Riverbend Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Riverbend Academy

11301 SE TEQUESTA TER, Tequesta, FL 33469

martinschools.org/o/ra

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Educate all students in a therapeutic environment for success.

Provide the school's vision statement.

Collaborate with partner organization in assisting each student to overcome educational, social, interpersonal, psychological and biomedical barriers, by protecting dignity, expanding opportunity, seeking strategies, and inspiring all students to reach their academic and behavioral goals.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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.
Goebel, Renee	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
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 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.
Carpenter-Perry, Sheila	Paraprofessional	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.
Gribbin, Allison	Teacher, ESE	Middle School ELA
Kardos, Angela	School Counselor	Our school counselor is a certified/licensed professional that provides academic, career, college readiness, and social-emotional support for all students.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Riverbend Academy (all levels) will work to have school and hospital staff collaborate on identifying areas of potential academic growth and positive school culture. Feedback was used from all staff

meetings and staffing meetings with hospital staff to receive feedback about the school year and academic / social emotional supports for students. Students will participate in monthly S.A.C. meetings to give feedback on school improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be distributed and reviewed by staff at the beginning of the school year. Additionally, each school will meet weekly to discuss student achievement with a focus on MTSS and students at risk. Data chats will take place every 4 1/2 weeks to discuss any gains or areas of improvement. With input from teachers, paraprofessionals, and facilitators revisions deemed necessary to the SIP will be considered to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: I 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	2	3	3	8	16
One or more suspensions	0	0	0	0	4	3	9	10	8	34
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	3	4	2	5	4	19
Level 1 on statewide Math assessment	0	0	0	1	3	5	5	6	5	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	3	6	24
One or more suspensions	0	0	0	0	0	0	0	10	1	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	4	5	18
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	7	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	4	6	18

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	3	6	11
One or more suspensions	0	0	0	0	0	0	0	10	1	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	4	5	11
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	7	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	4	6	12

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		43	53	0	45	55			
ELA Learning Gains				10					
ELA Lowest 25th Percentile									
Math Achievement*		55	55	4	33	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		42	52		53	54			
Social Studies Achievement*		49	68		62	59			
Middle School Acceleration		60	70		50	51			
Graduation Rate		0	74		31	50	0		
College and Career Acceleration			53		67	70			
ELP Progress		30	55		65	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	14
Total Components for the Federal Index	3
Percent Tested	89
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	5	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	5	Yes	3	3
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	0	10		4								
SWD	0	10		5								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	0			9								
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	25%	51%	-26%	50%	-25%
05	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	47%	*	47%	*
08	2023 - Spring	9%	48%	-39%	47%	-38%
09	2023 - Spring	14%	50%	-36%	48%	-34%
04	2023 - Spring	*	66%	*	58%	*
06	2023 - Spring	*	43%	*	47%	*
03	2023 - Spring	*	51%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	58%	*	48%	*
03	2023 - Spring	*	62%	*	59%	*
04	2023 - Spring	*	71%	*	61%	*
08	2023 - Spring	18%	44%	-26%	55%	-37%
05	2023 - Spring	*	56%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	51%	-51%	44%	-44%
05	2023 - Spring	*	50%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	55%	-55%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	51%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	69%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	76%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	67%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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

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

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,

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

At RBA the High School and Elementary School had the greatest gap in gains compared to the state average. We used intervention class and provided instruction at the students instructional level, but determined that the intervention class was provided at an inopportune time, as well as we did not have

proper training for these teachers.

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

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

At RBA the Middle School we implemented a 1st period intervention class and provided instruction at the students instructional level with fidelity. 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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is differentiating learning. A solution that was created was to incorporate multiple platforms to find the ones that work best for individual students.

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

1. Utilize intervention class periods as an opportunity to provide differentiated instruction.
2. Utilize Educational Technology Programs as learning platforms for students to receive additional support.
3. Conduct Data Chats every 4 1/2 weeks during MTSS meetings to discuss student gains and interventions.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 be 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 (wilbans@martin.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come to us with severe deficits in decoding and encoding.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Gary Sparks (sparksg@martinschools.org)

By When: These supports will be provided to students on the first day of school.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Arts (ELA) scores were low at RBA Elementary / RBA Middle / RBA High in several subgroup populations over the last several years based on prior FSA scores, iReady, and IXL Diagnostic. Upon review of the previous school year's data it was determined that students would participate in morning intervention (compared to intervention at the end of the day) which is anticipated to lead to an increase in ELA scores on the FAST test.

It was also determined that Educational Technology can help provide differentiated support to students by helping to identify gaps in learning. It was proposed that Educational Technology be used in conjunction with direct instruction (25 minutes) followed by an opportunity for students to work independently in their educational technology program.

In an effort to provide personalized instruction teachers and paras will actively check in with students about mastery, will monitor progress, and clarify or reteach content when necessary while students are working independently. Additionally, teachers and paras will be trained in multiple platforms to allow teachers to tailor academic interventions to student needs. Teachers and paras will work together in a collaborative environment to help increase student proficiency.

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

Students will be placed in an intervention period during 1st period that will be 50 minutes daily. The first 25 Minutes of intervention will involve instruction from the teacher based on the school district scope and sequence in alignment with state standards. During the second half of intervention students will have differentiated instruction on school specific educational technology (Core 5, Spire, and IXL for Elementary and IXL for Middle / High School). As a result of participation in this intervention program at least 60% of students will see a minimum of a 15 point gain between English FAST PM intervals (i.e. PM1 to PM2 or PM2 to PM3).

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

Teachers and Paras will be in charge of monitoring progress of students based on their academic deficits. Every 4 1/2 weeks staff will participate in a data chat during MTSS meetings to track student progress and discuss next steps for intervention.

Person responsible for monitoring outcome:

Faith Jovene (jovenef@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 is a computer-based program that adapts instruction to the specific needs of adolescent learners.

IXL is personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

Edgenuity is a standard based online learning resource for school districts which teaches Kindergarten through 12th-grade in core, elective, credit recovery, technical, and career subjects, through both remedial and accelerated work.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come in with different academic gaps. By providing multiple educational programs students can find a program that can help provide differentiated learning based on their performance on diagnostic tests and ongoing progress monitoring. Additionally, the educational technology provides teachers and paras an ability to track progress and reteach standards as needed

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In the beginning of the school year teachers will administer a diagnostic test to determine students' current ELA grade levels and standard mastery.

Teachers will provide direct instruction on curriculum daily and utilize instructional methods to assist with student growth. Paras and teachers will be responsible for delivering the intervention program with fidelity.

Teachers and paras will monitor for student growth and will share data during MTSS weeks (every 4 1/2 weeks) to track progress.

Person Responsible: Faith Jovene (jovenef@martinschools.org)

By When: These supports will be provided to students on the first day of school and will continue to be provided during 1st period intervention at least 4 times a week.

This area of focus is related to ESSA Subgroup relating to the 100% of Students with Disabilities, <1% ELL, <1% Gifted 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 for 30 minutes a day to provide Spire Instruction. Throughout Spire instruction, Form A/Bs, Quick Checks and fluency checks will be recorded. Core 5 data will 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.

Person Responsible: Faith Jovene (jovenef@martinschools.org)

By When: These supports will be provided to students on the first day of school and will be continous throughout the school year.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math scores were low at RBA Elementary / RBA Middle / RBA High in several subgroup populations over the last several years based on prior FSA scores, Aleks, and IXL Diagnostic. Upon review of the previous school year's data it was determined that students would participate in morning intervention (compared to intervention at the end of the day) which is anticipated to lead to an increase in scores

It was also determined that Educational Technology can help provide differentiated support to students by helping to identify gaps in learning. It was proposed that Educational Technology be used in conjunction with direct instruction (25 minutes) followed by an opportunity for students to work independently in their educational technology program.

In an effort to provide personalized instruction teachers and paras will actively check in with students about mastery, will monitor progress, and clarify or reteach content when necessary while students are working independently. Additionally, teachers and paras will be trained in multiple platforms to allow teachers to tailor academic interventions to student needs. Teachers and paras will work together in a collaborative environment to help increase student proficiency.

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

Students will be placed in an intervention period during 1st period that will be 50 minutes daily. The first 25 Minutes of intervention will involve instruction from the teacher based on the school district scope and sequence in alignment with state standards. During the second half of intervention students will have differentiated instruction (IXL for RBA Elementary / RBA Middle and Alecks for RBA High School). As a result of participation in this intervention program at least 60% of students will see a minimum of a 15 point gain between Math FAST PM intervals (i.e. PM1 to PM2 or PM2 to PM3).

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. Riverbend High School will work from Aleks. 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. Principal will do weekly walkthroughs to make sure engagement strategies and intervention data are driving instruction.

Teachers and Paras will also be in charge of monitoring progress of students based on their academic deficits. Every 4 1/2 weeks staff will participate in a data chat during MTSS meetings to track student progress and discuss next steps for intervention.

Person responsible for monitoring outcome:

Gary Sparks (sparksg@martinschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

Aleks is a research-based, online learning program that offers course products for Math, Chemistry, Statistics and more. Aleks is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on the transient nature of Riverbend Academy and Riverbend Elementary students, students come in with different academic gaps. By providing multiple educational programs students can find a program that can help provide differentiated learning based on their performance on diagnostic tests and ongoing progress monitoring. Additionally, the educational technology provides teachers and paras an ability to track progress and reteach standards as needed.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

This area of focus is related to ESSA Subgroup relating to the 100% of Students with Disabilities, <1% ELL, <1% Gifted and 60% White.

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. Riverbend High will work in Aleks to provide differentiated learning.

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

Person Responsible: Gary Sparks (sparksg@martinschools.org)

By When: These supports will be provided to students on the first day of school and will be continuous throughout the school year.

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: Gary Sparks (sparksg@martinschools.org)

By When: These supports will be provided to students on the first day of school and will continue throughout the school year.

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]

By When: These supports will be provided to students on the first day of school. and will continue throughout the school year.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 lease three students each week. The IPS Coach, the students respective teachers and the Principal attend all MTSS meetings.

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

Renee, Jenn 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.

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

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.

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

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.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

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.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

Calming Baskets are created with hospital staff. A student can take a brain break and utilize the basket to regroup.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

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.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

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.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

RENEE, 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. To continue availability of talks students and staff will have access to a google form to request to meet with a school counselor or administrative staff that will be added to their classlink.

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school and continue throughout school.

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

Person Responsible: Angela Kardos (kardosa@martinschools.org)

By When: Supports will begin on first day of school

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation				$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA				$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	1000-Assests and Other	690 Computer Software	0070 - Riverbend Academy	General Fund		$3,700.00
			Notes: IXL for 3 Years			
3	III.B.	Area of Focus: Instructional Practice: Math				$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	1000 Assets and Other	690 Computer Software	0070 - Riverbend Academy	General Fund		$3,700.00
			Notes: IXL 3 Year Renewal			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
		Calming Baskets	0070 - Riverbend Academy	General Fund		$1,300.00
			Notes: To increase positive culture and environment staff will create calming baskets for students.			
	1000 Assets and Other	Calming Baskets	0070 - Riverbend Academy	General Fund		$1,300.00
			Notes: To increase positive culture and environment staff will create calming baskets for students.			

	Total:	$10,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes