

Martin County School District

Riverbend Academy



2020-21 Schoolwide Improvement Plan

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Riverbend Academy

11301 SE TEQUESTA TER, Tequesta, FL 33469

martinschools.org/o/ra

Demographics

Principal: Gary Sparks

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Riverbend Academy

11301 SE TEQUESTA TER, Tequesta, FL 33469

martinschools.org/o/ra

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year	2013-14
Grade	I

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate in a therapeutic environment to inspire all students to reach their academic and behavioral goals.

Provide the school's vision statement.

Collaborate with partner organization in assisting each student to overcome educational, social, interpersonal, psychological and biomedical barriers, by protecting dignity, expanding opportunity, seeking strategies, and inspiring students for success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Sparks, Gary	Principal	To lead and support staff and students.
Barnett, Beth	Instructional Coach	IPS Coach
Steinle, Rachel	Other	Collaborative Partner - Sandy Pines
Goodman, Jennifer	Instructional Coach	IPS Coach
Heintzelman, Evelyn	Teacher, K-12	Teacher 4/5
Granieri-Jaudeau, Julia	Teacher, ESE	Reading Teacher
Jennerjahn, Meghann	Instructional Coach	
Wiedrick, Lisa	Teacher, K-12	Teacher K-12
Gribbin, Allison	Teacher, K-12	Teacher 6-8
Carpenter-Perry, Sheila	Paraprofessional	Paraprofessional 4-5
Mendez, Damaris	Teacher, ESE	Support Facilitator 6-12

Demographic Information

Principal start date

Monday 8/24/2020, Gary Sparks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

13

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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	10	12	12	15	32	44	74	64	43	10	3	320
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	0	0	2	4	8	7	31	14	1	0	67
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	8	3	4	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/24/2020

Prior Year - As Reported

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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

Prior Year - 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	3	5	13	17	19	42	56	66	62	79	56	15	433
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	1	0	0	3
One or more suspensions	0	0	1	4	6	10	77	25	25	28	9	5	4	194
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	3	1	0	2	4	5	0	0	0	0	15
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

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	33%	61%	0%	35%	57%
ELA Learning Gains	0%	46%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	44%	54%	0%	50%	51%
Math Achievement	0%	61%	62%	0%	53%	58%
Math Learning Gains	0%	64%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	53%	50%
Science Achievement	0%	31%	56%	0%	33%	53%
Social Studies Achievement	0%	95%	78%	0%	48%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	0%	54%	-54%	58%	-58%
	2018	0%	57%	-57%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	57%	-57%	58%	-58%
	2018	0%	55%	-55%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	55%	-55%	56%	-56%
	2018	0%	58%	-58%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	57%	-57%	54%	-54%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	17%	53%	-36%	52%	-35%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	57%	-57%	51%	-51%
Same Grade Comparison		17%				
Cohort Comparison		17%				
08	2019	22%	62%	-40%	56%	-34%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		22%				
Cohort Comparison		22%				
09	2019	5%	61%	-56%	55%	-50%
	2018	0%	62%	-62%	53%	-53%
Same Grade Comparison		5%				
Cohort Comparison		5%				
10	2019	5%	59%	-54%	53%	-48%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		5%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	58%	-58%	62%	-62%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	67%	-67%	64%	-64%
	2018	0%	64%	-64%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	64%	-64%	60%	-60%
	2018	0%	64%	-64%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	8%	64%	-56%	55%	-47%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		8%				
Cohort Comparison		8%				
07	2019	23%	60%	-37%	54%	-31%
	2018	8%	65%	-57%	54%	-46%
Same Grade Comparison		15%				
Cohort Comparison		23%				
08	2019	16%	67%	-51%	46%	-30%
	2018	0%	66%	-66%	45%	-45%
Same Grade Comparison		16%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	53%	-53%	53%	-53%
	2018	0%	54%	-54%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	20%	58%	-38%	48%	-28%
	2018	0%	57%	-57%	50%	-50%
Same Grade Comparison		20%				
Cohort Comparison		20%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	74%	-61%	67%	-54%
2018	0%	73%	-73%	65%	-65%
Compare		13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	16%	79%	-63%	71%	-55%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	78%	-14%	70%	-6%
2018	0%	74%	-74%	68%	-68%
Compare		64%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	75%	-75%	61%	-61%
2018	17%	70%	-53%	62%	-45%
Compare		-17%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	18%	65%	-47%	57%	-39%
2018	0%	61%	-61%	56%	-56%
Compare		18%			

Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD											
ELL											
WHT											
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

ESSA Data

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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 gains in English Language Arts (ELA) were low at RBA in several subgroup populations over the last several years, and no accountability measure had been implemented.

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

RBA's student population is mobile, and during a resident's time at Sandy Pines, homework time is not integrated into the school day. This is compounded by the fact that the vast majority of residents arrive with extensive academic deficits which have contributed to emotional and behavioral difficulties. The extensive reading data which was collected throughout last year clearly reflects this. Over 200 students received reading assessments composed of ORF tests, the TOSWRF, DIBELS passages, I Ready diagnostics, REWARDS screening tools, and SPIRE pre-tests. An inordinate number of middle and high school students were found to be decoding at lower than 60 words correct per minute. The REWARDS and SPIRE programs were implemented in an attempt to remediate these deficits, and will continue to be implemented this year when RBA returns to live instruction.

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.

The greatest gap as compared to the state average is reading fluency. The primary factor is that the majority of residents at Sandy Pines arrive with behavioral concerns which have interfered with getting an education for widely varying spans of time. Also, academic transcripts and test scores can be difficult to track down. Gaging fluency measures on intake assisted with accurate placement and prompt intervention so that students could show learning gains upon discharge.

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

During the 2019-20 school year, reading assessment became the norm during intake, sometimes being done even before a resident had a school schedule. This provided staff with an early warning system. High need students with extensive achievement gaps were placed in intensive reading as promptly as possible, with differentiated digital learning resources which were adapted to their instructional level to minimize frustration.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reading fluency and decoding deficiencies among middle and high school students which interfere with comprehension of grade level content.

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

1. Leadership and accountability in management systems with the goal of increasing collaborative planning time for teachers working collaboratively and sometimes very quickly to close achievement gaps.
2. Instructional practice as it relates to differentiation with the goal of closing achievement and reading

gaps with a mobile population of learners who have experienced trauma and require trauma-informed care.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus	Data and internal communication shows that teacher lead roles are lacking, and that appointed teacher liaisons would improve staff communication as well as communication with Sandy Pines.
Description and Rationale:	
Measurable Outcome:	RBA faculty and staff will communicate more productively, will have more time for weekly collaborative lesson planning guided by teacher leads, which other district schools presently benefit from.
Person responsible for monitoring outcome:	Jennifer Goodman (goodmaj@martinschools.org)
Evidence-based Strategy:	Clearly established timelines for staff meetings, meeting agendas and minutes to be made available, visual support materials for reference, rotating meeting roles, digital pushout items to assess staff accountability and improve post-meeting outcomes. Instructional coaches from the MCSD will offer mentoring where needed.
Rationale for Evidence-based Strategy:	Enhancing communication among staff members will lead to more time for planning effective instruction and tracking vital data for RBA's mobile student population.

Action Steps to Implement

1. Appoint teacher leads or liaisons. Determine responsibilities as well as chain of communication by level/grade.

Person Responsible Gary Sparks (sparksg@martinschools.org)

2. Provide a clear agenda and time frame for all meetings which will be available before each school meeting.

Person Responsible Rosalie Reid (reidr@martinschools.org)

3. Appoint meeting roles (timekeeper, notetaker, encourager, reporter)

Person Responsible Julia Granieri-Jaudeau (graniej@martinschools.org)

4. Provide follow-up tools and supports for staff accountability

Person Responsible Gary Sparks (sparksg@martinschools.org)

Integrate the support facilitation model into the school structure with the goal of enhancing collaboration, modeling high effect instructional strategies, gathering data regarding differentiated instruction, and providing targeted support for students with achievement gaps. District support facilitation logs will be implemented for accountability. District instructional coaches and ET staff will support as needed and requested. Mentoring will be provided where deficiencies are identified which interfere with effective instruction.

Person Responsible Gary Sparks (sparksg@martinschools.org)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Data during remote instruction has shown that a technology-infused virtual classroom with high-quality diagnostics for all students on an adaptive learning platform, and close collaboration among content area teachers to identify achievement gaps as well as track learning gains, had a beneficial effect among students in RBA's mobile population.
Measurable Outcome:	RBA will implement IXL and i-Ready for the highest need students across grades who demonstrate learning gaps of more than two years, and will show growth via differentiated instruction which will be documented through gradebook grades, PEER progress reports and detailed recommendations at discharge.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Comprehensive IXL learning platform with four subjects available and full Florida standards alignment. i-Ready learning platform with a full embedded phonics curriculum and oral fluency assessments to be administered by recently implemented support facilitation staff using the collaborative teaching model.
Rationale for Evidence-based Strategy:	The rationale for choosing IXL schoolwide at RBA is that it's an adaptive learning platform, offering immediate corrective feedback for students with extensive achievement gaps. It gives teachers detailed analytics across skills and subjects for each student, not only during remote learning but also during live instruction. IXL, along with I Ready, will drive differentiated instruction and allow teachers to track growth for each student with fidelity regardless of the length of his or her stay at Sandy Pines.

Action Steps to Implement

Incoming students who are identified as demonstrating a need will be administered full diagnostics as well as oral fluency assessments.

Person Responsible Julia Granieri-Jaudeau (graniej@martinschools.org)

PEER progress reports, gradebook grades and discharge summaries will reflect data from both platforms so that home schools can quickly assess student achievement levels upon return to a comprehensive school setting.

Person Responsible Gary Sparks (sparksg@martinschools.org)

Teachers and co-teachers will be able to consult up to the minute data on students requiring high support and will collaborate to find differentiated academic tasks to meet students at their instructional level and use technology-infused strategies to enhance their lesson plans (Screencastify, Nearpod, Read Theory, No Red Ink, Quizizz, Vocab Spelling City, Newsela and others) which will be housed in collaboratively designed Google Classrooms by grade or by school level.

Person Responsible Gary Sparks (sparksg@martinschools.org)

During remote instruction, Zoom will be used to differentiate instruction in teams of teachers and co-teachers who will work together use meeting tools such as breakout rooms, screen sharing, remote control, non-verbal feedback, and chat threads to monitor requests for assistance.

Person Responsible Gary Sparks (sparksg@martinschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All staff will receive ongoing, high quality, district guided professional development to enhance skills with digital learning resources. The support facilitation model will be implemented to support instruction in middle and high school. Embedded accountability measures, access to instructional coaches from the MCSD for followup, and modeling, as well as mentoring opportunities, will be provided to increase staff confidence with differentiated, technology-infused instructional practices to educate a mobile, diverse population of learners for success according to the official MCSD guidelines of "Educating All Students for Success."

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Creating a positive and respectful environment is a strong focus at Riverbend Academy. We are a residential psychiatric hospital. Our students have emotional and behavioral issues which are chronic enough to require residential treatment in a locked facility to ensure their safety and that of others. Our main program is PBIS, frequent rewards and praise. This is adapted to the individual needs of the student. To shape behaviors, we increase the frequency of reinforcement for behaviors of students displaying a lack of buy into the program.

Daily, the principal does the pledge and announcements with 3 students. After the pledge, the students do shout outs to their favorite teacher, co-teacher and hospital staff.

Student successes are celebrated in multiple ways. Parents and therapists are notified of improvement or outstanding performance Teachers display success in their classrooms, doors and hallways.

When there is an ongoing conflict with a student the teacher is unable to work through with a student, we implement positive pairing. The student, the co-teacher, and often the therapist meet weekly. During the pairing behavior is not discussed The student is allowed to pick a game or activity. The school staff will engage with the student increasing as the weeks pass. The results are often that particular staff becomes the student's favorite teacher.

Calming baskets are created with hospital staff. A student is able to take a brain break and utilize the basket to regroup. Chill passes are utilized when a student is unable to remain in the class to regroup.

Stakeholder involvement includes multiple activities. Monthly, school staff attends the multi-disciplinary

hospital staffing for each student. Parents/guardians, caseworkers and therapists attend. The therapeutic and academic progress data is reviewed. Areas of concern are discussed. When a resident is nearing discharge, transition services are developed. The school provides information regarding educational needs. Weekly school data is provided to the treatment team for review. Monthly reports are written and provided to involved stakeholder.

The Humane Society brought four therapy dogs for a highly successful event where students learned lessons in kindness and were able to interact with dogs and specially trained volunteers. It was such a success that the Humane Society has put Riverbend Academy on their roster for their Pawsitive Interactions program for the 20-21 school year.

Members of the local community organized an ongoing book drive and coordinated donations of over \$1500 to RBA's media center. These generous individuals who want to help RBA grow have been invited to join SAC this year.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$1.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	319-Technology-Related Professional and Technical Services	0070 - Riverbend Academy	School Improvement Funds		\$1.00
			<i>Notes: Training will be conducted by the curriculum support team of the MCSD.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$24,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0070 - Riverbend Academy	School Improvement Funds		\$3,000.00
			<i>Notes: Data supports the need for iReady at RBA and RBAE. RBA will implement iReady for the highest need students across grades who demonstrate learning gaps of more than two years, and will show growth via differentiated instruction which will be documented through gradebook grades, PEER progress reports and detailed recommendations at discharge.</i>			
	5100	369-Technology-Related Rentals	0070 - Riverbend Academy	School Improvement Funds		\$1,200.00
			<i>Notes: Data supports the need for IXL at RBA and RBAE. RBA will implement IXL for the highest need students across grades who demonstrate learning gaps of more than two years, and will show growth via differentiated instruction which will be documented through gradebook grades, PEER progress reports and detailed recommendations at discharge.</i>			
	5100	644-Computer Hardware Non-Capitalized	0070 - Riverbend Academy	School Improvement Funds		\$20,000.00
			<i>Notes: Every student throughout RBAE, RBA, RBCHS will have their own laptop.</i>			

Total:	\$24,201.00
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