**Duval County Public Schools**

# River City Science Elementary Academy



# 2020-21 Schoolwide Improvement Plan

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# River City Science Elementary Academy

## 7450 BEACH BLVD, Jacksonville, FL 32216

## rivercityscience.org/elementary

## Demographics

## Principal: Jamey Hough

Start Date for this Principal: 6/1/2016

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School KG-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 52% |
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | |
| **School Grades History** | 2018-19: A (70%) 2017-18: A (76%) 2016-17: B (61%) 2015-16: B (59%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Dustin Sims |
| **Turnaround Option/Cycle** | |
| **Year** | |
| **Support Tier** | NOT IN DA |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org.)

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Our Mission
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

Our Vision
• 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.

### School Leadership Team

#### Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Hough, Jamie | Principal | The principal's role is to provide strategic direction within the school. The principal oversees daily operations, collaborates with the teachers to develop rigorous academic curricula, monitors student achievement, encourages parent involvement, creates and revises school policies, hires and evaluates staff, and ensures students and staff work in a safe environment. The principal must keep up to date with state statutes and policies to ensure safety protocols and emergency response procedures are appropriate. Most importantly, the principal must have a presence within the school. |

### Demographic Information

#### Principal start date
Wednesday 6/1/2016, Jamey Hough

#### Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
22

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

**Total number of teacher positions allocated to the school**
30

**Demographic Data**

| | |
|---|---|
| **2020-21 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School KG-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 52% |
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students |
| **School Grades History** | 2018-19: A (70%) 2017-18: A (76%) 2016-17: B (61%) 2015-16: B (59%) |
| **2019-20 School Improvement (SI) Information*** ||
| **SI Region** | Northeast |
| **Regional Executive Director** | Dustin Sims |
| **Turnaround Option/Cycle** | |
| **Year** | |
| **Support Tier** | NOT IN DA |
| **ESSA Status** | |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## Early Warning Systems

### Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 90 | 90 | 90 | 88 | 96 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 526 |
| Attendance below 90 percent | 16 | 10 | 17 | 16 | 12 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |
| One or more suspensions | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 2 | 1 | 2 | 2 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Course failure in Math | 1 | 1 | 2 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 10 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 15 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 2 | 1 | 2 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 4 | 2 | 4 | 2 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

Thursday 9/24/2020

### Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 90 | 90 | 90 | 88 | 72 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 502 |
| Attendance below 90 percent | 18 | 12 | 15 | 17 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |
| One or more suspensions | 9 | 13 | 19 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Course failure in ELA or Math | 2 | 2 | 3 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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

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

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

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

**Prior Year - Updated**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 90 | 90 | 90 | 88 | 72 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 502 |
| Attendance below 90 percent | 18 | 12 | 15 | 17 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |
| One or more suspensions | 9 | 13 | 19 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Course failure in ELA or Math | 2 | 2 | 3 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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

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

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

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

## Part II: Needs Assessment/Analysis

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 72% | 50% | 57% | 73% | 50% | 56% |
| ELA Learning Gains | 70% | 56% | 58% | 74% | 51% | 55% |
| ELA Lowest 25th Percentile | 54% | 50% | 53% | 67% | 46% | 48% |
| Math Achievement | 79% | 62% | 63% | 84% | 61% | 62% |
| Math Learning Gains | 80% | 63% | 62% | 82% | 59% | 59% |
| Math Lowest 25th Percentile | 72% | 52% | 51% | 77% | 48% | 47% |
| Science Achievement | 60% | 48% | 53% | 76% | 55% | 55% |

| **EWS Indicators as Input Earlier in the Survey** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | **Grade Level (prior year reported)** | | | | | | **Total** |
| | **K** | **1** | **2** | **3** | **4** | **5** | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 68% | 51% | 17% | 58% | 10% |
| | 2018 | 69% | 50% | 19% | 57% | 12% |
| Same Grade Comparison | -1% | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 77% | 52% | 25% | 58% | 19% |
| | 2018 | 72% | 49% | 23% | 56% | 16% |
| Same Grade Comparison | 5% | | | | | |
| Cohort Comparison | 8% | | | | | |
| 05 | 2019 | 70% | 50% | 20% | 56% | 14% |
| | 2018 | 76% | 51% | 25% | 55% | 21% |
| Same Grade Comparison | -6% | | | | | |
| Cohort Comparison | -2% | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 61% | 61% | 0% | 62% | -1% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2018 | 85% | 59% | 26% | 62% | 23% |
| Same Grade Comparison | -24% | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 90% | 64% | 26% | 64% | 26% |
| | 2018 | 85% | 60% | 25% | 62% | 23% |
| Same Grade Comparison | 5% | | | | | |
| Cohort Comparison | 5% | | | | | |
| 05 | 2019 | 89% | 57% | 32% | 60% | 29% |
| | 2018 | 82% | 61% | 21% | 61% | 21% |
| Same Grade Comparison | 7% | | | | | |
| Cohort Comparison | 4% | | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | 59% | 49% | 10% | 53% | 6% |
| | 2018 | 75% | 56% | 19% | 55% | 20% |
| Same Grade Comparison | -16% | | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2016-17** | **C & C Accel 2016-17** |
| SWD | 46 | | | 38 | | | | | | | |
| ELL | 56 | 65 | 54 | 73 | 81 | 64 | 38 | | | | |
| ASN | 81 | 75 | | 88 | 83 | | | | | | |
| BLK | 69 | 85 | | 71 | 80 | | 80 | | | | |
| HSP | 68 | 54 | | 94 | 79 | | | | | | |
| MUL | 78 | | | 67 | | | | | | | |
| WHT | 72 | 70 | 57 | 79 | 78 | 64 | 57 | | | | |
| FRL | 67 | 61 | 46 | 77 | 76 | 74 | 61 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2015-16** | **C & C Accel 2015-16** |
| ELL | 52 | 75 | | 72 | 94 | 100 | | | | | |
| ASN | 89 | 73 | | 83 | 100 | | | | | | |
| BLK | 63 | 53 | | 76 | 73 | 60 | 65 | | | | |
| HSP | 82 | 61 | | 82 | 78 | | 77 | | | | |
| MUL | 90 | | | 90 | | | | | | | |
| WHT | 70 | 84 | 76 | 87 | 84 | 84 | 81 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| FRL | 66 | 70 | 73 | 82 | 78 | 73 | 61 | | | | |

### ESSA Data

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 69 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 61 |
| Total Points Earned for the Federal Index | 548 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 42 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 62 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | 82 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 77 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 67 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 73 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 68 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 65 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

RCSA Elementary's lowest data component proved to be in the lowest 25% in ELA. While we were above the state and district averages, it was minimal (54%). It was also a

decline from the previous year.
One contributing factor could be teacher turnover in 5th grade ELA. Teacher turnover in grades 3, 4, and 5 is problematic for ELA and is proving to be somewhat of a trend. Another contributing factor could be restructuring 3rd grade and adding an additional class of students with a new ELA teacher.

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

The data component showing the greatest decline from the prior year was in Science Achievement, which went from 76% to 60%. Contributing to this decline could be a shift in curriculum usage and a change in teacher.

**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**

While RCSA Elementary did not have any areas where the data component was lower than the state average, our ELA Lowest 25th Percentile only scored 1 point higher than the state average. This is not typical for the school, and the factors have been outlined in section A.

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

Math Achievement showed the most improvement. As a school, we have been implementing i-Ready Standards Mastery assessments to track progress, drive instruction, create small groups, and adjust curriculum resources and/or instruction as needed.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

While overall Math Achievement scores exceeded the previous year's scores, RCSA Elementary's 3rd grade scores declined significantly. This is a great area of concern moving forward, as those students in 4th grade this year are now behind the previous year's group. In addition, this year's 3rd grade scores are a concern, and we must closely monitor the teacher and students.

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

1. ELA Lowest 25th Percentile (54%)
2. Science Achievement (60%)
3. ELA Learning Gains (70%)
4. ELA Achievement (72%)
5. Math Lowest 25th Percentile (72%)

## Part III: Planning for Improvement

**Areas of Focus:**

| | |
|---|---|
| **#1. Instructional Practice specifically relating to ELA** | |
| **Area of Focus Description and Rationale:** | As a school, RCSAES's ELA Lowest 25th Percentile scores dropped from 67% to 54%. This is a significant decline and does not meet RCSA's academic expectation. Students in the bottom quartile were met with a minimum of 3 times a week for 20-30 minutes in small groups in addition to whole group instruction, were invited to attend after-school tutoring for 45 minutes once a week, and were assigned differentiated lessons through i-Ready, yet learning gains were still not met at the minimum expectation (62%). |
| **Measureable Outcome:** | RCSA Elementary will identify students performing in the bottom quartile in ELA. The goal will be that these students meet their recommended i-Ready stretch growth, putting them in a position to better be able to read on grade level and master grade level standards. |
| **Person responsible for monitoring outcome:** | Jamie Hough (jhough@rivercityscience.org) |
| **Evidence-based Strategy:** | River City Science Academy Elementary School will participate in the GEER Program, targeting students who are in the bottom quartile in grades K-3 according to the most recent iReady Diagnostic Score, prioritizing students in grade 3. RCSAES will also target students who did not have participation in distance learning based on AIT records.<br>Identified students will receive intensive reading instruction from Effective and Highly Effective teachers as follows:<br>30 minutes before school M-F = 150 X 6 weeks = 900 minutes<br>45 minutes after school M, T, Th, F = 180 x 6 weeks = 1080 minutes<br>45 minutes Skills = 45 X 6 weeks = 270 minutes<br>45 minutes RTI rotation = 180 X 6 weeks = 1080 minutes<br>Saturday 4.25 hours = 255 X 6 weeks = 1530 minutes<br>RCSAES ELA teachers will use iReady as instruction in the five areas of reading through the Teacher Toolbox and Ready Florida. Instruction will be differentiated to meet the needs of the students according to their Diagnostic and Growth Monitoring data. Teacher assigned lessons added to the students' lesson paths will provide at home support for parents to be able to implement as well. |
| **Rationale for Evidence-based Strategy:** | The GEER program is intended to close the ELA performance gap, particularly in students who may not have had the support necessary during virtual learning in Quarter 4 of the 2019-2020 school year. Intensive ELA instruction during Quarter 1 will provide these students with small group and specialized instruction that will assist them in being able to perform at or near the same level as their peers moving into Quarter 2. |
| **Action Steps to Implement** | |

1. Effective and Highly Effective ELA teachers (either Reading endorsed or working towards a Reading Endorsement) will be identifed.
2. Students will be identified. RCSAES will target students who are in the bottom quartile in grades K-3 according to the most recent iReady Diagnostic Score, prioritizing students in grade 3. We will also target students who did not have participation in distance learning based on AIT records.
3. Teachers will create schedules to meet the needs of the students identified.
4. Teachers will utilize iReady assessments to drive instruction and plan lessons. Parents will

be notified weekly of student progress and reinforcement strategies via Class Dojo. Teachers will use iReady Growth Monitoring reports to inform parents of progress and next steps. Teachers will also have the ability to assign specific lessons to the students via iReady to promote their learning in this program and thus assist parents

**Person Responsible**  Jamie Hough (jhough@rivercityscience.org)

### #2. Instructional Practice specifically relating to Science

| | |
|---|---|
| **Area of Focus Description and Rationale:** | As a school, RCSAES's Science proficiency scores dropped from 76% to 60%. This is a drastic decline and does not meet RCSA's high academic standard. |
| **Measureable Outcome:** | RCSA Elementary's goal is to see Science proficiency scores on this year's FCAT2 at 70% or higher. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy:** | RCSAES will implement the evidence-based strategies of targeted small group instruction and data chats to attempt to improve our overall proficiency scores. These strategies will be implemented in all our third, fourth, and fifth grade science classrooms not only because the test covers an accumulation of standards, but to ensure that our scores will increase consistently overtime. In order to successfully implement these strategies, we will also be putting into place standards-based benchmark assessments and standards-based documentation tools to help the teachers and students increase awareness of achievement as the year progresses. RCSAES Science Teachers are also implementing a day each month or quarter where they trade classes to gain a better understanding of the adjacent grade levels, the standards being covered, and the student's knowledge and abilities. After school tutoring for Science will also be held by every Science Teacher at a minimum of once/week. |
| **Rationale for Evidence-based Strategy:** | Experience shows that the data driven model of these strategies will greatly increase the understanding of all stakeholders in the mastery of standards. Parents and teachers will have accurate data in order to help assess the needs of students. The students will be offered appropriate supports where needed in a very targeted manner and will have vested interest in their own achievement. |

### Action Steps to Implement

1. Benchmark assessment administered 3 times per year.
2. Standards-based documentation will guide small group instruction while simultaneously providing support for data chats.
3. Subsequent standards-based instruction and assessment to increase mastery with ongoing data chats to aid in goal setting.

**Person Responsible**  [no one identified]

| | |
|---|---|
| **#3. Instructional Practice specifically relating to ELA** | |
| **Area of Focus Description and Rationale:** | While our ELA Learning Gains were at 70%, it was a decrease from 74% the previous year. These gains are imperative not only to our ELA scores, but also to our Science Achievement scores. Students that cannot fluently read nonfiction text and read for understanding and meaning cannot possibly score well on Science assessments, where much of the test is comprehending and analyzing nonfiction text. |
| **Measureable Outcome:** | RCSA Elementary would like to see ELA Learning Gains at 75%. These ELA scores will be monitored closely using the i-Ready Diagnostics, Progress Monitoring, and the i-Ready Standards Mastery assessments. |
| **Person responsible for monitoring outcome:** | Jamie Hough (jhough@rivercityscience.org) |
| **Evidence-based Strategy:** | RCSAES plans to take a student-focused approach to make students more actively engaged in their learning and ownership of their ELA academic goals. Students will be assigned learning goals in i-Ready as well as Accelerated Reader that motivate and make students aware of their own learning and interests. |
| **Rationale for Evidence-based Strategy:** | When students are active participants in their learning, they are far more motivated to learn and explore beyond what is being taught in the classroom (https://www.edutopia.org/article/putting-students-charge-their-learning). Through setting goals within our online ELA curriculum, monitoring these goals, allowing students to track progress and adjust as needed, and celebrate when these goals are met and exceeded, RCSAES will increase ELA learning gains. |

## Action Steps to Implement

1. Teachers will receive training regarding how to set student goals utilizing i-Ready and Accelerated Reader and how to conduct data chats with students. Documentation of data chats must be present in RTI/Small group data.
2. School-wide incentives will be put into place for students meeting ELA goals. Students will be made aware of these incentives through morning announcements, the teacher, weekly newsletter, etc.
3. Goals will be set and closely monitored. Parents will be made aware of these goals and how to support their student(s) in meeting them.
4. Students' success and efforts towards ELA learning goals will be celebrated through school-wide and classroom incentives, parent notes, etc.

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| **Person Responsible** | Jamie Hough (jhough@rivercityscience.org) |

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**RCSA Parent Academy, which began being implemented last year, will continue. The initiative was to improve attendance, parent participation and buy-in, and low grades due to failure to complete work for "at-risk students." These students will be identified through the aforementioned traits. Parents that have had to attend Attendance Intervention Meetings, have students receiving D's or F's, or have students with 2 more referrals in a quarter will be invited to RCSA Parent Academy classes. These will be offered at a variety of dates and times for parents' convenience. In these courses, and RCSAES representative from administration will focus on educating parents about the following:**
**-Attendance - policies and procedures; importance and statistical data regarding students that miss school; what can be done to improve attendance**
**-Curriculum & Technology - educate parents about the curriculum and technology used at RCSAES; explain how parents can support their students and foster independence and student accountability; guide parents through the technology resources utilized at RCSAES**
**-Conduct - take a look at Behavior RTI - What strategies have been implemented? What's working? What's not? What can we change to assist in making the student successful at school and at home?**

**RCSA Elementary will be adding a Kindergarten Parent Support Group, beginning in Quarter 1 to assist parents who are struggling to support their students' education at home. This support group will go over many of the same topics discussed in RCSA Parent Academy, but will be more tailored to Kindergarten curriculum and resources.**

**In an effort to provide more individualized instruction to our incoming Kindergarten students, RCSAES is implementing Kindergarten screenings prior to the start of school. This not only provides valuable data to teachers, but also allows administration to cluster low-performing students into groups that can be provided targeted instruction so achievement gaps can be closed.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

RCSA Elementary takes a great deal of pride in creating a positive culture and environment for students, staff, and families. All stakeholders have worked together on a committee to create RCSA's Core Values:
Respect
• Appreciating and showing the value of students, families, colleagues, and cultures
Compassion
• Showing kindness, caring, and willingness to help others
Self-Confidence
• Believing and trusting in one's abilities to succeed
Accountability
• Demonstrating a personal and school-wide responsibility for learning, ethical conduct, and following policies and procedures

RCSA School Culture
At River City Science Academy, we create a positive and collaborative environment for all. We expect teachers and staff to be creative, humble, open-minded, passionate, and determined to deliver excellent results.

We model positive character traits, provide equal and fair opportunities for all our students, and fully believe in their potential. We welcome and embrace diversity among our staff, students, and parents, offer varied courses and resources to meet all of our students' needs, and learn from each other.

We build connections with our community, develop partnerships with our stakeholders, and foster strong relationships through effective communication between all teachers, staff, students, and parents. We support and connect with each RCSA campus and are proud members of the RCSA family.

RCSA Elementary implements a Monthly Teacher Recognition Program, which consists of teacher appreciation gifts, teacher dress down days, quarterly luncheons, birthday celebrations, and staff member life moment celebrations.

RCSA Elementary recognizes student accomplishments and positive character traits through Student of the Month breakfasts, Accelerated Reader ice cream celebrations, reward dress down days for positive behavior, and, awards assemblies for Honor Roll students and students making academic gains.

### Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

| | | **Part V: Budget** | |
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| 1 | III.A. | **Areas of Focus: Instructional Practice: ELA** | $0.00 |
| 2 | III.A. | **Areas of Focus: Instructional Practice: Science** | $0.00 |
| 3 | III.A. | **Areas of Focus: Instructional Practice: ELA** | $0.00 |
| | | **Total:** | **$0.00** |