

Duval County Public Schools

# RIVER CITY SCIENCE ACADEMY INTRACOASTAL



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),<br>(7)(A)(iii)(I-V)-(B)<br>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

Megan Jackson

##### Position Title

Principal

##### Job Duties and Responsibilities

---

No Answer Entered

#### Leadership Team Member #2

##### Employee's Name

Adrienne Winter

**Position Title**

Dean of Academics

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #3**

**Employee's Name**

Meagan Lasoff

**Position Title**

Dean of Academics

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #4**

**Employee's Name**

Camelia Reddish

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #5**

**Employee's Name**

Jason Jones

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #6**

**Employee's Name**

Erica Leatherbarrow

**Position Title**

Dean of Operations

**Job Duties and Responsibilities**

---

No Answer Entered

### **Leadership Team Member #7**

**Employee's Name**

Stephanie Davis

**Position Title**

Dean of Student Services

**Job Duties and Responsibilities**

---

No Answer Entered

### **Leadership Team Member #8**

**Employee's Name**

Ashlee King

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

---

No Answer Entered

### **Leadership Team Member #9**

**Employee's Name**

Ayfer Ustaomer

**Position Title**

Math Coach

**Job Duties and Responsibilities**

---

No Answer Entered

### **Leadership Team Member #10**

**Employee's Name**

Allison Shaffer

**Position Title**

Science/STEM Coach

**Job Duties and Responsibilities**

---

No Answer Entered

## Leadership Team Member #11

### Employee's Name

Taneen Delaney

### Position Title

School Counselor

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #12

### Employee's Name

Vanessa Campbell

### Position Title

ESE Coordinator

### Job Duties and Responsibilities

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No Answer Entered



## 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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#### School Leadership Team (SLT) Involvement

The School Leadership Team (SLT) plays a central role in planning for school improvement at RCSA Intracoastal. The leadership team ensures that the SIP aligns with the school's vision, mission, and goals. They also provide the structure to guide the development of the SIP and oversee its implementation.

- **Planning the SIP:** The SLT works closely with teachers, staff, and other stakeholders to assess the school's current performance and identify areas needing improvement. They take a strategic approach by analyzing data on student achievement, behavior, attendance, and other key metrics.
- **Monitoring Progress:** The SLT meets weekly to monitor the implementation of the SIP, discussing any challenges or successes and making adjustments where necessary. These meetings help ensure the plan stays on track and is responsive to changing needs.

#### Teacher Input Based on Data Discussions

Teachers are actively involved in identifying areas of need and guiding school improvement efforts, particularly through data-driven discussions.

- **Data Analysis:** Teachers regularly engage in bi-weekly data chats where they review student performance data and identify trends, gaps, or areas of concern. These conversations allow teachers to pinpoint specific instructional areas that need improvement and work together to develop strategies to address them.
- **Collaborative Planning:** During these discussions, teachers collaborate to share best practices, strategies that have worked in their classrooms, and areas where they feel additional support or resources are needed. Their input helps inform decisions about professional development and curriculum adjustments.

#### Student and Parent Climate Surveys

RCSA Intracoastal values the input from students and parents, particularly regarding the school's culture and climate. Feedback from both groups is crucial for understanding the school environment and identifying ways to enhance it.

- **Student Surveys:** The school regularly administers climate surveys to students to gather

insights into their experiences, including school safety, engagement, and relationships with peers and staff. This data helps identify any areas of concern related to student well-being or school climate.

- **Parent Surveys:** Similarly, parent climate surveys provide valuable feedback on how families perceive the school's environment, communication, and overall experience. Parents may raise concerns about communication or suggest improvements for enhancing community involvement.
- **Driving Decisions:** The results from these surveys help guide decisions about improving the school culture, enhancing parent involvement, and addressing student needs, such as bullying prevention or increasing engagement.

### **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))*

#### Monitoring and Adjusting the SIP

To ensure the effective implementation of the SIP and make continuous improvements, RCSA Intracoastal uses a combination of regular meetings and data reviews.

- **Leadership Meetings:** The weekly leadership team meetings are used to review the status of the SIP's implementation, assess progress toward meeting goals, and discuss any challenges encountered. These meetings are a key point for ongoing reflection and adaptation.
- **Data Chats with Teachers:** Bi-weekly data chats with teachers allow for detailed conversations about student progress. In these sessions, the SLT and teachers can evaluate how well the strategies in the SIP are working, discuss any barriers, and determine next steps. This regular feedback loop helps ensure that the school is responsive to data and can make adjustments to improve outcomes.

#### Summary of the SIP Process at RCSA Intracoastal

- **Data-Informed Planning:** The SLT uses data to inform the development of the SIP, with input from teachers based on data discussions and from students and parents through climate surveys.
- **Collaboration:** Teachers participate in regular data chats and contribute to decision-making by identifying instructional needs and areas for professional development.
- **Feedback and Monitoring:** Regular meetings, including weekly SLT meetings and bi-weekly data chats, are key to monitoring the SIP's effectiveness and making necessary adjustments to ensure continuous improvement.

## D. Demographic Data

|  |  |
|--|--|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)   | <b>ACTIVE</b>  |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)  | <b>COMBINATION<br/>KG-8</b>  |
| <b>PRIMARY SERVICE TYPE</b><br>(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>50.5%</b>   |
| <b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>   | <b>47.8%</b>   |
| <b>CHARTER SCHOOL</b>  | <b>YES</b>   |
| <b>RAISE SCHOOL</b>  | <b>NO</b>  |
| <b>2023-24 ESSA IDENTIFICATION</b><br>*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><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)<br/>ENGLISH LANGUAGE LEARNERS (ELL)<br/>ASIAN STUDENTS (ASN)<br/>BLACK/AFRICAN AMERICAN STUDENTS (BLK)<br/>HISPANIC STUDENTS (HSP)<br/>MULTIRACIAL STUDENTS (MUL)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>   | <b>2023-24: A<br/>2022-23: A*<br/>2021-22: A<br/>2020-21:<br/>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  | 29          | 29 | 26 | 17 | 16 | 42 | 27 | 36 | 30 | 252   |
| One or more suspensions   | 7           | 3  | 6  | 4  | 2  | 4  | 16 | 10 | 11 | 63    |
| Course failure in English Language Arts (ELA)   | 5           | 2  | 1  | 7  | 5  | 2  | 0  | 0  | 0  | 22    |
| Course failure in Math  | 0           | 0  | 0  | 1  | 1  | 0  | 2  | 1  | 0  | 5     |
| Level 1 on statewide ELA assessment   | 0           | 0  | 0  | 3  | 6  | 2  | 15 | 14 | 11 | 51    |
| Level 1 on statewide Math assessment  | 0           | 0  | 0  | 3  | 0  | 1  | 13 | 10 | 10 | 37    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1           | 1  | 0  | 0  |    |    |    |    |    | 2     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 1           | 1  | 0  | 0  | 0  |    |    |    |    | 2     |

#### 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 | 2           | 3 | 6 | 4 | 2 | 4 | 10 | 14 | 9 | 54    |

#### 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     | 0           | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 0 | 7     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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  |             |   |   |   |   |   |   |   |   | 0     |
| One or more suspensions   |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in ELA   |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in Math  |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide ELA assessment   |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide Math assessment  |             |   |   |   |   |   |   |   |   | 0     |
| 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 |             |   |   |   |   |   |   |   |   | 0     |

**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 *              | 69     | 47        | 58     | 62     | 45        | 53     | 71     | 47        | 55     |
| ELA Grade 3 Achievement **     | 70     | 47        | 59     | 62     | 47        | 56     |        |           |        |
| ELA Learning Gains             | 65     | 54        | 59     |        |           |        | 69     |           |        |
| ELA Learning Gains Lowest 25%  | 56     | 52        | 54     |        |           |        | 63     |           |        |
| Math Achievement *             | 81     | 48        | 59     | 71     | 46        | 55     | 71     | 40        | 42     |
| Math Learning Gains            | 73     | 53        | 61     |        |           |        | 48     |           |        |
| Math Learning Gains Lowest 25% | 64     | 53        | 56     |        |           |        | 49     |           |        |
| Science Achievement *          | 70     | 46        | 54     | 54     | 45        | 52     | 63     | 45        | 54     |
| Social Studies Achievement *   | 86     | 66        | 72     | 88     | 62        | 68     |        | 50        | 59     |
| Graduation Rate                |        | 71        | 71     |        | 72        | 74     |        | 41        | 50     |
| Middle School Acceleration     | 68     | 71        | 71     |        | 73        | 70     |        | 45        | 51     |
| College and Career Readiness   |        | 56        | 54     |        | 54        | 53     |        | 65        | 70     |
| ELP Progress                   | 65     | 51        | 59     | 68     | 47        | 55     |        | 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                  | 70% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 767 |
| 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 |
| 70%                       | 69%     | 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          | 59%                             | No                 |   |   |
| English Language Learners           | 64%                             | No                 |   |   |
| Asian Students                      | 80%                             | No                 |   |   |
| Black/African American Students     | 58%                             | No                 |   |   |
| Hispanic Students                   | 65%                             | No                 |   |   |
| Multiracial Students                | 73%                             | No                 |   |   |
| White Students                      | 75%                             | No                 |   |   |
| Economically Disadvantaged Students | 66%                             | No                 |   |   |

**2022-23 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA SUBGROUP</b>                | <b>FEDERAL PERCENT OF POINTS INDEX</b> | <b>SUBGROUP BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b> |
|-------------------------------------|--|---------------------------|--|--|
| Students With Disabilities          | 41%                                    | No                        |  |  |
| English Language Learners           | 68%                                    | No                        |  |  |
| Asian Students                      | 88%                                    | No                        |  |  |
| Black/African American Students     | 55%                                    | No                        |  |  |
| Hispanic Students                   | 68%                                    | No                        |  |  |
| Multiracial Students                | 61%                                    | No                        |  |  |
| White Students                      | 72%                                    | No                        |  |  |
| Economically Disadvantaged Students | 65%                                    | No                        |  |  |

**2021-22 ESSA SUBGROUP DATA SUMMARY**

| <b>ESSA SUBGROUP</b>                | <b>FEDERAL PERCENT OF POINTS INDEX</b> | <b>SUBGROUP BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b> | <b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b> |
|-------------------------------------|--|---------------------------|--|--|
| Students With Disabilities          | 46%                                    | No                        |  |  |
| English Language Learners           | 56%                                    | No                        |  |  |
| Native American Students            |  |                           |  |  |
| Asian Students                      | 89%                                    | No                        |  |  |
| Black/African American Students     | 64%                                    | No                        |  |  |
| Hispanic Students                   | 59%                                    | No                        |  |  |
| Multiracial Students                | 58%                                    | No                        |  |  |
| Pacific Islander Students           |  |                           |  |  |
| White Students                      | 65%                                    | No                        |  |  |
| Economically Disadvantaged Students | 55%                                    | 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                                   | 69%      | 70%              | 65%    | 56%         | 81%       | 73%     | 64%          | 70%      | 86%     | 68%       |                   |                   | 65%          |
| Students With Disabilities                     | 43%      |                  | 64%    | 59%         | 65%       | 64%     | 55%          |          | 61%     |           |                   |                   |              |
| English Language Learners                      | 56%      |                  | 63%    | 63%         | 70%       | 72%     | 75%          | 45%      |         |           |                   |                   | 65%          |
| Asian Students                                 | 78%      |                  | 75%    |             | 93%       | 75%     |              |          |         |           |                   |                   |              |
| Black/African American Students                | 54%      |                  | 56%    | 52%         | 66%       | 61%     | 41%          | 62%      | 73%     | 60%       |                   |                   |              |
| Hispanic Students                              | 65%      | 79%              | 63%    | 53%         | 76%       | 70%     | 57%          | 62%      | 68%     | 59%       |                   |                   | 60%          |
| Multiracial Students                           | 65%      |                  | 54%    |             | 79%       | 77%     |              | 71%      | 91%     |           |                   |                   |              |
| White Students                                 | 74%      | 70%              | 70%    | 57%         | 87%       | 76%     | 75%          | 74%      | 93%     | 72%       |                   |                   |              |
| Economically Disadvantaged Students            | 61%      | 59%              | 61%    | 63%         | 75%       | 69%     | 62%          | 66%      | 73%     | 59%       |                   |                   | 73%          |

| 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                                   | 62%      | 62%              |        |             | 71%       |         |              | 54%      | 88%     |           |                   |                   | 68%          |
| Students With Disabilities                     | 38%      | 30%              |        |             | 54%       |         |              |          |         |           |                   |                   |              |
| English Language Learners                      | 61%      |                  |        |             | 55%       |         |              |          | 80%     |           |                   |                   | 76%          |
| Asian Students                                 | 86%      |                  |        |             | 90%       |         |              |          |         |           |                   |                   |              |
| Black/African American Students                | 45%      | 40%              |        |             | 61%       |         |              |          | 75%     |           |                   |                   |              |
| Hispanic Students                              | 57%      | 50%              |        |             | 67%       |         |              | 56%      | 88%     |           |                   |                   | 90%          |
| Multiracial Students                           | 59%      |                  |        |             | 63%       |         |              |          |         |           |                   |                   |              |
| White Students                                 | 66%      | 73%              |        |             | 75%       |         |              | 59%      | 89%     |           |                   |                   |              |
| Economically Disadvantaged Students            | 56%      | 64%              |        |             | 66%       |         |              | 63%      | 78%     |           |                   |                   |              |

| 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                                   | 71%      |                  | 69%    | 63%         | 71%       | 48%     | 49%          | 63%      |         |           |                   |                   |              |
| Students With Disabilities                     | 36%      |                  | 53%    |             | 55%       | 41%     |              |          |         |           |                   |                   |              |
| English Language Learners                      | 54%      |                  | 53%    |             | 63%       | 53%     |              |          |         |           |                   |                   |              |
| Native American Students                       |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
| Asian Students                                 | 85%      |                  |        |             | 92%       |         |              |          |         |           |                   |                   |              |
| Black/African American Students                | 67%      |                  | 77%    |             | 56%       | 57%     |              |          |         |           |                   |                   |              |
| Hispanic Students                              | 68%      |                  | 58%    | 55%         | 70%       | 44%     | 60%          |          |         |           |                   |                   |              |
| Multiracial Students                           | 76%      |                  | 42%    |             | 71%       | 42%     |              |          |         |           |                   |                   |              |
| Pacific Islander Students                      |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
| White Students                                 | 71%      |                  | 73%    | 68%         | 74%       | 44%     | 53%          | 69%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 71%      |                  | 68%    | 59%         | 67%       | 43%     | 44%          | 31%      |         |           |                   |                   |              |

## 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.

| SUBJECT | GRADE | 2023-24 SPRING |          |                   |       |                |
|---------|-------|----------------|----------|-------------------|-------|----------------|
|         |       | SCHOOL         | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela     | 3     | 69%            | 49%      | 20%               | 55%   | 14%            |
| Ela     | 4     | 76%            | 47%      | 29%               | 53%   | 23%            |
| Ela     | 5     | 73%            | 46%      | 27%               | 55%   | 18%            |
| Ela     | 6     | 61%            | 45%      | 16%               | 54%   | 7%             |
| Ela     | 7     | 71%            | 42%      | 29%               | 50%   | 21%            |
| Ela     | 8     | 60%            | 45%      | 15%               | 51%   | 9%             |
| Math    | 3     | 88%            | 56%      | 32%               | 60%   | 28%            |
| Math    | 4     | 89%            | 53%      | 36%               | 58%   | 31%            |
| Math    | 5     | 77%            | 49%      | 28%               | 56%   | 21%            |
| Math    | 6     | 67%            | 44%      | 23%               | 56%   | 11%            |
| Math    | 7     | 79%            | 36%      | 43%               | 47%   | 32%            |
| Math    | 8     | 77%            | 46%      | 31%               | 54%   | 23%            |
| Science | 5     | 77%            | 49%      | 28%               | 53%   | 24%            |
| Science | 8     | 44%            | 37%      | 7%                | 45%   | -1%            |
| Civics  |       | 83%            | 62%      | 21%               | 67%   | 16%            |
| Biology |       | 91%            | 68%      | 23%               | 67%   | 24%            |
| Algebra |       | 100%           | 51%      | 49%               | 50%   | 50%            |



### 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?

---

Math achievement grew 10% from 22-23 to 23-24. RCSA created an extensive math intervention program that utilized a variety of resources to improve fundamental math skills.

##### Lowest Performance

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

---

Math achievement grew 7% from 22-23 to 23-24. RCSA created an extensive reading intervention program that utilized a variety of resources to improve fundamental reading skills.

##### Greatest Decline

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

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NA

##### 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.

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NA

##### EWS Areas of Concern

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

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Student attendance and ELA course failure.

##### Highest Priorities

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

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Increase student attendance

Increase overall ELA student achievement and learning gains

Increase overall Math student achievement and learning gains

Increase rigor and enrichment for higher level learners

## **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 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.

---

Analysis of the previous year's school data highlighted an urgent need to focus on differentiated instruction. While some students demonstrated adequate growth, the overall percentage of student learning gains, particularly among our bottom quartile, was not sufficient to meet school improvement goals. This trend indicated that many students were not receiving the individualized support required to make meaningful progress. By prioritizing differentiation, we aim to provide all students, especially those in the lowest quartile, with the targeted support and opportunities for growth they need to succeed.

Differentiation is an essential strategy for addressing diverse learning needs and promoting academic growth across all ability levels. By tailoring instruction to meet students' unique learning profiles, differentiation helps close achievement gaps, especially for students in the bottom quartile who may struggle with grade-level standards when delivered in a one-size-fits-all approach. Effective differentiation supports these students by providing scaffolds, targeted interventions, and enrichment activities designed to boost their understanding, engagement, and performance. This approach not only improves learning outcomes for students who need extra support but also challenges advanced learners, creating a more inclusive and responsive classroom environment.

#### **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.

---

In 2025, our goal is to increase ELA learning gains for grades 3-8 from 65% to 66%, with a targeted objective to raise learning gains for students in the bottom quartile from 56% to 60%. These measurable outcomes reflect our commitment to supporting all students in making meaningful progress, particularly those who need additional support to reach proficiency standards in ELA.

#### **Monitoring**

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

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how ongoing monitoring will impact student achievement outcomes.

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To ensure that differentiated instruction leads to desired student learning gains, ongoing monitoring will be conducted through bi-weekly Professional Learning Community (PLC) meetings. During these PLCs, teachers, Academic Deans, and Instructional Coaches will examine student data, discuss small group instruction effectiveness, and assess intervention progress. In addition, the school will hold regular meetings with the Exceptional Student Education (ESE) department to track the progress of students with individualized needs and ensure that their instructional plans are effectively aligned with differentiation efforts. The Academic Deans and Instructional Coaches will be responsible for overseeing this process, facilitating collaboration, and identifying areas for targeted instructional adjustments.

**Person responsible for monitoring outcome**

Instructional Coaches and Deans 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:**

UFLI, i-Ready Teacher Toolbox, Read 180, and Coach Digital To achieve measurable outcomes in literacy across grade levels, the school has implemented evidence-based interventions tailored to meet the diverse needs of students.

**Rationale:**

Grades K-5: UFLI Phonics and i-Ready Teacher Toolbox In grades K-5, the school utilizes the UFLI (University of Florida Literacy Institute) Phonics program alongside the i-Ready Teacher Toolbox. The UFLI Phonics program offers targeted phonics instruction that supports foundational reading skills, making it especially beneficial for students who struggle with phonemic awareness and decoding. i-Ready provides a diagnostic assessment that helps teachers pinpoint specific areas of strength and weakness in comprehension and phonics. Based on this diagnostic data, the i-Ready Teacher Toolbox offers targeted, skill-specific lessons, allowing teachers to provide either intervention for struggling students or enrichment for high achievers. Grades 6-8: Read 180 and Coach Digital For middle school students (grades 6-8), Read 180 and Coach Digital serve as complementary interventions. Read 180 is designed to support students who need intensive remediation in reading comprehension, fluency, and vocabulary. Its diagnostic tool allows teachers to assess students' reading levels and track progress over time. Coach Digital supplements this by providing targeted lessons aligned with specific ELA standards, enabling teachers to address individual standards where students are struggling. This combination of resources allows for comprehensive support that is responsive to each student's needs and progress. These interventions were selected for their proven effectiveness in addressing foundational literacy skills and their adaptability to various levels of

student need. UFLI Phonics is research-based and provides structured, explicit phonics instruction that aligns well with early literacy development. i-Ready's data-driven approach and specific, skills-based lessons support a differentiated learning environment. Read 180 and Coach Digital provide a similar level of targeted intervention for middle school students, offering both foundational skill-building and grade-level standard support, which is crucial for students who need remediation in key areas of literacy.

**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**

Administer Baseline Assessment and Analyze Data

**Person Monitoring:**

Classroom Teachers and Interventionists

**By When/Frequency:**

3 times a year

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

Classroom teachers and interventionists will administer baseline assessments in reading, utilizing the i-Ready Reading diagnostic for grades 3-5 and the Read 180 diagnostic for grades 6-8. This data will be analyzed to identify specific areas where students need support, guide initial grouping for targeted instruction, and inform lesson planning for both intervention and enrichment.

**Action Step #2**

Develop and Implement Pullout and Push-In Services

**Person Monitoring:**

Interventionists and Classroom Teachers

**By When/Frequency:**

weekly

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

Based on diagnostic results, interventionists will work with teachers to create a structured plan for pullout and push-in services, ensuring that struggling readers receive focused, consistent intervention. The plan will include targeted sessions using resources like UFLI Phonics for younger students and Read 180 for middle school students, specifically addressing comprehension and fluency needs.

**Action Step #3**

Review Lesson Plans and Small Group Documentation

**Person Monitoring:**

Instructional Coaches

**By When/Frequency:**

weekly

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

Instructional coaches will review lesson plans and small group documentation to verify that differentiated strategies meet the needs of all learners in reading comprehension and foundational skills. This review will ensure the consistent use of tools like the i-Ready Teacher Toolbox, UFLI Phonics, and Read 180 to provide targeted intervention and enrichment across grade levels.

**Action Step #4**

Adjust Instructional Practices Based on Ongoing Data Analysis

**Person Monitoring:**

Academic Deans

**By When/Frequency:**

biweekly

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

Academic Deans will lead bi-weekly data review meetings to analyze updated assessment data and monitor student progress. Based on these findings, teachers will adjust instructional strategies, refine intervention plans, and modify groupings to support continuous improvement in reading outcomes.

**Area of Focus #2**

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.

---

Analysis of the previous year's school data highlighted an urgent need to focus on differentiated instruction. While some students demonstrated adequate growth, the overall percentage of student learning gains, particularly among our bottom quartile, was not sufficient to meet school improvement goals. This trend indicated that many students were not receiving the individualized support required to make meaningful progress. By prioritizing differentiation, we aim to provide all students, especially those in the lowest quartile, with the targeted support and opportunities for growth they need to succeed.

Differentiation is an essential strategy for addressing diverse learning needs and promoting academic growth across all ability levels. By tailoring instruction to meet students' unique learning profiles, differentiation helps close achievement gaps, especially for students in the bottom quartile who may struggle with grade-level standards when delivered in a one-size-fits-all approach. Effective differentiation supports these students by providing scaffolds, targeted interventions, and enrichment activities designed to boost their understanding, engagement, and performance. This approach not only improves learning outcomes for students who need extra support but also challenges advanced learners, creating a more inclusive and responsive classroom environment.

**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.

---

In 2025, our goal is to increase math learning gains for grades 3-8 from 73% to 74% overall, with a focused objective to improve learning gains within the bottom quartile from 64% to 65%. Achieving

these goals will require targeted interventions such as i-Ready Teacher Toolbox, Math 180, and Coach Digital, tailored to address specific student needs identified through diagnostic assessments. By implementing differentiated instruction, small group interventions, and pullout services, teachers and interventionists will provide foundational support to students, particularly those in the bottom quartile. Ongoing progress monitoring and regular data reviews in bi-weekly PLC meetings will allow instructional staff to adjust strategies effectively, ensuring that students receive the individualized support they need to make measurable gains and meet proficiency standards in math.

### **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.

---

To ensure that differentiated instruction leads to desired student learning gains, ongoing monitoring will be conducted through bi-weekly Professional Learning Community (PLC) meetings. During these PLCs, teachers, Academic Deans, and Instructional Coaches will examine student data, discuss small group instruction effectiveness, and assess intervention progress. In addition, the school will hold regular meetings with the Exceptional Student Education (ESE) department to track the progress of students with individualized needs and ensure that their instructional plans are effectively aligned with differentiation efforts. The Academic Deans and Instructional Coaches will be responsible for overseeing this process, facilitating collaboration, and identifying areas for targeted instructional adjustments.

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

Academic Deans and Instructional Coaches

### **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:**

Math 180, i-Ready Teacher Toolbox, and Coach Digital To drive measurable improvements in math achievement, the school has implemented evidence-based interventions tailored to meet the specific needs of students across grade levels.

#### **Rationale:**

Grades K-5: i-Ready Teacher Toolbox For grades K-5, we are utilizing the i-Ready Teacher Toolbox, an intervention tool that is directly aligned with our i-Ready Math diagnostic assessments. The rationale behind selecting the i-Ready Toolbox is its ability to provide teachers with data-driven, targeted lessons that address individual student needs. Using the diagnostic results, teachers can identify students who need additional support or those ready for enrichment. The i-Ready Toolbox then offers lessons that are tailored to these needs, allowing teachers to provide focused intervention for struggling students or extend learning opportunities for high achievers. Grades 6-8: Math 180 and Coach Digital In middle grades (6-8), the school is implementing Math 180 and Coach Digital as

complementary intervention tools. Math 180 is specifically designed for students who require significant support in math; it offers a diagnostic tool that identifies students' current performance levels and provides resources to fill identified learning gaps. Coach Digital, on the other hand, offers lessons aligned to grade-level standards and allows teachers to address specific areas where students are struggling. The combination of Math 180 for foundational skill building and Coach Digital for standard-based support ensures comprehensive intervention support across all middle-grade classrooms. The effectiveness of these interventions will be closely monitored through ongoing data analysis and PLC discussions. Teachers and instructional leaders will review i-Ready diagnostic data and progress monitoring data from Math 180 and Coach Digital during bi-weekly PLCs to assess student growth, adjust instructional approaches, and refine intervention strategies. Additionally, the ESE department will collaborate in regular meetings to ensure students with individualized needs are making adequate progress. This systematic monitoring will ensure interventions are effectively tailored and adapted to student progress, leading to increased achievement outcomes in math across grade levels.

**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**

Administer Baseline Assessment and Analyze Data

**Person Monitoring:**

Classroom Teachers and Interventionists

**By When/Frequency:**

3 times per school year (Fall, Winter and Spring)

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

Classroom teachers and interventionists will administer a baseline assessment to all students, using data from the i-Ready Math diagnostic for K-5 and Math 180 diagnostic for grades 6-8. This data will be analyzed to identify specific areas of need, determine starting points for intervention, and inform initial grouping for targeted instruction.

**Action Step #2**

Develop and Implement a plan Pullout and Push-In Services

**Person Monitoring:**

Interventionists and Classroom Teachers

**By When/Frequency:**

3 times per school year (Fall, Winter and Spring)

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

Based on baseline assessment results, interventionists will work with teachers to create a structured plan for both pullout and push-in services, ensuring that students receive targeted, consistent intervention. This includes coordinating schedules, identifying students for each type of service, and planning appropriate resources.

**Action Step #3**

Review Lesson Plans and Small Group Documentation

**Person Monitoring:**

**By When/Frequency:**

Instructional Coaches

Weekly

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

Instructional coaches will review weekly lesson plans and documentation of small group activities to verify that differentiation strategies are in place and that the needs of all learners—both struggling and advanced—are being met. This includes ensuring that appropriate resources from the i-Ready Toolbox, Math 180, and Coach Digital are incorporated into daily instruction.

**Action Step #4**

Adjust Instructional Practices Based on Ongoing Data Analysis

**Person Monitoring:**

Academic Deans

**By When/Frequency:**

Bi-weekly

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

Academic Deans will lead bi-weekly data review meetings to examine updated assessment data and monitor student progress. Based on these insights, they will guide teachers in making instructional adjustments and revising action plans to better address student needs and support continuous improvement.

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### 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.

The need for a structured PBIS approach was identified from the prior year's behavior data, which indicated a high number of student infractions, including classroom disruptions, bullying, and incidents of disrespectful behavior. These behavioral challenges impacted both the learning environment and the social dynamics of the school. By reviewing the data, it became clear that addressing student behavior in a proactive and consistent manner was essential to reducing disruptions and improving the overall school climate.

Usage of Ron Clark's House System to Drive PBIS: The Ron Clark House System is designed to build a sense of belonging and community among students. Students are divided into "houses," each with its own identity, and they work together to earn points for positive behaviors, academic achievement, and participation in school activities. This system creates an environment where students are motivated to support one another, collaborate, and model positive behaviors.

In terms of PBIS, the House System:

- Promotes Positive Competition: Houses compete in a friendly and supportive way, earning



points for displaying positive behaviors, following expectations, and demonstrating academic success.

- Encourages Teamwork: By working together within their house, students develop leadership skills, accountability, and collaboration—key elements for reducing conflict and fostering a respectful school environment.
- Builds School Unity: It encourages students to take pride in their school, creating a culture of respect, empathy, and responsibility.

Usage of Character Education to Foster Empathy and Respect: Character Education teaches students core values such as empathy, respect, responsibility, and fairness. This directly supports PBIS by reinforcing the desired behaviors that lead to a positive school culture. Character Education lessons are integrated into daily instruction and school activities, with a focus on real-world application. These lessons help students understand the importance of respectful communication, problem-solving, and understanding the perspectives of others.

The impact of Character Education on PBIS includes:

- Decreased Incidents of Bullying: By focusing on empathy and respect, students are less likely to engage in bullying behavior, reducing infractions related to conflicts and social issues.
- Improved Peer Relationships: Teaching students how to be kind and respectful promotes healthy, positive relationships among students, leading to fewer conflicts and more collaborative efforts in the classroom.
- Enhanced Emotional Intelligence: Students develop emotional awareness and regulation, which allows them to manage conflicts in a peaceful and respectful manner, leading to fewer behavioral issues.

### **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.

---

RCSA will decrease student referral infractions from 414 in 23-24 to 300 in 24-25 school year by using PBIS systems.

### **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 leadership team will monitor student discipline on a weekly basis and identify areas for interventions and new systems.

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

Camelia Reddish and Jason Jones

### **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))

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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))

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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))

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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))

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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))

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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)).

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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)).

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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.

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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).

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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/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |