Riverdale Country Day School

2021-22 Ungraded Schoolwide Improvement Plan

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Riverdale Country Day School

1975 PALM BAY RD NE, Palm Bay, FL 32905

http://www.brevarddayschoolprogram.com

Demographics

Principal: Mary Bland M

Start Date for this Principal: 8/2/2021

2021-22 Status (per MSID File)	Closed: 2023-06-30
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
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)	Students With Disabilities*
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Maintaining 2017-18: I 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Riverdale Country School exists to effectively meet the individual educational, therapeutic, and behavioral needs of children in the middle and south area of the Brevard County School District.

Provide the school's vision statement.

At Riverdale Country School we will meet the needs of students, families, the Brevard County School Board, and the community by providing educational services that integrate responsibility, compassion and achievement. We will establish a learning environment that is creative, and encourages feelings of joy and accomplishment. We will form meaningful relationships with our students that they may succeed academically, develop autonomy, and reach out to others in the spirit of altruism. Our interactions with one another will be characterized by honest communication, professional integrity, and kindness. We will know that we are successful when our students come to school eager to achieve personal goals, with hope for the future, and faith in themselves and others.

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

Riverdale students are placed with us via IEP (Individual Education Plan) meetings which indicant a change in placement is necessary for the safety and overall well being of the student. Riverdale has students in grades K-12 and each one has an IEP, FBA (Functional Behavior Assessment and BIP (Behavior Intervention Plan). Each student is assigned a counselor who assist in developing, monitoring and implementing the student BIP. Our classrooms offer small group or very small group instruction based upon the needs documented on the student's IEP.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Torma, Nick	Principal	I review input from the Administration team as well as staff, parent and community surveys and feedback, to write and develop Riverdale's SIP.
Boyd, Shannon	Assistant Principal	Ms. Shannon gathers and reviews all student academic and behavioral data. She conducts weekly PLC meeting to provide staff important curricular updates as well as professional development.
Cobb, Anny	Administrative Support	Tracks and assists with data entry, compliance and student-parent-school communication.
Dean, Rocio	Other	Completes classroom observations to monitor Teacher and Teacher Assistant effectiveness in the delivery of instruction. Completes teacher induction procedures and serves as the point of contact for curricular concerns in our InD and ASD classrooms.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 8/2/2021, Mary Bland M

Number of teachers with professional teaching certificates?
5

Number of teachers with temporary teaching certificates?
2

Total number of teacher positions allocated to the school.
9

Total number of students enrolled at the school.
60

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	7	6	2	6	6	5	9	12	53
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		
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	2	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	8	1	4	5	4	4	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	8	1	4	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	1	0	0	6	6	1	3	5	4	4	8	5	43
Level 1 on 2021 FSA ELA	0	0	0	0	0	2	2	1	2	3	3	1	0	14
Level 1 on 2021 FSA Math	0	0	0	0	0	3	2	0	2	2	0	1	3	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	0	0	3	3	1	3	5	2	4	2	5	29

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/5/2021

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	1	0	0	6	8	2	4	7	6	7	10	7	58
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		
Course failure in ELA	0	0	0	0	0	1	0	0	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	1	0	0	4	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	8	1	4	5	4	4	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	8	1	4	4	0	0	0	0	18

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	2	8	1	4	4	4	4	0	0	27

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	1	1	0	0	1	3	7

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					65%	61%		68%	60%
ELA Learning Gains					58%	59%		59%	57%
ELA Lowest 25th Percentile					54%	54%		54%	52%
Math Achievement					67%	62%		67%	61%
Math Learning Gains					62%	59%		61%	58%
Math Lowest 25th Percentile					59%	52%		56%	52%
Science Achievement					62%	56%		63%	57%
Social Studies Achievement					80%	78%		81%	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%	64%	-64%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	0%	58%	-58%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	63%	-63%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	62%	-62%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	59%	-59%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	43%	-43%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	53%	-53%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

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
SWD	9	30		20			17				
WHT	8			30							
FRL	11			24			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		35		4	26						
WHT				7							
FRL		29		4	25						

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	15
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	76
Total Components for the Federal Index	5
Percent Tested	67%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	

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%	

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%	

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%	

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%	

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Progress monitoring of SWD in the areas of English-Language Arts and Math were measured through IXL and iReady computer based diagnostic programs.
Attendance was monitored through monthly operational reviews

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

A new action taken was to replace Freckle and iStation diagnostics with IXL and iReady as these programs better fit the needs of our students. 40% of the students who attended in person for the extended School Year demonstrated an increase in reading strategies. Progress monitoring through IXL and iReady data demonstrated a decrease in ELA and Math Skills due to chronic absenteeism, quarantining of students and teachers due to COVID-19.

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

Middle and High school science (Biology is a graduation requirement) 100% of SWD did not meet level 3 proficiency on State Standardized testing.
98% of SWD assessed on Florida Standards in ELA and Math did not meet level 3 proficiency

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

Our school serves SWD, who are significantly below grade level in all subject areas. (T) IXL Diagnostic for 2020-21 school year, 63 total students were assessed. Results indicate that SWD grades 3-6 demonstrated -20.7% growth in ELA and -27% growth in math; SWD grades 7-8 demonstrated -10.6% growth in ELA and +.007% growth in math; SWD grades 9-12 demonstrated -27% growth in ELA and -53% growth in math. Extended School Year results indicate that 9 SWD participate; resulting in 44% of students increasing 1 grade level in 18 days with an incentive in place

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

SWD to show learning gains through exposure to grade level curriculum. Web based Science programs to be purchased with Title 1 funds which include progress monitoring. Continue utilizing the current programs of (T) IXL and (T) iReady. Monthly student incentives based up attendance, participation, and learning gains.

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.

Purchased (T) IXL Diagnostic Program, and (T) iReady, (T) STEMScope web based programs which include instructional models and progress monitoring. Teachers will be supported with trainings in how to utilize these programs and the data to drive instruction. New teachers and instructional assistants are trained in social emotional strategies, and Crisis Prevention and Intervention. New teachers participate in the teacher induction program.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Middle and High school science (Biology is a graduation requirement) 100% of SWD did not meet level 3 proficiency on State Standardized testing. 98% of SWD assessed on Florida Standards in Math did not meet level 3 proficiency Students at intake have substantial learning deficits; diagnose skill gaps and plan how to increase student success
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase number of students reaching grade level expectations in math and science from 0% to 10%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Web based programs (STEMScope and IXL) will be utilized for progress monitoring ELA will be monitored through i-ready & IXL Math will be monitored through i-ready and IXL Science will be monitored through STEMscope
Person responsible for monitoring outcome:	Rocio Dean (rocio.dean@uhsinc.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Universal Design for Learning (UDL) is an approach to curriculum design that can help instructors customize curriculum to serve all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. Using Multiple Strategies to Present Content UDL strategies including opportunities for students to work individually, in pairs or groups. Instruction can be reinforced through the use of activities like case studies, role play using multiple ways to use assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The use of technology increases student interest, engagement, and performance and can be utilized in multiple settings (School and home) UDL is an approach to learning that addresses and redresses the primary barrier to learning: inflexible, one-size-fits-all curricula that raise unintentional barriers. Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs. UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet students' diverse needs. A universally designed curriculum is shaped from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to the curriculum unnecessary

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

Purchase program using Title 1 funds:
Web based programs (STEMScope and IXL) will be utilized for progress monitoring

ELA will be monitored through i-ready & IXL
Math will be monitored through i-ready and IXL
Science will be monitored through STEMscope

Person Responsible   Nick Torma (torma.nick@brevardschools.org)

Provide time professional development opportunities: UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet students' diverse needs.

Person Responsible   Nick Torma (torma.nick@brevardschools.org)

Implement programs in the classroom, observe and provide feedback:

Person Responsible   Nick Torma (torma.nick@brevardschools.org)

Monitor student performance

Person Responsible   Nick Torma (torma.nick@brevardschools.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	N/A

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	House Bill 7011 signed into law by Governor DeSantis sets out to improve policies and practices to improve literacy outcomes for all students. In 2021, 0% of 4th and 5th graders demonstrated proficiency on FSA ELA Assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 20-21, 2% of students assessed on ELA grade level standards met expectations. We will increase number of students reaching grade level expectations from 2% to 10%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA will be monitored through i-Ready & IXL
Person responsible for monitoring outcome:	Rocio Dean (rocio.dean@uhsinc.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	**Universal Design for Learning (UDL) is an approach to curriculum design that can help instructors customize curriculum to serve all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. **iReady: This approach helps educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading and mathematics instruction that: *Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data, * Motivate students to persist in building their skills and *Provide scaffolded support that meets the needs of all students. **IXL: Students using IXL experience significantly greater growth on the NWEA MAP assessments for math and ELA than students without IXL. With this study, IXL Math and IXL ELA meet the criteria for Tier II evidence-based interventions set by the U.S. Department of Education's Every Student Succeeds Act (ESSA).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	**UDL addresses primary barrier to learning: inflexible, one-size-fits-all curricula that raise unintentional barriers. Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula are poorly designed to meet their learning needs. UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques, and strategies that empower educators to meet students' diverse needs. **iReady: Riverdale students arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings. **IXL: IXL offers personalized skill recommendations based on what

each student has been practicing, so they can grow from where they are. It provides opportunities for reteach and remediation.

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

1. Identify student targeted areas of need
2. Identify needed resources/curriculum to support the teaching of targeted areas
3. Professional development for curriculum/standards
4. Very small group reteach and remediation
5. PLC to support and assist in cross-curricular implementation

Person Responsible	Nick Torma (torma.nick@brevardschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.   N/A

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.

Riverdale employs 2 full time counselors who specifically work with all of our students on the social emotional domain of their IEP as well as aspects of their Behavior Intervention Plans. Additionally, with our student to staff ratio at 3:1 our auxiliary staff work with each student on a daily/weekly basis assisting in meeting their social emotional needs. We are also still looking to hire a CBA to assist with our InD and ASD population. We have allocated Title 1 funds specific to our Social Emotional instruction and expect these new programs to have a positive effect. "Overcoming Obstacles Life Skills Curriculum" will be purchased and implemented by teachers and counselors during daily instruction social and personal skills classes

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

Student families/guardians assist with making sure our communication lines are open. Some parents/guardians give us a heads up when issues arise before school and we give parents a heads up when issues that arise at school could be carried on at home. The Brevard County School Board communicates changes in policies and procedures regarding new social-emotional initiatives and programs. Palm Bay Police officers respond to our needs for assistance with an understanding of the unique challenges our students are faced with. Community members provide meals to our students and their families during food drive events around the holidays.