

2013-2014 SCHOOL IMPROVEMENT PLAN

Riverbend Academy
500 SE OCEAN BLVD
Stuart, FL 34994
772-219-1200

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 1%
Alternative/ESE Center No	Charter School No	Minority Rate 21%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Riverbend Academy

Principal

Susan Mochen

School Advisory Council chair

Sue Riley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Mochen	Administrator
Sue Riley	9- 12 grade math and science teacher
Daniel Tufts	9- 12 grade reading teacher
Samantha Page	Data Entry Clerk

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sue Riley, Teacher, SAC Chair
 Daniel Tufts, Teacher
 David Forman, Teacher
 Allison Gribbin Teacher
 Christine Baer, Teacher
 Sandra Figueroa, Teacher
 Susan Mochen, Administration

Involvement of the SAC in the development of the SIP

The SAC committee is involved with the gathering of data and the development of goals for the SIP.

Activities of the SAC for the upcoming school year

SAC will continue to provide school administration and hospital staff information related to student progress, mental health status, and safety. SAC will also help in the creation of new educationally relevant creative therapy activities so as to bridge services between the school and hospital.

Projected use of school improvement funds, including the amount allocated to each project

We do not have funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Mochen

Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Masters degree in Educational Leadership
Doctorate in Instructional Leadership
K-12 Educational Leadership
K-12 ESE
Reading Endorsement

Performance Record

Highly Effective

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers**# of classroom teachers**

9

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

11%

certified in-field

3, 33%

ESOL endorsed

5, 56%

reading endorsed

0, 0%

with advanced degrees

3, 33%

National Board Certified

2, 22%

first-year teachers

1, 11%

with 1-5 years of experience

1, 11%

with 6-14 years of experience

2, 22%

with 15 or more years of experience

5, 56%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All teachers hired will be certified within their assigned subject area. In addition, they will be ESE certified, hold ESOL endorsements and/or reading endorsements. Those teachers needing to complete the reading endorsement practicum will be able to complete this by December 2013 as the facilitation of this endeavor has been started.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers have been invited to participate in the district wide teacher mentoring program, whereby teachers meet monthly to discuss areas of concern and brainstorm solutions to the issues. In addition, new teachers are paired with a seasoned teacher within the school to help the new teacher learn the hidden curriculum and culture of the school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The nature of Riverbend Academy at Sandy Pines is a very transient student body. As a result, we must quickly gather information from sending schools as well as conduct baseline data to assess student strengths and weaknesses. In addition, teachers collaborate with hospital staff, behavior specialists, and other technicians in order to ensure appropriate placement in classes, behavior plans, and goals both academic and behavioral. Student progress is monitored weekly and 30 day reports are conducted on every child.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All teachers monitor goals and objectives as well as rewrite goals as they are either mastered or if the goal is deemed inappropriate for the child's best interest.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The fidelity of the monitoring occurs naturally with a checks and balance system from the hospital staff and teachers/ paraprofessionals. In addition there is a collaboration between behavior therapists and teaching staff to match learning goals with behavioral goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include sending school information, point and level system data, grades, benchmark testing, and entrance testing (HAMAT). The analysis of this data and the collaboration between the professional learning community of the school and the hospital staff ensures that academic and behavioral goals are appropriately written and monitored.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

First, a staff in-service was conducted in August 2013 in order to explain the MTSS process. Second, when a child enters our facility with no previous eligibility, progress monitoring is automatically put in place due to the intensive support of the facility and the likely need for some continued supports once the child leaves the facility. All students' academic progress and targeted behaviors are monitored and tracked on a daily basis.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 5,280

Riverbend Academy at Sandy Pines provides a summer enrichment program to help the students obtain a more well rounded education and to supplement the course offerings from the regular school year.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Daily point and level sheets monitored by the paraprofessionals and mental health technicians are analyzed weekly.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Daniel Tufts	Reading Teacher
Sandra Figueroa	EL Reading Teacher
Susan Mochen	Administrator

How the school-based LLT functions

The LLT meets weekly to discuss new students as well as the progress of current students. All students are given a benchmark test. Grades K-3 utilize i-ready, while older students use the district benchmark test, SRI, or the HAMAT to assess baseline data. This information is analyzed so as to develop goals for each student as well as the school as a whole. Dr. Mochen supervises the actions of the committee, Mr.

Tufts is the technological go-to person, and Ms. Figueroa ensures that each student is tested in a timely fashion and presents the data to the team.

Major initiatives of the LLT

One of the major initiatives is to implement i-ready in the primary classroom. This program will give us baseline data, provide progress monitoring information, and help in the development of goals and objectives for the students' Individual Education Plans.

Another major initiative is the daily use of Imagine Learn for the limited English students and system 44 for the students who are performing below the minimal level for Read180.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher ensures that every student is working on reading improvement. Reading in content area is required for every classroom. In addition, every student takes a reading class during the day in order to further improve reading proficiency.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Secondary students are scheduled using a modified block whereby English and History classes are taught together, just as science and math classes are taught together. Thus, rather than seeing course work in isolation, students can see more connections and relationships between the curriculum. In addition, students can see the relevance to their future as teachers make lessons within these block schedules applicable to their future (ie: financial literacy, completing job applications, writing a resume).

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Upon entry to the facility, each student meets with the IPS or administrator. We review available transcripts, verbally go over what courses have been taken at their previous school, what classes need to be taken while at the facility, and we plan for what will happen upon return to their home school.

Strategies for improving student readiness for the public postsecondary level

Riverbend Academy at Sandy Pines will follow the district's lead in improving student readiness for the public postsecondary level. We plan to ensure that all students take the required course work leading toward graduation requirements as well as any supplemental courses necessary to improve basic skills thus preparing for the PERT test.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		30%		
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities		30%		
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		38%		
American Indian				
Asian				
Black/African American		42%		
Hispanic				
White				
English language learners				
Students with disabilities		38%		
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		25%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 4: Science**Middle School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	18		25
Participation in STEM-related experiences provided for students	18	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

On parent conference nights, we expect to see at least 85% parent involvement. In addition, at monthly staffings, we are targeting at least 90% attendance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			85%

Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase STEM activities
- G2.** Limited English speaking students will improve CELLA scores in listening, speaking, reading, and writing, from scores of beginning to at least high intermediate.

Goals Detail

G1. Increase STEM activities

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- We have a highly qualified teacher who has a hands on style, loves to do experiments, and enjoys teaching the scientific method.

Targeted Barriers to Achieving the Goal

- It is a challenge to conduct hands on experiences for children when resources are limited.

Plan to Monitor Progress Toward the Goal

Implement new STEM activities with Grant funds

Person or Persons Responsible

Science teacher and administrator

Target Dates or Schedule:

June 2014

Evidence of Completion:

Students will have more opportunities for STEM projects with new resources from grant funding

G2. Limited English speaking students will improve CELLA scores in listening, speaking, reading, and writing, from scores of beginning to at least high intermediate.

Targets Supported

Resources Available to Support the Goal

- This year we have a highly qualified, motivated EL teacher who is able to target this populations needs.

Targeted Barriers to Achieving the Goal

- Materials

Plan to Monitor Progress Toward the Goal

using benchmark tests and curriculum based assessments

Person or Persons Responsible

EL teachers and administration

Target Dates or Schedule:

review student language development

Evidence of Completion:

test data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase STEM activities

G1.B1 It is a challenge to conduct hands on experiences for children when resources are limited.

G1.B1.S1 Write grants to supplement limited budget for science experiments

Action Step 1

will apply for at least one grant

Person or Persons Responsible

Science teacher

Target Dates or Schedule

by May 2014

Evidence of Completion

Copy of grant application or funding generated if written grant is selected.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

will monitor all steps of the process

Person or Persons Responsible

Administrator

Target Dates or Schedule

May 2014

Evidence of Completion

Teacher will submit electronic or hard copies of submitted grant applications.

Plan to Monitor Effectiveness of G1.B1.S1

Write grants

Person or Persons Responsible

Science Teacher & Administrator will write further grants if denied by first application

Target Dates or Schedule

June 2013 or as opportunities come up

Evidence of Completion

copies of submitted grant

G2. Limited English speaking students will improve CELLA scores in listening, speaking, reading, and writing, from scores of beginning to at least high intermediate.

G2.B1 Materials

G2.B1.S1 EL team will meet with other EL teachers in the district to collaborate on ideas and activities which do not require specific curriculum materials.

Action Step 1

meet with fellow EL teachers within the district

Person or Persons Responsible

EL team members

Target Dates or Schedule

monthly throughout the 2013-14 school year

Evidence of Completion

Signed log; new ideas

Plan to Monitor Fidelity of Implementation of G2.B1.S1

review logs and new ideas

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

signed logs by team and administration

Plan to Monitor Effectiveness of G2.B1.S1

observe classroom EL strategies

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

i-observation feedback to teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Due to the nature of Riverbend Academy at Sandy Pines, many of these sources are not applicable. Our school is funded by Martin County School District in terms of personnel and some materials such as desks, textbooks, and technology. We do receive protocols for the IPT test for our non-native English speakers from the Title 1 department. However we do not receive funding from SAI, violence prevention, nutrition, housing, head start, adult education, CTE nor job training, as either the program is not applicable or the hospital provides the financial support necessary.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals