

Duval County Public Schools

# RIVER CITY SCIENCE ACADEMY INNOVATION SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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To ensure all students reach their maximum potential in a diverse, structured, and nurturing environment and to prepare students for a future in the areas of science, technology, engineering, and math

#### Provide the school's vision statement

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To ensure that students become successful in their subsequent education and responsible and productive citizens in a rapidly changing world

To apply innovative methods and interdisciplinary instruction and rigor, creating a stimulating and student-centered learning environment

To model, educate and engage students in critical thinking and problem solving by teaching the whole child extending beyond the classroom

To be a catalyst for change in STEM education

To graduate every student college or career ready

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Mesut Erdogan merdogan@rivercityscience.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Principal- Mesut Erdogan: Serves as the educational leader of the school; responsible for the direction of the instructional program and operation of the school plant participation in staff and student activities along with community leaders. Sets the general tone of the school; coordinates parent groups and school advisory committee; represents the school to the community.

Works with academic deans, counselors, and faculty to establish and maintain the educational program. Prepares school budgets; approves expenditures within the school; is responsible for the financial solvency of the school. Interviews, selects, supervises, and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecutes discipline cases of a serious nature. Assesses strengths of the school, identifies its weaknesses, and takes corrective action. Oversees the maintenance of the school, beautification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and a necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds, and community resources.

## **Leadership Team Member #2**

### **Employee's Name**

Rachel Osorio rosorio@rivercityscience.org

### **Position Title**

Dean of Students

### **Job Duties and Responsibilities**

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Dean of Discipline Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and completing investigations of various student situations; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID

## **Leadership Team Member #3**

### **Employee's Name**

Michelle Wakefield mwakefield@@rivercityscience.org

### **Position Title**

Dean of Academics

### **Job Duties and Responsibilities**

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The Academic Dean: is responsible for coordinating school-wide

professional development, Monitors lesson plans, and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assist math teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body. Monitors lesson plans and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assist reading teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.

## **Leadership Team Member #4**

### **Employee's Name**

Tuba Taskan ttaskan@rivercityscience.org

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Guidance Counselor- Tuba Taskan: Makes schedules for Middle School Students. Assists and advises students about academic and personal decisions. Provide private counselling to students, assess the ability and potential of students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill-based opportunities for students. Trains staff on mental health

## **Leadership Team Member #5**

### **Employee's Name**

Leslie Elswick lelswick@rivercityscience.org

### **Position Title**

Reading Coach

### **Job Duties and Responsibilities**

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No Answer Entered

## **Leadership Team Member #6**

### **Employee's Name**

Kristin Sitchler ksitchler@rivercityscience.org

### **Position Title**

ESE Coordinator

### **Job Duties and Responsibilities**

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ESE Coordinator - Mrs.Sitchler assists the ESE Manager in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and other RCSA Departments and students and their families.



## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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We identified all relevant stakeholders who are vested in the school's improvement. This includes the school leadership team, teachers, school staff, parents, students, and families. Once we identified stakeholders, we contacted them to ask for their input, including emails, newsletters, website announcements, and meetings, to ensure that stakeholders were aware of their role and the opportunity to contribute.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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To regularly monitor the School Improvement Plan (SIP) for effective implementation and its impact on increasing student achievement, particularly for those students with the most significant achievement gap, we followed some strategies:

We regularly collect and analyze various data types, including academic performance data, assessment results, attendance rates, discipline records, and demographic information. This data helps us to identify trends, patterns, and areas for improvement, particularly for students with the most significant achievement gaps. We establish a system for regularly monitoring progress towards the goals outlined in the SIP. This may involve tracking key performance indicators, setting milestones, and comparing actual outcomes against expected targets. Progress monitoring helps identify early warning signs and allows for timely adjustments to strategies as needed. We conduct regular data review meetings involving relevant stakeholders to review progress, analyze data, identify challenges, and brainstorm solutions. These meetings provide an opportunity for collaborative problem-solving and decision-making to ensure that the SIP remains responsive to the needs of all students, especially those facing achievement gaps.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION KG-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>67.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>51.8%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: B 2020-21: B 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days		37	39	29	33	27	18	25	28	236
One or more suspensions		4	1	6	10	5	4	9	9	48
Course failure in English Language Arts (ELA)		0	0	1	0	1	1	1	2	6
Course failure in Math		0	0	1	0	1	0	0	1	3
Level 1 on statewide ELA assessment		7	36	8	17	4	10	4	7	93
Level 1 on statewide Math assessment		38	37	10	10	3	7	3	3	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	8	19	5						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	8	6	5	3					30

#### Current Year 2024-25

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		4	3	4	5	4	4	10	8	42

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1				1		2
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days	49	31	25	19	16	18	25	23	25	231
One or more suspensions	3	1	3	1	1	5	10	17	8	49
Course failure in ELA		1		1		1	1			4
Course failure in Math				1	1	1		1		4
Level 1 on statewide ELA assessment	6	1	4	11	16	13	14	18	11	94
Level 1 on statewide Math assessment	9		3	7	5	20	6	8	6	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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	6	2	3	2	6	6	5	12	10	52

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	47	58	60	45	53	55	47	55
ELA Grade 3 Achievement **	50	47	59	69	47	56			
ELA Learning Gains	64	54	59				55		
ELA Learning Gains Lowest 25%	65	52	54				37		
Math Achievement *	72	48	59	69	46	55	59	40	42
Math Learning Gains	69	53	61				55		
Math Learning Gains Lowest 25%	62	53	56				46		
Science Achievement *	62	46	54	63	45	52	55	45	54
Social Studies Achievement *	74	66	72	72	62	68	76	50	59
Graduation Rate		71	71		72	74		41	50
Middle School Acceleration	73	71	71	72	73	70	81	45	51
College and Career Readiness		56	54		54	53		65	70
ELP Progress	71	51	59	58	47	55	33	68	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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	724
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	69%	55%	60%		61%	62%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



**C. ESSA Subgroup Data Review (pre-populated)**

2023-24 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%
Students With Disabilities	50%	No		
English Language Learners	64%	No		
Asian Students	82%	No		
Black/African American Students	57%	No		
Hispanic Students	69%	No		
Multiracial Students	73%	No		
White Students	70%	No		
Economically Disadvantaged Students	60%	No		

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%
Students With Disabilities	26%	Yes	4	2
English Language Learners	58%	No		
Asian Students	80%	No		
Black/African American Students	56%	No		
Hispanic Students	59%	No		
Multiracial Students	70%	No		
White Students	78%	No		
Economically Disadvantaged Students	63%	No		

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%
Students With Disabilities	28%	Yes	3	1
English Language Learners	43%	No		
Native American Students				
Asian Students	72%	No		
Black/African American Students	49%	No		
Hispanic Students	53%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	53%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	50%	64%	65%	72%	69%	62%	62%	74%	73%			71%
Students With Disabilities	28%		60%	65%	49%	68%	69%	29%	33%				
English Language Learners	54%		68%	69%	72%	68%	70%	47%	70%	50%			71%
Asian Students	83%		81%		88%	76%							
Black/African American Students	52%	53%	52%	51%	58%	60%	57%	54%	63%	73%			
Hispanic Students	68%	67%	71%	87%	78%	71%	68%	56%	75%	53%			
Multiracial Students	66%		62%		87%	76%							
White Students	65%	41%	70%	72%	78%	73%	70%	72%	79%	79%			
Economically Disadvantaged Students	58%	43%	61%	60%	63%	61%	56%	53%	76%	67%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	60%	69%			69%			63%	72%	72%			58%
Students With Disabilities	23%				27%			27%					
English Language Learners	54%				60%			47%	46%				81%
Asian Students	72%				88%								
Black/African American Students	50%	58%			55%			46%	69%				
Hispanic Students	56%				63%			46%	56%	64%			70%
Multiracial Students	59%				79%			73%					
White Students	71%	82%			80%			81%	83%	71%			
Economically Disadvantaged Students	56%	69%			63%			62%	61%	67%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	55%		55%	37%	59%	55%	46%	55%	76%	81%			33%
Students With Disabilities	22%		29%	25%	31%	26%	26%	35%					
English Language Learners	47%		60%	33%	44%	47%	44%	36%					33%
Native American Students													
Asian Students	76%		73%		75%	64%							
Black/African American Students	44%		47%	31%	43%	47%	41%	41%	53%	93%			
Hispanic Students	45%		53%	47%	52%	45%	43%	56%	82%				
Multiracial Students	67%		48%		71%	68%		50%					
Pacific Islander Students													
White Students	64%		60%	31%	70%	61%	52%	64%	76%	82%			
Economically Disadvantaged Students	48%		50%	31%	51%	51%	45%	53%	76%	72%			

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	49%	49%	0%	55%	-6%
Ela	4	69%	47%	22%	53%	16%
Ela	5	58%	46%	12%	55%	3%
Ela	6	74%	45%	29%	54%	20%
Ela	7	65%	42%	23%	50%	15%
Ela	8	49%	45%	4%	51%	-2%
Math	3	64%	56%	8%	60%	4%
Math	4	72%	53%	19%	58%	14%
Math	5	62%	49%	13%	56%	6%
Math	6	69%	44%	25%	56%	13%
Math	7	83%	36%	47%	47%	36%
Math	8	75%	46%	29%	54%	21%
Science	5	72%	49%	23%	53%	19%
Science	8	25%	37%	-12%	45%	-20%
Civics		75%	62%	13%	67%	8%
Biology		86%	68%	18%	67%	19%
Algebra		85%	51%	34%	50%	35%
Geometry		92%	54%	38%	52%	40%

2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

*\* data suppressed due to fewer than 10 students or all tested students scoring the same.*



### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

- 7th grade reading 20% growth: We saw a growth in 7th grade due to an experienced teacher who brought in innovative strategies. We also implemented pull outs from resource and elective classes to hit the students with additional interventions. Our intensive reading teacher also worked in small groups to support students and fill gaps. We relied heavily on data to drive our small group pull outs.

##### Lowest Performance

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

---

- Due to the changing of teachers within the 3rd grade classroom last year, the 3rd grade reading score was greatly impacted. We started the year with a first year teacher who showed early promise, however even with additional supports, her classroom management and implementation of curriculum struggled. We then hired an experienced teacher who quickly got the students on track, but she experienced many health issues, ultimately being diagnosed with cancer and had to leave the classroom.

##### Greatest Decline

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

---

- 3rd grade 18% decline due to teacher turnover and large class sizes.

##### Greatest Gap

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.

---

8th grade science is an area of focus due to the low performance seen. This is partly due to high performing students being placed into Biology. In order to better support these students and teachers,

we have begun supporting the 8th grade science teacher with a science coach. They meet often to go over standards and strategies. We have also implemented vertical planning this year to better prepare students for their 8th grade science year

### **EWS Areas of Concern**

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

---

We have made big improvements in these area this year, and we do not see any concerns.

### **Highest Priorities**

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

---

- School administration team will review school data and review trends.
- School administration team will celebrate successes and determine next steps in areas of improvement.
- School administration will set goals and make staff and stakeholders aware of school goals.
- Staff members, especially classroom teachers, will create individual and team goals as they work toward the overall school goals developed by the administration team.
- Staff members will participate in professional development and professional learning.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

- Based on schoolwide data from diagnostic and benchmark assessments, as well as the end of the year FAST PM 3, 3rd grade math showed a decline in proficiency. It is evident that support and focus on the mastery and growth of math standards needs improvement.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

- 3rd-grade math proficiency will increase to 72%

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- All parties will be aware of school data and school goals. All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).

-Admin Quarterly Data Chats with staff

-Teacher Seasonal Data Chats with students

-Teacher Common Planning with Coaches

#### Person responsible for monitoring outcome

Dean of Academics and Maty Coach

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Coaching Cycles -Informed Data Chats (based on the Department of Education) -Common Planning (based on the Department of Education)

**Rationale:**

- With the recommended data chats and common planning from the Department of Education, these were chosen because these strategies have been proven to work when consistently implemented with appropriate follow up and reflection. Setting goals with coaches allows our staff to be more aware of the goal, to be more specific in goal planning, to display the goal, and to work collaboratively as a team towards the goal with everyone being aware of the desired end result.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

- 8th grade science is an area of focus due to the low performance seen. This is partly due to high performing students being placed into Biology. In order to better support these students and teachers, we have begun supporting the 8th grade science teacher with a science coach. They meet often to go over standards and strategies. We have also implemented vertical planning this year to better prepare students for their 8th grade science year.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

- 8th grade science proficiency increases to 50%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- The teacher meets with the coach or academic dean to discuss needs and updates of progress. These meetings have been added to the school calendar to ensure we are making them a priority. Agendas are created to keep the focus on the instruction and the coaching that needs to happen during that meeting. The vertical planning support will be monitored based on benchmark testing growth from beginning to end of year.

**Person responsible for monitoring outcome**

Science coach and Dean of academic

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

- Coaching Cycles/ Coaching Meetings - The content will be taught and reviewed during our coaching meetings. The bulk of the content will be taught in a sort of one-on-one PLC directed toward each teachers' specific needs at that time.

**Rationale:**

- Having a true one on one connection between the instructional coach and the teacher will be conducive to knowing the level of instruction that is happening in 8th grade science. We will be able to stay on top of the content being taught, review data and have data chats.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

### Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

#### Instructional Practice specifically relating to ELA

##### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

- Our area of focus this year is in 3rd grade ELA and 8th grade ELA. To help engage these teachers and create a positive environment we have set up coaching cycles with the 3rd and 8th grade teachers to create a true Teacher-Coach Partnership. We will be meeting to complete check-ins, review data, lesson plan, and stay on track with teaching all the ELA standards.

##### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

- Reading proficiency in 3rd and 8th grade will increase to 63%.

##### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Each teacher meets with the coach or academic dean to discuss needs and updates of progress. These meetings have been added to the school calendar to ensure we are making them a priority. Agendas are created to keep the focus on the instruction and the coaching that needs to happen during that meeting. This will help keep the pace of the meeting reasonable and it will help us stay on topic and focused. This also ensures that the meetings are documented, and the feedback is written down and sent to each teacher after each coaching meeting

##### Person responsible for monitoring outcome

Reading Coach, Dean of Academics

##### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

##### Description of Intervention #1:

- Coaching Cycles/ Coaching Meetings - The content will be taught and reviewed during our coaching

meetings. The bulk of the content will be taught in a sort of one-on-one PLC directed toward each teachers' specific needs at that time. Each of the 3 teachers are on such different tracks that the individualized coaching meetings will best suit each teacher.

**Rationale:**

- Having a true one on one connection between the instructional coach and the teacher will be conducive to knowing the level of instruction that is happening in both 3rd grade and 8th grade. We will be able to stay on top of the content being taught, review data and have data chats

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## IV. Positive Culture and Environment

### Area of Focus #1

Other

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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At RCSAI we recognize the importance of keeping morale high and building a positive school culture and environment for our students and staff. We do this in many ways, including recognizing student "Rocket of the Month", in which teachers nominate students for their good behavior or test scores. Students and staff may also earn "Rocket Flair", which are recognition pins that are worn on our lanyards to represent sports, clubs, academics and behavior! Our admin team also nominates and votes for teacher of the month and staff member of the month to show our appreciation for their hard work - as it applies to the Character Trait of the Month. For example, if the Character Trait of the Month is "Empathy", the people nominated were those that showed Empathy during that month, and are celebrated with a gift card and reserved parking spot for the month! For each student's birthday we celebrate them by posting their name on the illuminated display board, the principal personally gives them a birthday card and at the end of the month they are invited for a Birthday Party at lunch

time with cake and a small gift. Staff Birthdays are recognized by personalized decorated class/office door and an end of the month birthday cake party.

To keep all of our campuses in alignment with positive school culture, all of our River City Science Academy campuses meet bi-weekly or monthly to collaborate and share ideas for implementing a positive school culture and environment. All of our campuses incorporate Character Traits of the Month into their announcements, newsletters, books, bulletin boards, television, billboards and classrooms. We have assigned a specific trait to each month of the school year including Empathy, Kindness, Honesty, Respect and Responsibility and more! Every month these traits are incorporated into our classroom curriculums, and we have incentive programs for students that apply these traits through their behavior at school. In addition, we include reference materials in our newsletters to parents to discuss the character trait with their students that include conversation starter questions, recommended books to read and exercises for the trait of the month. For our teachers we also provide useful tools to assist them in sharing helpful information about the character trait of the month. These traits were carefully chosen and voted for by many stakeholders including parents, teachers, students, and the committee members that attend the monthly Culture and Climate meetings. This brings us together and strengthens our school as a whole because these positive traits encourage good behavior and favorable outcomes. We feel these character traits promote and support a positive learning environment and it is managed by stakeholders at all levels of our organization.

Another way River City Science Academy builds a positive culture and environment is to celebrate many "awareness" days throughout the year to teach our students the importance of acceptance of others and awareness of our peers, community and planet. We celebrate "Stomp Out Bullying", "Autism Awareness", "Red Ribbon Week (drug prevention)", "Peace Day", "Earth Day", "Pi Day", "Breast Cancer Awareness", and "Read Around America Week (to promote literacy, diversity and inclusion with books). We often celebrate with special guest speakers to read the students books for read around America week, events such as planting trees for Earth Day. These awareness days keep our school culture strong by incorporating support and diversity among students, staff and our community.

Each year River City Science Academy also raises money and awareness for the Leukemia and Lymphoma foundation, each campus holds a food drive in November and Toy Drives in December. Each of these give students the opportunity to learn more about what they can do by making a small contribution that makes a huge impact on our local community.

On a weekly basis we ask teachers to complete a survey to see how they are doing and if there is any area in which they need additional help. Periodically we also send parents climate and culture surveys that they offer their feedback and let us know what they would like to see or recommend for



improvements.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Stakeholders at RCSAI include our principal, teachers, parents, P.T.O., community leaders, board members, business partners and support staff. Each have their own roles in promoting our positive school culture and environment.

In our Strategic Planning group, this specific group of stakeholders includes members of our board, teachers, parents and administration from all of the River City Science Academy Campuses. This group has members at all levels, and we find their input very helpful. We meet monthly and are able to collectively address any concerns as well as come up with solutions from various members of our stakeholder pool. This ensures that everyone's voice is heard and allows them to make important contributions to many of the decisions that we plan for our schools. This group also bases their decisions, actions and suggestions with what's in alignment with our school's mission, values, vision and goals. It's important that stakeholders on all levels feel they can be heard and contribute to our organization. Being part of this group heightens our positive school culture.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

We also have our Parent Teacher Association (PTO), group of stakeholders. This group of stakeholders is primarily parents that want to assist our school in all areas, such as fundraising, volunteering, book fairs, donations, assisting teachers, school screenings, etc. We encourage parents to be more involved, now that we are operating back to full capacity after having two years of limited access with COVID rules. This makes a huge impact on promoting our positive school culture with our students, families and staff!

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

Principal, Dean of Students

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00