

Martin County School District

# Riverbend Academy



## 2022-23 Ungraded 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: 4/25/2018

|  |   |
|--|---|
| <b>2021-22 Status</b><br>(per MSID File)   | Active  |
| <b>School Function</b><br>(per accountability file)  | ESE   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Combination School<br>PK-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | Special Education   |
| <b>2021-22 Title I School</b>  | No  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 0%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |   |
| <b>School Improvement Rating History</b>   | 2021-22: Maintaining<br>2020-21: No Rating<br>2018-19: Unsatisfactory<br>2017-18: I<br>2016-17: Maintaining |
| <b>DJJ Accountability Rating</b>   | 2023-24: No Rating  |

### School Board Approval

This plan is pending approval by the Martin 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.**

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.

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

Riverbend is a Martin County Public School attached to Sandy Pines Residential Facility. Sandy Pines Residential Treatment Center is the largest secure residential treatment center for children and adolescents in the Southeast. The treatment program at Sandy Pines centers around a professionally developed and supervised multidisciplinary, individual plan of care for each resident based on their unique strengths and needs and the strengths and needs of their family. These students require the most support and treatment of any student enrolled in a public or private educational institution.

Riverbend is classified as an ESE Center. We are a Trauma Informed Care Certified School. Creating a positive and respectful environment is a strong focus at Riverbend Academy. 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. Most residents at Sandy Pines arrive with behavioral concerns which have interfered with getting an education for varying spans of time, thus creating extensive academic deficits which have contributed to emotional and behavioral difficulties. Also, academic transcripts and test scores can be difficult to track down.

All patients of Sandy Pines are students of Riverbend. There are 150 students that reside here and over the course of the year we see up to 450 students per school year. Each student has an Individual Education Plan, IEP. Students matriculate here from all over the United States and have some of the highest degrees of trauma imaginable. For the past several years there were only two out-of-state students enrolled, today we have over 30 from different states.

Riverbend follows the same Scope and Sequence, Rigor and Educational requirements as all the other high achieving schools in the Martin County School District. It is our job as educators to not only educate these students, but provide the love, care and understanding that these students have missed out on over their short lives; To get these students back on track; and To give them the confidence to know they belong. Although, they have experienced more tragedy in their short lives than almost all of us will ever see in our adult lives, it is our goal to take our young Bobcats and allow them to see that there are advantages to doing well in school.

### 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   |
|-------------------------|----------------|---|
| 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.   |
| 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  |
| Reid, Rosalie           | Registrar      | Confidential Secretary, scheduling, registration, and data entry  |
| Steinle, Rachel         | Teacher, ESE   | Exceptional Student Education (ESE) Specialists HS IPS Coach, 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       | Teacher, ESE   | Exceptional Student Education (ESE) Specialists MS IPS Coach, 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           | Teacher, ESE   | Exceptional Student Education (ESE) Specialists ES IPS Coach, 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. |
| Wiedrick, Lisa          | Teacher, K-12  | Elementary Math & Science   |
| Heintzelman, Evelyn     | Teacher, ESE   | Elementary ELA and Social Sciences  |
| Koperski, William       | Teacher, ESE   | Middle School Social Sciences   |
| Gribbin, Allison        | Teacher, ESE   | Middle School ELA   |
| Wilbanks, Susi          | Teacher, ESE   | HS ELA  |
| D'Elia, Gail            | Other          | Data Processor  |

**Is education provided through contract for educational services?**

Yes

If yes, name of the contracted education provider.

N/A

## Demographic Information

### Principal start date

Wednesday 4/25/2018, Gary Sparks

### Total number of students enrolled at the school.

144

### Total number of teacher positions allocated to the school.

14

### Number of teachers with professional teaching certificates?

12

### Number of teachers with temporary teaching certificates?

0

### Number of teachers with ESE certification?

10

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

2

### Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

## Demographic Data

## Early Warning Systems

### 2022-23

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                              | 1           | 0 | 0 | 0 | 0 | 0 | 10 | 13 | 25 | 24 | 17 | 4  | 2  | 96 |       |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 2  | 3  | 6  | 4  | 5  | 2  | 2  | 24 |       |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0  | 10 | 1  | 0  | 0  | 0  | 0  | 11 |       |
| 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 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 2  | 4  | 5  | 3  | 3  | 1  | 0  | 18 |       |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 3  | 4  | 7  | 2  | 0  | 1  | 1  | 18 |       |
| 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 | 2 | 4 | 6 | 3 | 1  | 1  | 1     | 18 |

#### The number of students identified as retainees:

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

#### Date this data was collected or last updated

Tuesday 8/30/2022

#### 2021-22 - 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                   | 1           | 1 | 6 | 6 | 9 | 10 | 24 | 41 | 57 | 51 | 40 | 11 | 3  | 260 |       |
| Attendance below 90 percent                   | 0           | 0 | 4 | 1 | 2 | 2  | 0  | 8  | 12 | 10 | 6  | 1  | 0  | 46  |       |
| One or more suspensions                       | 0           | 0 | 1 | 1 | 0 | 3  | 9  | 18 | 11 | 7  | 9  | 4  | 2  | 65  |       |
| Course failure in ELA                         | 0           | 0 | 0 | 0 | 0 | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 2   |       |
| Course failure in Math                        | 0           | 0 | 0 | 0 | 0 | 0  | 2  | 2  | 1  | 1  | 0  | 0  | 0  | 6   |       |
| Level 1 on 2019 statewide FSA ELA assessment  | 0           | 0 | 0 | 3 | 4 | 2  | 8  | 15 | 17 | 9  | 5  | 0  | 1  | 64  |       |
| Level 1 on 2019 statewide FSA Math assessment | 0           | 0 | 0 | 4 | 5 | 3  | 10 | 17 | 11 | 3  | 4  | 1  | 0  | 58  |       |



**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 | 3 | 5 | 2 | 8 | 16 | 13 | 2 | 2  | 0  | 0     | 51 |

**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 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0  | 0  | 0     | 3  |
| 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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        | 45%      | 55%   |        |          |       |        | 33%      | 61%   |
| ELA Learning Gains          |        |          |       |        |          |       |        | 46%      | 59%   |
| ELA Lowest 25th Percentile  |        |          |       |        |          |       |        | 44%      | 54%   |
| Math Achievement            |        | 33%      | 42%   |        |          |       |        | 61%      | 62%   |
| Math Learning Gains         |        |          |       |        |          |       |        | 64%      | 59%   |
| Math Lowest 25th Percentile |        |          |       |        |          |       |        | 54%      | 52%   |
| Science Achievement         |        | 53%      | 54%   |        |          |       |        | 31%      | 56%   |
| Social Studies Achievement  |        | 62%      | 59%   |        |          |       |        | 95%      | 78%   |

**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 |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 54%      | -54%                       | 58%   | -58%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 0%     | 57%      | -57%                       | 58%   | -58%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 55%      | -55%                       | 56%   | -56%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 57%      | -57%                       | 54%   | -54%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 17%    | 53%      | -36%                       | 52%   | -35%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 22%    | 62%      | -40%                       | 56%   | -34%                    |
| Cohort Comparison |      | -17%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 58%      | -58%                       | 62%   | -62%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 67%      | -67%                       | 64%   | -64%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 64%      | -64%                       | 60%   | -60%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 8%     | 64%      | -56%                       | 55%   | -47%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 23%    | 60%      | -37%                       | 54%   | -31%                    |
| Cohort Comparison |      | -8%    |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 16%    | 67%      | -51%                       | 46%   | -30%                    |
| Cohort Comparison |      | -23%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 0%     | 53%      | -53%                       | 53%   | -53%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 20%    | 58%      | -38%                       | 48%   | -28%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 13%    | 74%      | -61%                  | 67%   | -54%               |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 64%    | 78%      | -14%                  | 70%   | -6%                |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 0%     | 75%      | -75%                  | 61%   | -61%               |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 18%    | 65%      | -47%                  | 57%   | -39%               |

### Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       |          | 10     |             | 5         |         |              |          |         |           |                   |                     |
| WHT                                       |          |        |             | 9         |         |              |          |         |           |                   |                     |
| 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                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| ELL                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| WHT                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| ELL                                       |          |        |             |           |         |              |          |         |           |                   |                     |
| WHT                                       |          |        |             |           |         |              |          |         |           |                   |                     |

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | CSI |
| OVERALL Federal Index – All Students  | 5   |
| OVERALL Federal Index Below 41% All Students                                    | YES |
| Total Number of Subgroups Missing the Target                                    | 2   |
| Progress of English Language Learners in Achieving English Language Proficiency |     |
| Total Points Earned for the Federal Index                                       | 14  |
| Total Components for the Federal Index  | 3   |
| Percent Tested  | 89% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 5   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 3   |
| 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%        | 0   |

| 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   | 5   |
| White Students Subgroup Below 41% in the Current Year?                             | YES |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 3   |
| 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   |

## Part III: Planning for Improvement

### 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 related to the Areas of Focus?**

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 progress monitoring.

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

Goal 1: To close the Achievement Gap at least 40% of ESE students who demonstrate a need for Spire instruction based on the Spire placement test and who have been enrolled at least 3 months will make gains of at least one Level. Results: All students made gains and 4 out of 7 students increased a Level which is a 57% increase.

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,

#### **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?**

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

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.

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

During the 2020-21 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.

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.

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, Core 5, and Power Up

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided 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."

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

All students enrolled at Riverbend are provided with translations of textbooks, Snap and Read tools, and IXL in any of 90 languages.

**Measurable Outcome:**

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

All students will have the same opportunity to be successful in a therapeutic environment as native English speakers. Instruction is differentiated and flexible groupings are used to encourage the collaborative learning that required to help all students adapt successfully.

**Monitoring:**

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

All teachers are provided with extensive Snap and Read training and ongoing support to make sure students are being accommodated and successful. Support Facilitators will survey all students to determine if these strategies are being used.

**Person responsible for monitoring outcome:**

Susi Wilbanks (wilbanks@martin.k12.fl.us)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Read Aloud - Listen to text as it's read aloud across websites, PDFs, and Google Drive. It also reads in other languages.  
Dynamic Text Leveling - Dynamically adjust the readability of text without changing the meaning.  
Translation - Translate text into 100+ languages on any webpage.  
Study Tools - Pull text into an outline, then organize it and add notes.  
Remove Distractions - Remove distracting content and adjust fonts, spacing and number of characters per line creating the best online reading experience possible. The Remove Distractions tool also reformats any webpage to read—distraction-free—alongside an open outline.  
Picture Supported Dictionary - Clear definitions plus multiple icon representations enhance meaning.  
Screenshot Reader - Instantly get access to text embedded in images, inaccessible PDFs, and Flash through  
Annotation - Highlight and add text to PDFs then save to Google Drive, One Drive, or download.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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:**

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.

Provide daily support where needed for all students.

**Person Responsible**

Julia Granieri-Jaudeau (graniej@martinschools.org)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please

This area of focus is related to ESSA Subgroup specifically relating to the 100% of Students with Disabilities, 0% ELL, and 60% White. All teachers are provided with extensive Snap and



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.

Read training and ongoing support to make sure students are being accommodated and successful. Support Facilitators will survey all students to determine if these strategies are being used.

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

**Measurable Outcome:**

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

25% of RBA faculty and staff will collaborate with other schools to communicate more productively. This will allow RBA teachers to collaborate weekly and aid in lesson planning, building strategies, and more effective use of RBA teachers time in the classroom to address the needs of the RBA student population. RBA teachers will be assisted by other core area teacher leads, which other district schools presently benefit from.

**Monitoring:**

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

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.

**Person responsible for monitoring outcome:**

Gary Sparks (sparksg@martinschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Interprofessional education and collaboration interventions aim to improve interprofessional relations, which may in turn facilitate the work of knowledge translation and thus evidence-based practice. We summarize systematic review work on the effects of interventions for interprofessional education and collaboration.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:**

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.

Email to District Leadership and Principals detailing the CLT/PLC initiative.  
Inform Teachers to find a Mentor CLT/PLC group.  
Assist Teachers that can not find a CLT/PLC group.  
Follow up on weekly CLT/PLC meetings.

**Person Responsible**

Gary Sparks (sparksg@martinschools.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.

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

**#3. 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.

English Language Arts (ELA) scores were low at RBA Elementary in several subgroup populations over the last several years based on prior FSA scores, iReady, and IXL Diagnostic.

**Measurable Outcome:**

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

50% of ESE students in Riverbend Elementary who demonstrate a need for Spire instruction based on the Spire Placement Test, who are enrolled for at least three months, will improve their oral reading fluency by a minimum of 15 words correct per minute from their initial Spire Fluency Screening.

70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for IXL instruction based on the IXL Placement Test, who are enrolled for at least three months, will make gains by at least .30 points prior to their withdrawal.

A Spire trained educator will administer the Spire Placement Test. Our Support Facilitator will pull students at least 3 days a week 30 minutes a day to provide Spire Instruction. Throughout Spire instruction, Form A/Bs and Quick Checks and fluency checks will be recorded. Core 5 data will be captured as students complete their intervention minutes in class.

**Monitoring:**

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

The Riverbend Elementary and Riverbend Middle School ELA teachers will administer the IXL Diagnostic upon enrollment. Engagement and progress monitoring will take place two to three times a week with students monitoring their own progress to raise their diagnostic scores. Focusing on areas of proximal skill development resourcing the live classroom feature, explicit doc cam instruction, and utilizing CRISS learning strategies. Upon students withdrawal teachers capture a snap shot of student's growth during their time at RBA.

Principal will do weekly walkthroughs to assure engagement strategies and intervention data are driving instruction.

**Person responsible for monitoring outcome:**

Allison Gribbin (gribbia@martinschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

Lexia® PowerUp Literacy® accelerates literacy gains for students in grades 6–12 who are at risk of not meeting College- and Career-Ready Standards. Lexia® PowerUp Literacy® is a computer-based program that adapts instruction to the specific needs of adolescent learners. The activities in PowerUp support and build on your school's English Language Arts curriculum, focusing on developing reading skills in three areas: word study, grammar, and comprehension.

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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:**

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.

Screen struggling students that are identified by content area teachers with multi-syllabic word decoding and oral fluency issues and then follow the procedures listed above with fidelity.

Screen incoming students with POWER UP/CORE 5 and sometimes IXL depending on need.

#### **Person Responsible**

Allison Gribbin (gribbia@martinschools.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.

This area of focus is related to ESSA Subgroup specifically relating to the 100% of Students with Disabilities, 0% ELL, and 60% White. A Spire trained educator will administer the Spire Placement Test. Our Support Facilitator will pull students at least 3 days a week 30 minutes a day to provide Spire Instruction. Throughout Spire instruction, Form A/Bs and Quick Checks and fluency checks will be recorded. Core 5 data will also be captured as students complete their intervention minutes in class.

Teachers will administer the IXL Diagnostic upon enrollment.

Engagement and progress monitoring takes place two to three times weekly with students monitoring their own progress in an effort to raise their diagnostic scores. Upon each students withdrawal teachers will capture a snap shot of the student's growth during their time at RBA. Principal will do weekly walkthroughs to make sure engagement strategies and intervention data are driving instruction.

**#4. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math scores were low at RBA in several subgroup populations over the last several years based on prior FSA scores and IXL Diagnostic taken upon enrollment. The curriculum alone was not sufficient enough to close achievement gaps, so the school invested in an adaptive online learning platform and dedicated daily intervention time.

**Measurable Outcome:**

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

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

The Riverbend Elementary and Riverbend Academy Middle School Math teachers will administer the IXL Diagnostic upon enrollment. Progress monitoring will take place two to three times a week with students monitoring their own progress in an effort to raise their diagnostic scores by focusing on areas of weakness via the live classroom feature, leader boards, and weekly awards. Upon each students withdrawal teacher's will capture a snap shot of the student's growth during their time at RBA. Principal will do weekly walkthroughs to make sure engagement strategies and intervention data are driving instruction.

**Person responsible for monitoring outcome:**

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

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:**

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.

Provide daily intervention based on an adaptive model (IXL) and involve students in the data tracking process so that they improve their self efficacy and self monitoring skills.

**Person Responsible**

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

Collaborative planning time is being utilized with the goal of moving towards a collaborative teaching model, now that Riverbend has fully adopted the Support Facilitation model.

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

Building a bridge between intervention and instruction where one directly informs that other so students with achievement gaps experience more success and less frustration. There will be a measurable correlation between how we present our intervention platforms and our classroom textbook resources... workbooks, The Big Ideas Dynamic Classroom, Imagine Math Scaffolded Resources by grade.

**Person Responsible** [no one identified]

### 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.

This area of focus is related to ESSA Subgroup specifically relating to the 100% of Students with Disabilities, 0% ELL, and 60% White. The Riverbend Elementary and Riverbend Academy Middle School Math teachers will administer the IXL Diagnostic upon enrollment. Progress monitoring will take place two to three times a week with students monitoring their own progress in an effort to raise their diagnostic scores by focusing on areas of weakness via the live classroom feature, leader boards, and weekly awards. Upon each students withdrawal teacher's will capture a snap shot of the student's growth during their time at RBA. Principal will do weekly walkthroughs to make sure engagement strategies and intervention data are driving instruction.

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Closing the Achievement Gap in our School: Empowering teachers with actionable data that facilitates remediation and enrichment of word study, phonics, reading comprehension and grammar skills.

Increasing reading comprehension by targeting robust vocabulary. Giving 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. This is also ideal for teacher-parent conversations. With Lexia Core5/Power Up, the data generated can show growth from a k-2 band to a 3-5 or a 6-8 band within 3 to 4 months of beginning the program and using it with fidelity for a minimum of 135 minutes per week.

### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Closing the Achievement Gap in our School: Empowering teachers with actionable data that facilitates remediation and enrichment of word study, phonics, reading comprehension and grammar skills. Increasing reading comprehension by targeting robust vocabulary. Giving 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. This is also ideal for teacher-parent conversations. With Lexia Core5/Power Up, the data generated can show growth from a k-2 band to a 3-5 or a 6-8 band within 3 to 4 months of beginning the program and using it with fidelity for a minimum of 135 minutes per week.

#### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### **Grades K-2: Measureable Outcome(s)**

70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for POWER UP/CORE 5 instruction based on the POWER UP/CORE 5 Placement Test, who are enrolled for at least three months, will make gains by at least one Level (band) prior to their withdrawal.

#### **Grades 3-5: Measureable Outcome(s)**

70% of ESE students in Riverbend Elementary and Riverbend Academy who demonstrate a need for POWER UP/CORE 5 instruction based on the POWER UP/CORE 5 Placement Test, who are enrolled for at least three months, will make gains by at least one Level (band) prior to their withdrawal.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Lexia CORE5 provides staff with an early warning system. High need students with extensive achievement gaps were placed in reading intervention as promptly as possible, with differentiated digital learning resources which were adapted to their instructional level to minimize frustration.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Heintzelman, Evelyn, heintze@martin.k12.fl.us

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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. Gaging fluency measures on intake assisted with accurate placement and prompt intervention so that students could show learning gains upon discharge. 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.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



| Action Step  | Person Responsible for Monitoring          |
|--|--|
| During the 2021-22 school year, reading assessment became the norm during intake via IXL. This provided staff with an early warning system. We will continue that in 2022-2023. High need students with extensive achievement gaps will be placed in reading intervention as promptly as possible, with differentiated digital learning resources which were adapted to their instructional level to minimize frustration.   | Barnett, Beth,<br>barnetb@martin.k12.fl.us |
| In Elementary and Middle school, we are training our Paras in Spire, Power Up, IXL and Basic Math skills. Using our Support Facilitator, all teachers, and our Paras to conduct several different leveled Math and Reading support groups during intervention. Intervention along with differentiated instruction through the use of technology via IXL, and Lexia Power Up.   | Barnett, Beth,<br>barnetb@martin.k12.fl.us |
| 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." | Barnett, Beth,<br>barnetb@martin.k12.fl.us |

### Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

All behavior data is recorded through teacher input RtIB's. We will compare last years to this years RtIB's monthly to determine the change in RtIB's as a result of the implementation of the specific Action Steps listed below.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

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.

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 stakeholders.

Rachel, Jenn and Beth's 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.

### **Describe how implementation will be progress monitored.**

Riverbend was able to monitor student discipline events and ensure equitable discipline practices during the 2021-2022 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 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.

### **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.

| Action Step   | Person Responsible for Monitoring               |
|---|---|
| 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.  | Sparks, Gary,<br>sparksg@martinschools.org      |
| PAIRINGS ~ 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. | Goodman, Jennifer,<br>goodmaj@martinschools.org |
| CALMING BASKETS are created with hospital staff. A student can take a brain break and utilize the basket to regroup.  | Sparks, Gary,<br>sparksg@martinschools.org      |
| HOT 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.  | Steinle, Rachel,<br>steinlr@martinschools.org   |
| 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.  | Sparks, Gary,<br>sparksg@martinschools.org      |
| RACHEL, JENNIFER, AND BETH 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.  | Barnett, Beth,<br>barnetb@martin.k12.fl.us      |
| 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.   | Sparks, Gary,<br>sparksg@martinschools.org      |