, Math Nation, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and Teacher made assessments. The Unit Assessment will occur at the of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, and 3 in English Language Arts). The FAST assessments will occur once to twice yearly in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA assesses ELL students' speaking, listening, reading, and writing proficiency. The ESOL Coordinator trains teachers to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA assesses ESE students' proficiency in all content areas, including English Language Arts, Mathematics, Science, and Social Studies. The ESE Coordinator trains teachers to assess data, modify, and implement differentiated instruction based on the results of data.

In addition, we closely monitor the Acceleration and Graduation rates of our students in grades 9-12.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coach and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence outlined in the Palm Beach County curriculum resource on Blender and C- Palms. This ensures teachers have a concrete timeline and the resources to provide quality instruction on the mandated curriculum.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	1	1	5	4	8	5	3	27
One or more suspensions	0	1	0	3	1	1	6	11	3	26
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	3	1	9
Course failure in Math	0	0	0	0	0	0	3	1	2	6
Level 1 on statewide ELA assessment	0	0	0	4	6	6	9	9	9	43
Level 1 on statewide Math assessment	0	0	0	4	6	6	10	5	8	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	5	7	6	11	11	7	49

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	4	2	10	7	12	9	73
One or more suspensions	0	0	1	5	0	4	11	9	9	52
Course failure in ELA	0	0	0	0	0	0	3	4	0	22
Course failure in Math	0	0	0	0	0	0	6	2	0	24
Level 1 on statewide ELA assessment	0	0	0	2	1	7	7	5	10	52
Level 1 on statewide Math assessment	0	0	0	3	2	8	11	7	8	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	2	1	7	6	4	42

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	4	2	10	7	12	9	44
One or more suspensions	0	0	1	5	0	4	11	9	9	39
Course failure in ELA	0	0	0	0	0	0	3	4	0	7
Course failure in Math	0	0	0	0	0	0	6	2	0	8
Level 1 on statewide ELA assessment	0	0	0	2	1	7	7	5	10	32
Level 1 on statewide Math assessment	0	0	0	3	2	8	11	7	8	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	2	1	7	6	4	21

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	2	13	12	10	12	56

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	16	49	53	17	52	55	16		
ELA Learning Gains				26			45		
ELA Lowest 25th Percentile									
Math Achievement*	8	51	55	12	45	42	17		
Math Learning Gains				28			27		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	19	46	52	18	48	54	29		
Social Studies Achievement*	43	63	68	25	57	59	28		
Middle School Acceleration		68	70		51	51			
Graduation Rate	71	73	74		38	50			
College and Career Acceleration	20	39	53		62	70			
ELP Progress		53	55		64	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	71

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	126
Total Components for the Federal Index	6
Percent Tested	90
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	2
ELL				
AMI				
ASN				
BLK	10	Yes	4	4
HSP	10	Yes	1	1
MUL				
PAC				
WHT	19	Yes	4	4
FRL	24	Yes	4	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	1
ELL				
AMI				
ASN				
BLK	18	Yes	3	3
HSP				
MUL				
PAC				
WHT	30	Yes	3	3
FRL	19	Yes	3	1

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	16			8			19	43		71	20	
SWD	16			8			19	43		20	6	
ELL												
AMI												
ASN												
BLK	13			7							2	
HSP	10			9							2	
MUL												
PAC												
WHT	28			10							2	
FRL	18			8			25	45			4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	ELP Progress
All Students	17	26		12	28		18	25				
SWD	17	26		13	28		20	30				
ELL												
AMI												
ASN												
BLK	13	23		9	24		21					
HSP												
MUL												
PAC												
WHT	30			30								
FRL	15	24		12	29		17					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	ELP Progress
All Students	16	45		17	27		29	28				
SWD	16	45		17	27		29	28				
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
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	ELP Progress
AMI												
ASN												
BLK	7	45		13	27		17	9				
HSP												
MUL												
PAC												
WHT	40			27								
FRL	15	43		17	25		24	24				

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
05	2023 - Spring	*	56%	*	54%	*
07	2023 - Spring	8%	48%	-40%	47%	-39%
08	2023 - Spring	17%	47%	-30%	47%	-30%
09	2023 - Spring	8%	48%	-40%	48%	-40%
04	2023 - Spring	*	58%	*	58%	*
06	2023 - Spring	21%	45%	-24%	47%	-26%
03	2023 - Spring	*	48%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	7%	54%	-47%	54%	-47%
07	2023 - Spring	33%	36%	-3%	48%	-15%
03	2023 - Spring	*	57%	*	59%	*
04	2023 - Spring	*	52%	*	61%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	65%	-48%	55%	-38%
05	2023 - Spring	*	56%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	8%	46%	-38%	44%	-36%
05	2023 - Spring	*	51%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	48%	-48%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	65%	-32%	66%	-33%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data below demonstrates the achievement levels of all our tested grade levels in ELA and Math areas, including our ESSA-identified subgroups:

FY22 - ELA FY23 - ELA FY22 - Math FY23 - Math
Level 1 - 69% Level 1 - 62% Level 1 - 84% Level 1 - 82%
Level 2 - 19% Level 2 - 20% Level 2 - 8% Level 2 - 13%
Level 3 - 9% Level 3 - 7% Level 3 - 8% Level 3 - 5%
Level 4 - 2% Level 4 - 10% Level 4 - 0% Level 4 - 0%

Grade 6 Grade 7 Grade 8 Grade 9
FY22 - ELA FY22 - ELA FY22 - ELA FY22 - ELA
Level 1 - 100% Level 1 - 50% Level 1 - 56% Level 1 - 100%
Level 2 - 0% Level 2 - 33% Level 2 - 33% Level 2 - 0%
Level 3 - 0% Level 3 - 8% Level 3 - 11% Level 3 - 0%
Level 4 - 0% Level 4 - 8% Level 4 - 0% Level 4 - 0%

Grade 6 Grade 7 Grade 8 Grade 9
FY23 - ELA FY23 - ELA FY23 - ELA FY23 - ELA
Level 1 - 62% Level 1 - 75% Level 1 - 75% Level 1 - 84%
Level 2 - 14% Level 2 - 17% Level 2 - 8% Level 2 - 8%
Level 3 - 10% Level 3 - 8% Level 3 - 17% Level 3 - 8%
Level 4 - 14% Level 4 - 0% Level 4 - 0% Level 4 - 0%

Grade 6 Grade 7 Grade 8 Grade 9
FY23 - Math FY23 - Math FY23 - Math FY23 - Math
Level 1 - 71% Level 1 - 42% Level 1 - 67% Level 1 - 75%
Level 2 - 21% Level 2 - 25% Level 2 - 17% Level 2 - 25%
Level 3 - 8% Level 3 - 33% Level 3 - 16% Level 3 - 0%
Level 4 - 0% Level 4 - 0% Level 4 - 0% Level 4 - 0%

IRS 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 examining the data above (FY22 FSA and FY23 FAST), although we were able to reduce the number of students who scored level 1 by 7% in ELA and 2% in Math, our proficiency (on-grade level) level in Math fell by 3% percentage points. When comparing Grade 7 and 8 ELA scores from FY22 to FY23, level 1 increased significantly. The contributing factor was students were without a certified teacher in middle school after the winter break.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Looking at our attendance data and focusing on students with 10% or more days absent, we noticed that: 4th = 50%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. 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 in school. This negatively affects their social and emotional growth toward their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives and setting up plans 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.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

School Over-all Achievement Levels
PM 1 PM 2 PM 3
Level 1 96% 88% 70%
Level 2 4% 7% 17%
Level 3 0% 5% 13%
Level 4 0% 0% 0%

ELA PM 3 Math PM 3
State School Difference State School Difference
Grade 6 47% 24% -24 Grade 6 54% 8% -46
Grade 7 47% 8% -39 Grade 7 48% 33% -15
Grade 8 47% 11% -36 Grade 8 55% 16% -39
Grade 9 48% 8% -40 Alg I 54% 0% -54
Grade 10 50% 11% -39 Geo 49%

Contributing Factor(s)
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. In comparison to the state, we ranked significantly lower.

FY23 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10
PB FL PB FL PB FL PB FL PB FL PB FL PB FL PB FL
PM3 48 50 58 58 56 54 45 47 48 47 47 47 48 48 50 50

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

The data below demonstrates the achievement levels of all our tested grade levels when comparing the FAST Math in all three windows and including our ESSA-identified subgroups:

PM 1 PM 2 PM 3
Level 1 96% 88% 70%
Level 2 4% 7% 17%
Level 3 0% 5% 13%
Level 4 0% 0% 0%

FRL
Level 1 91% 87% 69%
Level 2 7% 8% 20%

Level 3 2% 5% 11%
Level 4 0% 0% 0%

ESE
Level 1 91% 87% 69%
Level 2 7% 8% 20%
Level 3 2% 5% 11%
Level 4 0% 0% 0%

Black
Level 1 95% 100% 71%
Level 2 0% 0% 24%
Level 3 5% 0% 5%
Level 4 0% 0% 0%

White
Level 1 71% 58% 53%
Level 2 23% 25% 27%
Level 3 0% 17% 20%
Level 4 0% 0% 0%

When reviewing the data above and comparing the achievement levels of all tested grade levels using the FAST Math in all three windows and including our ESSA-identified subgroups, proficiency level (on-grade level) to 13% percentage points. Our students scoring Level 1 decreased in all ESSA-identified subgroups, Free & Reduced Lunch by 22%; Black students by 24%, and White students by18%

This is attributed to our Math teachers using math manipulatives in their lessons and engaging students through hands-on classroom experiences. Math teachers asked more open-ended questions during their lesson, for example, How to do instead of What is. The admin team will implement school-wide tutorial programs that focus on student needs based on FY22 FSA results, FSQ, and USA data. The admin team conducted walk-throughs and provided teachers with feedback to improve instructional practices. The admin team conducted data chats with students and staff to ensure the plan of action to move our students/school to their best is understood.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we ensure our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

• 10% or more Absence

• Level 1 State Assessments ELA & Math

• Reading Deficiency

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

• Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

• Continue the double-down model in all ELA/Math classrooms focusing on our ESSA subgroups' needs.

• Continue to push-in and pull-out models for ELA and Math block, focusing on the needs of all of our ESSA subgroups.

• ELA and Math achievement growth for all of our ESSA subgroups, ensuring learning gains and progress for ESSA subgroups: we will analyze student data to identify which students should be grouped to provide support as needed. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students.

• We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale that explained how it was identified as a crucial need from the data reviewed was an awakening that interventions had to begin in grades K-12 at our school. For a change in the data to show academic growth or close the gaps, we had to accelerate student learning using innovative and differentiated approaches for ESE/EBD students. After reviewing the data and analyzing the results, research-proven interventions were reviewed and shared with all staff members. Their feedback made it possible to purchase digital adaptive programs and create an intensive tutorial program with the support of retired teachers and administrators.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our school plans to achieve by May 2024 50% of the students will make learning gains in ELA and Math. By December 2023, 90% of classroom teachers will provide students with standards-aligned tasks during whole and small group lessons, as evidenced in walkthroughs.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored for the desired outcome by the Leadership team through frequent monitoring of our action plan through PLC agendas, lessons, instructional focus calendars, instructional walkthroughs, and monthly data reviews/chats (FSQ, PBPA, PM1, PM2, PM3 with instructional staff. The Leadership team will also inspect classrooms regularly and provide immediate feedback on progress toward our goals of a positive instructional climate that will influence explicit data-driven instruction.

Person responsible for monitoring outcome:
Eugene Ford (eugene.ford@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus will be i-Ready for grades K-8 to remediate and enrich Math and ELA. Students will also receive support through digital and blended learning opportunities using adaptive technology, Achieve 3000, IXL, and Reading Plus to build content knowledge across the content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy was to ensure students could receive instruction at their present level of success with the intent of making progress through using technology (iReady, TopScore, IXL) as a great way to keep students actively engaged and the ability to work at their own pace.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and diversity acceptance are provided to all students. Monitoring will be led by members of the leadership team, including Mrs. Wood, Assistant Principal; Mr. Ford, Principal; Ms. Landusky, Student Advocate Specialist; and LTF Ms. Pyfrom.

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

By When: The person responsible for support by the end of PM 1, PM 2, PM 3, and iReady Pre-assessment s in September 2023 has current data to review for the next steps.

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data review identified a crucial need to increase instructional coaching by supporting a Learning Team Facilitator during all PLCs (Professional Learning Communities). The LTF, in collaboration with PLC leaders, would provide timely professional development, instructional modeling, and peer-to-peer observation with feedback.

The data below demonstrates the achievement levels of all our tested grade levels in ELA and Math areas, including our ESSA-identified subgroups:

FY22 - ELA FY23 - ELA FY22 - Math FY23 - Math
Level 1 - 69% Level 1 - 62% Level 1 - 84% Level 1 - 82%
Level 2 - 19% Level 2 - 20% Level 2 - 8% Level 2 - 13%
Level 3 - 9% Level 3 - 7% Level 3 - 8% Level 3 - 5%
Level 4 - 2% Level 4 - 10% Level 4 - 0% Level 4 - 0%

This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver content, concept, or skill aligned to the benchmark and intended learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school plans to achieve a measurable outcome for all students to level up by making learning gains to 50% in ELA, Math, Science, and Social Studies.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This desired outcome will be monitored through lesson plan reviews, classroom walkthroughs, and data chats with teachers and students. In addition to EDW and Performance Matters data warehouses.

Person responsible for monitoring outcome:

Sharon Wood (sharon.wood@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with various tasks, processes, and products.

2. B.E.S.T Standards (Reading & Math) tutorial program. Strategically selected students being tutored by retired Principals - Accelerating Academic with Retired Pros (AARP) to ensure learning supplemented with additional resources and teacher support.

3. ELA and Math teachers will incorporate technology-based programs, including i-Ready Reading and i-Ready Math school-wide (grades 3 - 12). ELA teachers will use Top Score Writing program strategies to enhance students' writing skills (grades 3 - 12).

4. Professional Learning Community (PLC), Professional Development team, and Reading Coach/Single School Culture Coordinator will ensure teachers collaboratively unite to focus on best practices and

methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USAs data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST.

2. Students who participate in the (AARP) tutoring program will demonstrate increased student achievement based on state assessment (PM 1, 2, & 3).

3. Both i-Ready Reading & Math have aided in significantly increasing student achievement when the programs are used with fidelity. Top Score Writing has enhanced students' writing skills and scores. All three programs are
effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLCs and PDs, allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Incorporate Small group instruction:
1. Students will be assessed using USAs in both Reading and Math. The teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

2. Teachers will analyze student data to determine strengths and weaknesses in the content area.

3. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities (all ESSA subgroups).

4. Teachers will create lesson plans utilizing various resources, instructional materials, and teaching methodologies to support all ESSA learner subgroups.

5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

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

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from FY 23 and conduct formative assessments to ensure the proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Tutorials: (UniSIG)

1. Analyze student data to determine students for tutorial groups and the support necessary.

2. Choose research-based supplemental materials and resources during tutorials.

3. Analyze teacher classroom data to determine who will be tutors.

4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

5. Students will be selected and grouped for pullout and push-in tutorials based on the results from FY23 FAST/EOCs, FSQs, USAs, and PM 2; and all ESSA-identified subgroups.

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

By When: Tutorials will begin during the first nine weeks in September 2023. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May 2024.

Reading Coaching (UniSIG)
1. Employ a part-time Reading Coach.

2. Reading Coach will develop and implement the coaching cycle to build teachers' capacity focusing on the gradual release model, small group instruction, and differentiated instruction.

3. Reading Coach will review data and construct classroom walks to tier the teachers to support them based on need.

4. Reading Coach will assist with standards-based planning to build teachers' capacity.

5. Reading Coach will maintain a coaching log.

6. Administration will monitor Reading Coach.

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

By When: Coaching will begin within the first month of the start of the new year and will continue throughout the school year.

PLCs/Professional Development:
1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.

2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs.

4. Reading Coach will assist with standards-based planning to build the teacher's capacity with B.E.S.T standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons on strategies aligned with the standards.

5. Reading Coach will build professional learning opportunities for teachers to utilize research-based strategies.

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

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Reading Coach will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLCs and PD will continue throughout the school year.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida

State Standards and content required by Florida State Statute 1003.42.
Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to
S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: The administration will conduct and monitor lesson plan checks throughout the school year to
ensure teachers cover the topics outlined by the district's pacing chart.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure
resources are allocated based on needs. This section must be completed if the school is
identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying
interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP)
aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS)
portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support &
Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-
on-one or small group support to assist the principal and leadership teams in developing comprehensive plans
of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan
alignment and provide an overview of the requirements of the School Board and school improvement updates.
The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a
session with them. Working in collaboration with the school leadership team, the Regional Superintendent's
Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs,
the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in
alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports
for each school's continuous improvement. All plans are carefully reviewed and approved by the School
Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on the following:

1. Administration will hire long-term temporary tutors to support during small group instruction.

2. Administration, Teachers, and Reading Coach/Single School Culture Coordinator will attend ongoing
professional development to engage in deep, focused, collaborative planning to support and strengthen data
analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively
unite to focus on best practices and methodologies.

4. Administration and Reading Coach/Single School Culture Coordinator will provide teachers with a variety of
levels of support to ensure teacher development and growth.

5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District EDW/ Performance Accountability Specialist and the school to determine individual school needs and provide additional training and support.

7. The District Reading Collaboration team provides professional development to schools based on needs.

8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning Life (SLL) Resource Center to promote character education.

9. We have partnerships with multiple community and business partners. The schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness and academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of the SIP, UniSIG budget, and SWP will be translated into the common languages that represent our school enrollment upon approval at the August SAC to be later disseminated at the Staff meeting, Annual Title 1 Parent Meeting, and during the Open House/Curriculum Night. Copies in the different languages will be placed in the front office, sent home with students in their Take Home/ Agendas, and uploaded on the school's website.

All Title I schools in SDPBC are required to complete a Schoolwide Plan(SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders through Parent/Teacher conferences, IEP meetings, Parent/Family Engagement events, programs, and the school's newsletter/website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our leading indicators for the FY 24 school year: Students will utilize technology during ELA, Math, and Science class for remediation or enrichment. We will provide differentiated Small Groups (Double-Down) Supported by Para's & Academic Tutors. Provide enrichment and remediation tutorial opportunities for students. Professional Learning Communities-Teacher Leaders will engage in PD experiences to build capacity in providing effective instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$47,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2411 - Indian Ridge School	UniSIG	0.5	$28,900.00
			Notes: Resource teacher to provide part-time reading and math support during the school day via push-in/pull-out services. $57,800 x 0.5 FTE = $28,900.			
	5100	200	2411 - Indian Ridge School	UniSIG		$10,693.00
			Notes: Benefits for 0.5 Resource Teacher. $28,900 x 23.85% = $6,893 + $3,800 = $10,693. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%.			
	5100	510	2411 - Indian Ridge School	UniSIG		$207.00
			Notes: Instructional Supplies: Twin-pocket portfolios, cases of copy paper and pens/paper/ markers. Total = $207.			
	5100	750	2411 - Indian Ridge School	UniSIG		$5,328.00
			Notes: Temporary Out-of-System Certified Tutors for Reading and Math, grades K-12 starting in Sept via Push-in/pull-out services. Salaries: 2 tutors x 3 days per week x 3 hours per day x 8 weeks x $37 per hour = $5,328.			
	5100	200	2411 - Indian Ridge School	UniSIG		$1,271.00
			Notes: Benefits for out of system certified tutorial: $5,328 x 23.85% = $1,271. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%			
	6400	330	2411 - Indian Ridge School	UniSIG		$1,101.00
			Notes: Staff will attend the BSI Summer Institute to build capacity in School Improvement. Out of County Travel: $180 transportation + $777.00 lodging + $144 per diem x 1 attendees = $1,101.			

Total:	**$47,500.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No