

Martin County School District

Riverbend Academy



2021-22 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: 8/13/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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

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martinschools.org/o/ra

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate all students in a therapeutic environment for success.

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 all students to reach their academic and behavioral goals.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sparks, Gary	Principal	The face of the school. Lead teachers and staff, set goals and ensure students meet their learning objectives. Oversee school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.
Reid, Rosalie	Registrar	Appointment scheduling, registration, and data entry
Carpenter-Perry, Sheila	Paraprofessional	Assisting teachers(s) in working with students
Granieri-Jaudeau, Julia	Teacher, ESE	Works with small groups of students within the class. Support facilitation provides for collaborative planning, modeling, and coaching of effective strategies and implementation of accommodations to promote progress related to student's IEP goals
Wiedrick, Lisa	Teacher, K-12	Teacher K-3
Steinle, Rachel	Other	Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems.
Goodman, Jennifer	Other	Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems.
Barnett, Beth	Other	Exceptional Student Education (ESE) Specialists are responsible for providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems.
D'Elia, Gail	Registrar	Appointment scheduling, registration, records, and data entry
Mendez, Damaris	Teacher, ESE	Science 6-8
Heintzelman, Evelyn	Teacher, ESE	Grades 4-5
Jennerjahn, Meghann	SAC Member	Sandy Pines School Liaison
Burke, James	Paraprofessional	Assisting teachers(s) in working with students

Name	Position Title	Job Duties and Responsibilities
Wilbanks, Susi	Teacher, ESE	ELA 9-11

Demographic Information

Principal start date

Friday 8/13/2021, 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.*

1

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.*

7

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

144

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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	1	7	12	16	23	45	52	44	40	8	102	351	
Attendance below 90 percent	0	0	0	0	0	0	2	5	7	0	5	0	0	19	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	1	1	5	1	0	0	0	8	
Course failure in Math	0	0	0	0	0	0	1	2	5	0	1	0	0	9	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	0	0	1	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	0	0	2	
Number of students with a substantial reading deficiency	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	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	1	0	0	0	1
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

Friday 8/13/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					33%	61%		33%	60%
ELA Learning Gains					46%	59%		44%	57%
ELA Lowest 25th Percentile					44%	54%		38%	52%
Math Achievement					61%	62%		58%	61%
Math Learning Gains					64%	59%		61%	58%
Math Lowest 25th Percentile					54%	52%		49%	52%
Science Achievement					31%	56%		30%	57%
Social Studies Achievement					95%	78%		63%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	55%	-55%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	57%	-57%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	17%	53%	-36%	52%	-35%
Cohort Comparison		0%				
08	2021					
	2019	22%	62%	-40%	56%	-34%
Cohort Comparison		-17%				
09	2021					
	2019	5%	61%	-56%	55%	-50%
Cohort Comparison		-22%				
10	2021					
	2019	5%	59%	-54%	53%	-48%
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	58%	-58%	62%	-62%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	64%	-64%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	8%	64%	-56%	55%	-47%
Cohort Comparison		0%				
07	2021					
	2019	23%	60%	-37%	54%	-31%
Cohort Comparison		-8%				
08	2021					
	2019	16%	67%	-51%	46%	-30%
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison						
08	2021					
	2019	20%	58%	-38%	48%	-28%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	74%	-61%	67%	-54%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	78%	-14%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	75%	-75%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	65%	-47%	57%	-39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English and Math APM

Common Quarterly Assessments (CQA) in Social Studies and Science

Alg or Geo CQA

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%		
	Economically Disadvantaged	50%		
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities			
	English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100		
	Economically Disadvantaged	100		
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		0	
	Economically Disadvantaged Students With Disabilities English Language Learners		0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		0	
	Economically Disadvantaged Students With Disabilities English Language Learners		0	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		0	
	Economically Disadvantaged		0	
	Students With Disabilities		0	
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		0	
	Economically Disadvantaged		0	
	Students With Disabilities		0	
	English Language Learners		0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		0	
	Economically Disadvantaged		0	
	Students With Disabilities		0	
	English Language Learners		0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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											

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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 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 Analysis

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

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

The gains in English Language Arts (ELA) were low at RBA in several subgroup populations over the last several years, and we are using IXL, Spire, Power Up, Rewards, and Vocab City for an accountability measures.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement were finding a way to be proactive and conducting reading assessments at or before enrollment. With this done we have continued with our weekly MTSS meetings and have been more goal oriented and direct in our newly created intervention classes.

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

In Elementary and Middle we are training our Para's in Spire and Basic Math skills. Using our Support Facilitator, all teachers, and our Para's to conduct several different leveled Math and Reading support groups during intervention. Intervention along with differentiated instruction through the use of technology via IXL, Vocab City, Spire, Rewards, and Power Up,

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

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 follow-up, 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 vision of "Educating All Students for Success."

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Close the Achievement Gap in our School. This tool to empower our teachers to drive effective vocabulary instruction delivers results. Empowering teachers with actionable data that facilitates remediation and enrichment of word study. Increase reading comprehension by targeting vocabulary. Give activities designed to benefit all students: general education, ESE, ELL, struggling, and Gifted Talented. With this platform we will automatically generate reports of student activities to save teachers time and are ideal for teacher-parent conversations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus	Data and internal communication shows that teacher lead roles are lacking, and that collaboration with other district schools appointed teacher liaisons in their CLT's would improve instructional practices and teacher buy in with regards to new District initiatives.
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.
Monitoring:	90% of Teachers here at Riverbend will participate in at least 80% of their collaborating schools CLT's measured by teacher attendance.
Person responsible for monitoring outcome:	Gary Sparks (sparksg@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 Beth Barnett (barnetb@martin.k12.fl.us)

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

Person Responsible Gary Sparks (sparksg@martinschools.org)

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

Person Responsible Gary Sparks (sparksg@martinschools.org)

5. 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 Julia Granieri-Jaudeau (graniej@martinschools.org)

#2. Instructional Practice specifically relating to Graduation**Area of Focus Description and Rationale:**

Data before remote instruction has shown that most students entering Riverbend are credit deficient. However, with our most recent data dig we have determined that because of the transient nature of these students they don't often finish their semester courses at their prior educational institution before attending Riverbend. Additionally, students are placed into the current stand and deliver courses at the respective date of the Scope and Sequence. Thusly, these students do not finish prior coursework and leave before they finish current coursework here at Riverbend. In turn, many students leave Riverbend even more credit deficient then when they were enrolled.

Measurable Outcome:

The percentage of credits earned by students enrolled in Riverbend Community High School in school year 21-22 will increase by 10% over the percentage of credits earned by students enrolled in Riverbend Community High School in 20-21 determined by taking the sum of credits earned in 20-21 and dividing it by the number of students and comparing it to the same in 21-22.

Monitoring:

By doing transcript scrubs students will be placed in technology-infused Edgenuity classrooms with high-quality instructors for all classes that students have not been completed prior to entering Riverbend before these students are enrolled in new coursework. We will monitor their progress through data input into a Google sheet and through the Edgenuity progress reports for each student.

Person responsible for monitoring outcome:

Gary Sparks (sparksg@martinschools.org)

Evidence-based Strategy:

Edgenuity® is a leading provider of K–12 online learning solutions, partnering with schools and districts throughout the country to provide the tools and support they need to maximize learning and improve student success. Their expert team of educators works side-by-side with our school and district partners every step of the way to ensure they have the support they need to achieve their goals. Edgenuity is being utilized by more than 20,000 schools nationwide, included 20 of the 25 largest school districts, and we have served over 4 million students.

Rationale for Evidence-based Strategy:

Edgenuity provides opportunity and access to high-quality education using technology to improve student outcomes. As a company of educators, they believe that all learners can achieve their full potential and student success starts with the teacher. They've seen firsthand that all districts, schools, and students have unique needs that can't be met with a one-size-fits-all solution. This is why they dedicate themselves to creating thoughtful and flexible solutions that give educators more ways to manage and customize their programs, while giving students the personalization and engagement they need to succeed.

Action Steps to Implement

By using Edgenuity's adaptive learning platform, close collaboration among content area teachers, and the grad coach completing a transcript scrub upon the students enrollment in RCHS, Riverbend Community High School, to identify credit deficiencies; Riverbend will keep track of each students credits earned while attending Edgenuity classes enrolled in RCHS. We will compare those credits earned in the Semester 1 of the 21-22 school year to the credits earned in the 20-21 school year.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to ELA

Area of Focus	English Language Arts (ELA) scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores, current iReady and IXL Diagnostic, and students initial Spire tests upon enrollment.
Description and Rationale:	
Measurable Outcome:	70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for Spire instruction based on the Spire Placement Test, who are enrolled for at least three months, will make gains by at least one Level prior to their withdrawal.
Monitoring:	A Spire trained educator will administer the Spire Placement Test upon enrollment and record the results in a Google Sheet. Throughout Spire instruction students scores will be updated on the Google Sheet to demonstrate their achievement levels.
Person responsible for monitoring outcome:	Jennifer Goodman (goodmaj@martinschools.org)
Evidence-based Strategy:	S.P.I.R.E.® is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan.
Rationale for Evidence-based Strategy:	Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in decoding and encoding.

Action Steps to Implement

Provide daily Spire instruction and record progress

Person Responsible Jennifer Goodman (goodmaj@martinschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores and iReady and IXL Diagnostic taken upon enrollment.
Measurable Outcome:	70% of ESE students in Riverbend Elementary and Riverbend Academy who complete the IXL Diagnostic, who are enrolled for at least three months, will make gains by at least 10 points for each month they are enrolled.
Monitoring:	The Riverbend Elementary and Riverbend Academy Middle School Math teachers will administer the IXL Diagnostic upon enrollment and record the results in a Google Sheet. Upon each students withdrawal teacher's will record the students most recent level on the Google Sheet to determine the measurable outcome for this area of focus.
Person responsible for monitoring outcome:	William Koperski (koperiw@martin.k12.fl.us)
Evidence-based Strategy:	IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.
Rationale for Evidence-based Strategy:	Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in math concepts.

Action Steps to Implement

Provide daily instruction and record progress

Person Responsible William Koperski (koperiw@martin.k12.fl.us)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: English Language Arts (ELA) scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores, current iReady and IXL Diagnostic, and students initial Spire tests upon enrollment.

Measurable Outcome: 70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for REWARDS instruction based on the REWARDS Placement Test, who are enrolled for at least three months, will make gains by at least one Level prior to their withdrawal.

Monitoring: A REWARDS trained educator will administer the REWARDS Placement Test upon enrollment and record the results in a Google Sheet. Throughout REWARDS instruction students scores will be updated on the Google Sheet to demonstrate their achievement levels.

Person responsible for monitoring outcome: Julia Granieri-Jaudeau (graniej@martinschools.org)

Evidence-based Strategy: The REWARDS® family is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text.

Rationale for Evidence-based Strategy: Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in decoding and encoding.

Action Steps to Implement

Screen incoming students with TOSWRF, San Diego Quick, multi-syllabic word decoding and oral fluency passages to determine lexile level. Provide daily REWARDS instruction and record progress.

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

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale: English Language Arts (ELA) scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores, current iReady and IXL Diagnostic, and students initial Spire tests upon enrollment.

Measurable Outcome: 70% of ELL ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for Spire instruction based on the Spire Placement Test, who are enrolled for at least three months, will make gains by at least one Level prior to their withdrawal.

Monitoring: A Spire trained educator will administer the Spire Placement Test upon enrollment and record the results in a Google Sheet. Throughout Spire instruction students scores will be updated on the Google Sheet to demonstrate their achievement levels.

Person responsible for monitoring outcome: Jennifer Goodman (goodmaj@martinschools.org)

Evidence-based Strategy: S.P.I.R.E.® is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan.

Rationale for Evidence-based Strategy: Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in decoding and encoding.

Action Steps to Implement

Provide daily Spire instruction and record progress

Person Responsible Jennifer Goodman (goodmaj@martinschools.org)

#7. Instructional Practice specifically relating to ELA

Area of Focus
Focus Description and Rationale: English Language Arts (ELA) scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores, current iReady and IXL Diagnostic, and students initial Spire tests upon enrollment.

Measurable Outcome: 70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for REWARDS instruction based on the REWARDS Placement Test, who are enrolled for at least three months, will make gains by at least one Level prior to their withdrawal.

Monitoring: A REWARDS trained educator will administer the REWARDS Placement Test upon enrollment and record the results in a Google Sheet. Throughout REWARDS instruction students scores will be updated on the Google Sheet to demonstrate their achievement levels.

Person responsible for monitoring outcome: Julia Granieri-Jaudeau (graniej@martinschools.org)

Evidence-based Strategy: The REWARDS® family is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text.

Rationale for Evidence-based Strategy: Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in decoding and encoding.

Action Steps to Implement

Screen incoming students with TOSWRF, San Diego Quick, multi-syllabic word decoding and oral fluency passages to determine lexile level. Provide daily REWARDS instruction and record progress.

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

#8. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:	Math scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores and iReady and IXL Diagnostic taken upon enrollment.
Measurable Outcome:	70% of ESE students in Riverbend Elementary and Riverbend Academy who complete the IXL Diagnostic, who are enrolled for at least three months, will make gains by at least 10 points for each month they are enrolled.
Monitoring:	The Riverbend Elementary and Riverbend Academy Middle School Math teachers will administer the IXL Diagnostic upon enrollment and record the results in a Google Sheet. Upon each students withdrawal teacher's will record the students most recent level on the Google Sheet to determine the measurable outcome for this area of focus.
Person responsible for monitoring outcome:	William Koperski (koperiw@martin.k12.fl.us)
Evidence-based Strategy:	IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.
Rationale for Evidence-based Strategy:	Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in math concepts.

Action Steps to Implement

Provide daily instruction and record progress

Person Responsible William Koperski (koperiw@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We are not included in the SafeSchoolsforAlex.org database. Our students reside in a Psychiatric Facility are governed by HIPAA. However, the fact that students come to us from all over the United States and are seeking treatment their discipline data should not follow them throughout their 12 years of traditional school.

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.

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 of Allegiance 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 and student are unable to work through, we implement positive pairing. The student, the co-teacher, and often the therapist meet weekly in these pairings. During pairings the behavior is not discussed. The student can pick a game or activity to play. The school staff's engagement with the student increases as the weeks pass. The results are often that staff becomes the student's favorite teacher.

Calming baskets are created with hospital staff. A student can 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 for a 5-minute cool down period taken in the hallway.

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. These funds are used to support the weekly Chill Days and Monthly Woot Woot cart deliveries.

Two separate Chill Days are conducted each week where students are able to use their Bobcat Bucks to buy into the event where students are able to pick the music, shoot baskets, and buy ice cream. There is a

Chill Day for Elementary/Middle and for High School.

Riverbend also uses a Woot Woot cart to come around to the classrooms to deliver positive rewards for students that have not received a major in RtIB for the entire month.

During some of the virtual learning Riverbend used Therapeutic Interventions such as music and educational games to positively support the students positive choices throughout the day.

Riverbend was able to monitor student discipline events and ensure equitable discipline practices during the 2020-2021 school year given divergent and fluctuating schooling formats through the use of Go Guardian. Once it was discovered students were using remote resources not to do their assigned school activities Teacher and Paraprofessionals would use RtIB to record the infractions and a Matrix was used by our three grade level Deans to determine a consistent consequence.

GoGuardian's eliminates distractions, connects with students, and saves time with K-12's leading classroom management software. It's flexible filtering solution makes it easy to manage all of your users, regardless of device type, operating system, or browser, including BYOD and guest network devices. With a classroom full of students working behind screens, we found it challenging to make the strong human connections necessary for creating breakthrough teaching moments. With Chat, we were able to send messages to struggling students to offer guidance or answer questions.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Riverbend supports students who need more intensive Tier 2 and Tier 3 behavioral supports during the 2020-2021 school year through stakeholder involvement in multiple activities.

Weekly MTSS meeting are held with all three schools; Riverbend Elementary (Grades K-5), Riverbend Academy (Grades 6-11), and Riverbend Community High School (Students over 16 years of age) at separate times during the week in an effort to focus on at least three students each week. The IPS Coach, the students respective teachers and the Principal attend all MTSS meetings.

Monthly, school staff attends the multidisciplinary 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.

Rachel talks were extremely successful where students signed up for times to speak with the High School Dean about their issues mainly stemming from graduation and credit recovery. This open communication was found to be very helpful for students, thus contributing to more work and less behavior issues in our remote environment.

Paraprofessionals and Teachers used Zoom breakout rooms and the phone to speak with students daily to personally explain assignments, listen, and offer support.

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. These funds are used to support the weekly Chill Days and Monthly Woot Woot cart deliveries.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000	690-Computer Software	0070 - Riverbend Academy	General Fund		\$1,200.00
			Notes: Vocab.com			
4	III.A.	Areas of Focus: Instructional Practice: Math				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000	690-Computer Software	0070 - Riverbend Academy	General Fund		\$2,700.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000	690-Computer Software	0070 - Riverbend Academy	General Fund		\$1,500.00
			Notes: Rewards			
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: White				\$0.00
Total:						\$5,400.00