

Duval County Public Schools

River City Science Elementary Academy



2022-23 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: 8/31/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (73%) 2020-21: (69%) 2018-19: A (70%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

N/A

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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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Hough, Jamie	Principal	<p>The principal's role is to provide strategic direction within the school.</p> <p>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.</p>
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Demographic Information

Principal start date

Wednesday 8/31/2022, Jamey Hough

Number of teachers with a 2022 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.*

10

Number of teachers with a 2022 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.*

28

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

575

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

0

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

1

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	93	91	94	94	98	97	0	0	0	0	0	0	0	567
Attendance below 90 percent	20	17	12	13	28	18	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	8	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	2	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	1	0	3	3	0	0	0	0	0	0	0	0	7

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	1	0	0	0	0	0	0	0	3

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	5	2	1	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 10/21/2022

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	93	97	95	90	105	102	0	0	0	0	0	0	0	582
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	1	2	6	3	0	0	0	0	0	0	0	14
Course failure in ELA	2	2	2	8	3	0	0	0	0	0	0	0	0	17
Course failure in Math	0	4	0	8	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	4	7	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	6	8	7	0	0	0	0	0	0	0	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	93	97	95	90	105	102	0	0	0	0	0	0	0	582
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	5	0	4	7	11	0	0	0	0	0	0	0	28
Course failure in ELA	2	2	2	8	3	0	0	0	0	0	0	0	0	17
Course failure in Math	0	4	0	8	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	4	7	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	3	5	2	6	8	7	0	0	0	0	0	0	0	31
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	0	1	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	50%	56%	76%			72%	50%	57%
ELA Learning Gains	71%	58%	61%	60%			70%	56%	58%
ELA Lowest 25th Percentile	65%	51%	52%	64%			54%	50%	53%
Math Achievement	85%	59%	60%	81%			79%	62%	63%
Math Learning Gains	74%	63%	64%	75%			80%	63%	62%
Math Lowest 25th Percentile	70%	57%	55%	59%			72%	52%	51%
Science Achievement	74%	47%	51%	66%			60%	48%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	51%	17%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	77%	52%	25%	58%	19%
Cohort Comparison		-68%				
05	2022					
	2019	70%	50%	20%	56%	14%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	61%	0%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	90%	64%	26%	64%	26%
Cohort Comparison		-61%				
05	2022					
	2019	89%	57%	32%	60%	29%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	49%	10%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	47	60		59	60						
ELL	54	74	71	79	74	77	55				
ASN	80	73		85	80						
BLK	84	81		84	75		88				
HSP	62	63	57	80	59		61				
MUL	75	73		83	82						
WHT	77	70	63	87	77	80	69				
FRL	74	71	57	80	68	65	68				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	27		52	55		20				
ELL	70	67	80	84	90		50				
ASN	96			92							
BLK	75	56		87	94		53				
HSP	74	73		85	91						
MUL	74			63							
WHT	74	57	50	79	63	45	71				
FRL	71	65	83	79	84	80	59				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
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	78
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	70
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	80
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	82
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	64
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	78

Multiracial Students	
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	76
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	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

RCSA Elementary is observing low ELA performance in the lowest quartile, low performance in the SWD subgroup (ELA & Math), and low performance in the ELL subgroup (ELA only). While these scores are well above the district/state and improved from the previous years, they are our lowest areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating the greatest need for improvement proved to be ELA performance in the lowest quartile, low performance in the ESE subgroup (ELA & Math), and low performance in the ELL subgroup (ELA only).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors leading to this need for improvement include a lack of parental support, language barriers, attendance issues, below-level overall score as well as specific domain and/or standard, and behavior/social emotional concerns. New actions that need to be taken to address this need for improvement include assignment to WIN/RTI groups, paraprofessional support, extra-curricular tutoring, referral to attend Parent Academy, referral to attend Technology Talk/Session, and referral to the MTSS Team.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data components showing the most improvement included overall ELA learning gains (60% to 71%), Math Lowest Quartile (59% to 70%), and Science Achievement (66% to 74%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some contributing factors to this improvement included more paraprofessional and small group support, collaborative & vertical teacher planning, and a more intensive RTI/MTSS approach with additional tutoring support.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be implemented in order to accelerate learning: Referral to MTSS team, Assignment to WIN group(s), Assignment to paraprofessional support, Tutoring, Referral to attend Parent Academy, Referral to attend Technology Talk.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will consist of the following: MTSS training, Cross campus PLC, Early Release PD, Small group/intervention PD, Classroom Management strategies, Gifted strategies, PBIS training.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

RCSA Elementary will implement a uniform curriculum (HMH) across grade levels after offering full training on the program(s), with the continuation of supplemental program utilization (Study Island, iReady, Top Score Writing, Accelerated Reader, etc.). The MTSS Team will meet weekly to discuss referrals and determine an appropriate course of action, contact parents, communicate with teachers regarding referred students, and track progress of students. RCSA's Reading and Math Coaches will oversee all student referred to MTSS, while RCSA's ESE Teachers will monitor and track progress of any student receiving accommodations through an IEP or 504 plan.

RCSA's ESOL Coordinator will do the same with students in the ESOL program. Math curriculum will be streamlined (implementing HMH across all grade levels) to align to the Standards Mastery's using iReady toolbox in hopes to boost rigor for mastery of the Standards and iReady growth scores. Additional paraprofessional support will be provided to students and teachers will be provided training as to how to best utilize paraprofessional support in the classroom. Cross-campus meetings will be held to share best practices.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

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

RCSA Elementary is observing low ELA performance in the lowest quartile. This is observed on both state FSA scores as well as district iReady data.

Measurable

Outcome:

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

RCSAE's goal is for 75% of students in the bottom quartile to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

Monitoring:

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

RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week using the appropriate resources for the targeted areas of need.

Person responsible for monitoring outcome:

Jamie Hough (jhough@rivercityscience.org)

Evidence-based

Strategy:

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

All students identified as needing an intervention based on teacher referrals will be discussed in weekly MTSS Team Meetings. The MTSS Team will analyze the data collected by the teacher to determine next steps. An area of focus and target goal will be determined, as well as the service provider (classroom teacher, paraprofessional, coach). Progress towards these goals will be re-evaluated every 4-6 weeks and a determination will be made as to whether or not changes should be made to the area of focus and target goals.

Rationale for Evidence-based Strategy:

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

Small group instruction that is in ADDITION to core classroom instruction has proven to be the most effective strategy in moving students forward academically and making gains in reading.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly MTSS meetings with all members present - Principal, Academic Dean, Dean of Testing, Dean of Students, Instructional Coaches, Counselor, ESE Teachers.
MTSS Team will monitor student progress, communicate with teachers and paraprofessionals providing

small group instruction, enter MTSS data into Focus, and provide resources to staff as needed on a weekly basis.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and

Rationale:

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

RCSAE has observed consistently low ELA scores among the ELL population.

Measurable Outcome:

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

RCSAE's goal is for 75% of ELL students to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

Monitoring:

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

RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week.

Person responsible for monitoring outcome:

Jamie Hough (jhough@rivercityscience.org)

Evidence-based Strategy:

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

ELL students identified as needing an intervention will be invited to after-school tutoring and will also be pulled during school-wide WIN time for phonics and vocabulary instruction. This tutoring is in ADDITION to the after-school tutoring they attend for ELA and Math. This tutoring period includes phonics and vocabulary instruction, as well as access to Rosetta Stone for students that are not yet fluent in English. These students will also be given access to Rosetta Stone accounts for use at home.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing after-school ELL tutoring in ADDITION to core instruction ensures students are not missing out on any instruction. Rosetta Stone was an addition to our ELL after-school tutoring & WIN program for those students who do not have the language skills to access the academic information being provided in many classes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress of ELL students will be monitored and ELL teachers will be met with on a monthly basis with the Academic Dean to ensure the appropriate resources are being made available to students. ESOL Coordinator will make any necessary updates to the ELL resources. Team Leads will meet weekly to discuss any students that may need to be added or removed to the ELL after-school tutoring and WIN schedule.

Person Responsible

Jamie Hough (jhough@rivercityscience.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

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

RCSAE has observed consistently low ELA and Math scores among SWD subgroup.

Measurable Outcome:

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

RCSAE's goal is for 75% of student with disabilities to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

Monitoring:

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

RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Students having a 504 Plan will be pulled for additional instructional support and academic check-ins with an Instructional Support Specialist a minimum of 2-3 times a week in the subject area of need.

Rationale for Evidence-based Strategy:

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

Small group instruction that is in ADDITION to core classroom instruction has proven to be the most effective strategy in moving students forward academically and making gains in both reading and math. Many students having 504's also benefit from regular check-ins to assist with organization, time management, and accountability.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress of students with 504 Plans will be monitored and classroom teachers will be met with on a monthly basis with the Instructional Support Teacher to ensure the students' needs are being met.

Person Responsible

[no one identified]

RAISE

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

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

Grades 3-5: Measureable Outcome(s)

Monitoring:

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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

Rationale for Evidence-based Practices/Programs:

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

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

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

RCSA Elementary's stakeholders include teachers, paraprofessionals, support staff, administrators, students, and parents, all of which share a role in promoting a positive culture and environment at RCSA Elementary. Stakeholders who work directly with students know how important a student's social-emotional well-being is and are implementing PBIS as well as morning meetings into their daily routines in an effort to create a sense of community and structure. Families are encouraged to participate in school events (parent picnics, lunches, etc.), parent-teacher conferences, Showcase Nights, circle meetings, and Parent Academies, all of which build community and help support students and families.