River City Science Academy Innovation School

2022-23 Schoolwide Improvement Plan

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River City Science Academy Innovation School

8160 BAYMEADOWS WAY WEST, Jacksonville, FL 32256

www.rivercityscience.org

Demographics

Principal: Mesut Erdogan

Start Date for this Principal: 9/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	42%
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: B (58%) 2020-21: (58%) 2018-19: B (59%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

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.

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
Erdogan, Mesut	Principal	Principal- Mesut Erdogan: Serves as the educational leader of the school; responsible for the direction of the instructional program, operation of the school plant participates in staff and student activities along with community leaders. Sets the general tone of the school; coordinates parent groups and school advisory committee; represent the school to the community at large. Works with academic deans, counselors and faculty to establish and maintain the educational program. Prepares school budgets; approves expenditures within the school; is responsible for the financial solvency of the school. Interviews select supervises and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecute discipline cases of a serious nature. Assesses strengths of the school, identifies its weaknesses and takes corrective action. Oversees the maintenance of the school, beautification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with a necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.
Milton, Marion	Dean	ean of Discipline - Marion Milton: Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and completing investigations of various student situations; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID

Name	Position Title	Job Duties and Responsibilities
Taskan, Tuba	Guidance Counselor	Guidance Counselor- Tuba Taskan: Makes schedules for Middle School Students. Assists and advises students about academic and personal decisions. Provide private counselling to students, assess the ability and potential of students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill-based opportunities for students. Trains staff on mental health
Rogan, Ashley	Dean	The Academic Dean MS : Mrs. Rogan is responsible for coordinating school-wide professional development, Monitors lesson plans and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assists math teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body. Monitors lesson plans and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assist reading teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.
Monaco, Ashley	Dean	The Academic Dean ES: Ms. Monaco is responsible for coordinating school-wide professional development, Monitors lesson plans and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assists math teachers

Name	Position Title	Job Duties and Responsibilities
		with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body. Monitors lesson plans and provides feedback to the department heads concerning Florida Standards; participate in student data collection; assist reading teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.
Davis, Stephanie	Instructional Coach	
Sitchler, Kristin	Teacher, ESE	ESE Coordinator - Mrs.Sitchler assists the ESE Manager in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE The coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and other RCSA Departments and students and their families.

Demographic Information

Principal start date

Wednesday 9/21/2022, Mesut Erdogan

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.*

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.*

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

765

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

7

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

19

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	117	102	87	66	70	75	100	73	80	0	0	0	0	770
Attendance below 90 percent	0	44	21	11	14	17	25	18	25	0	0	0	0	175
One or more suspensions	0	1	2	3	0	1	9	18	10	0	0	0	0	44
Course failure in ELA	0	2	2	0	0	3	0	3	1	0	0	0	0	11
Course failure in Math	0	0	3	0	1	2	0	1	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	16	17	12	12	13	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	15	25	15	21	11	0	0	0	0	87
Number of students with a substantial reading deficiency	0	3	10	4	0	0	0	0	0	0	0	0	0	17

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	4	8	2	12	17	9	14	6	0	0	0	0	72

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	0	1	2	0	1	2	0	2	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/27/2022

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	96	75	67	63	74	69	78	91	81	0	0	0	0	694
Attendance below 90 percent	21	10	12	3	8	4	7	14	4	0	0	0	0	83
One or more suspensions	2	2	1	0	1	4	6	6	8	0	0	0	0	30
Course failure in ELA	0	1	5	1	0	1	3	0	0	0	0	0	0	11
Course failure in Math	0	1	5	1	1	0	1	3	8	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	35	28	24	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	13	8	0	0	0	0	36
Number of students with a substantial reading deficiency	0	1	12	15	13	17	33	28	26	0	0	0	0	145

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	1	0	0	0	0	0	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	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	96	75	67	63	74	69	78	91	81	0	0	0	0	694
Attendance below 90 percent	21	10	12	3	8	4	7	14	4	0	0	0	0	83
One or more suspensions	2	2	1	0	1	4	6	6	8	0	0	0	0	30
Course failure in ELA	0	1	5	1	0	1	3	0	0	0	0	0	0	11
Course failure in Math	0	1	5	1	1	0	1	3	8	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	35	28	24	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	13	8	0	0	0	0	36
Number of students with a substantial reading deficiency	0	1	12	15	13	17	33	28	26	0	0	0	0	145

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	1	0	0	0	0	0	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	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	55%	49%	57%	63%			54%	54%	61%
ELA Learning Gains	55%	51%	55%	61%			51%	56%	59%
ELA Lowest 25th Percentile	37%	43%	46%	43%			42%	53%	54%
Math Achievement	59%	47%	55%	60%			66%	57%	62%
Math Learning Gains	55%	51%	60%	47%			61%	57%	59%
Math Lowest 25th Percentile	46%	51%	56%	48%			47%	52%	52%
Science Achievement	55%	44%	51%	58%			59%	50%	56%
Social Studies Achievement	76%	68%	72%	76%			78%	76%	78%

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	58%	51%	7%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison		-58%				
05	2022					
	2019	57%	50%	7%	56%	1%
Cohort Comparison		-50%				
06	2022					
	2019	57%	47%	10%	54%	3%
Cohort Comparison		-57%				
07	2022					
	2019	49%	44%	5%	52%	-3%
Cohort Comparison		-57%				
08	2022					
	2019	49%	49%	0%	56%	-7%
Cohort Comparison		-49%				

				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	76%	61%	15%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	64%	0%
Cohort Comparison		-76%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	63%	57%	6%	60%	3%
Cohort Comparison		-64%				
06	2022					
	2019	65%	51%	14%	55%	10%
Cohort Comparison		-63%				
07	2022					
	2019	63%	47%	16%	54%	9%
Cohort Comparison		-65%				
08	2022					
	2019	57%	32%	25%	46%	11%
Cohort Comparison		-63%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	63%	49%	14%	53%	10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-63%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	40%	-15%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	87%	67%	20%	67%	20%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	77%	69%	8%	71%	6%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	57%	29%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	22	29	25	31	26	26	35				
ELL	47	60	33	44	47	44	36				
ASN	76	73		75	64						
BLK	44	47	31	43	47	41	41	53	93		
HSP	45	53	47	52	45	43	56	82			
MUL	67	48		71	68		50				
WHT	64	60	31	70	61	52	64	76	82		
FRL	48	50	31	51	51	45	53	76	72		
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	41	33	41	52	40	55	64			
ELL	58	68	46	57	69	67	63				
ASN	61	70		65	60						
BLK	48	50	33	41	39	41	37	54	67		
HSP	66	67		58	50	64	44	82			
MUL	71	80		61	55						
WHT	71	62	44	71	48	53	67	85	66		
FRL	59	56	36	53	48	55	50	73	55		
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	22	42	36	39	28		33				
ELL	38	58	38	59	76	57	33				
ASN	62	76		81	71						

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
BLK	41	43	39	52	49	45	44	93			
HSP	55	46	36	73	76	55	57	73			
MUL	58	40		53	60						
WHT	61	56	41	74	64	46	74	69			
FRL	47	50	40	60	58	43	58	68			

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)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	43
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	72
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	49
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	53
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	61
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	62
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	53
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?

Trends that emerged across all grade levels and subgroups were students with disabilities were not proficient and/or did not make growth gains in Reading or Math based upon progress monitoring tools and FSA. Across all grade levels, the lowest quartile in ELA and Math did not meet their growth gains witnessed on the FSA. 5th Grade and 8th Grade Science scores stayed the same as previous years. Accelerated and End of Course Assessments such as Civics, Biology, Algebra, and Geometry stayed consistent related to previous years.

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

The data components, based off progress monitoring and end of the Year assessments that need the greatest need for improvements are students with disabilities growth gains, lowest quartile in both ELA and Math, 5th and 8th grade Science, as well as school wide proficiency in ELA.

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

Contributing factors to this need for improvement are that we moved locations. There was teacher turn over within the school year. This was the first school year were the students were all back in the building. There was also an issue with staff and student attendance due to COVID procedures and protocols. There was also a lack of procedures and teacher accountability in our intensive classes.
New actions that need to be taken for improvement are that we are settled in our new location. We are providing staff and student incentives for attendance. We are providing a new structure for our WIN time and Intensive classes with more teacher accountability.

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

The data components based of progress monitoring and state assessments that showed the most improvements are 5th grade Math gains, 8th grade Math proficiency, and Biology Proficiency.

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

Contributing factors for the improvement in 5th grade Math and 8th grade Math are that we had consistent interventions and small group pull outs. Biology scores were contributed to hands on activities and labs in our newly built Science Lab.

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

Strategies that will be implemented in order to accelerate learning are improving student and staff attendance.
Completing Interventions with fidelity with the help of interventionists in Middle School Math and Reading. as well as, in Kindergarten and 1st grade. We have made a change to our Math and Science Curriculum. The school Administration Team is focused on teacher success and teacher focus groups through Coaching cycles. We have high expectations put forward for our teacher and are holding them accountable.

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 that will be provided at the school to support teachers and leaders are Early release PD's differentiated for a range of needs throughout our staff. CHAMPS for our new teachers to help with classroom management. New Curriculum PD's are being held multiple times throughout the year. we have implemented new teacher mentors and rocket Rockets for teachers who have been teaching less than three years. We have a relationship with UNF and Dr. Ohlson in providing Leadership PD's for our staff.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are that we created a Partnership with UNF. we will be hosting interns at our school in hopes that it will create a opportunity for new teachers. We have paraprofessionals in each grade level assisting with small group instruction. we have also started providing more teacher incentives that will boost moral and keep creating a positive school culture.

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

:

#1. 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.**	ESE student scores and gains were below target based on State Report Card.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By Spring 2023, the ESE population will have at least 62% growth based on statewide assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress Monitoring Assessments
Person responsible for monitoring outcome:	Ashley Monaco (amonaco@rivercityscience.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Informed Data Chats (based on the Department of Education) -Common Planning (based on the Department of Education) -Paraprofessional and Coaching implementation -Informed Data Chats (based on the Department of Education) Rationale: Able to track data throughout the school year and hold all parties accountable
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	-Common Planning (based on the Department of Education) Rationale: Able to track data throughout the school year, monitor lesson plans and assessments -Paraprofessional and Coaching support Rationale: Allows intentional interventions for students and teachers

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.

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

Person Responsible	Mesut Erdogan (merdogan@rivercityscience.org)

#2. 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.**	ELA gains for bottom quartile learners did not increase significantly.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The current goal is to have at least 75% of students make a minimum of 75% growth by Spring 2022 in all ELA sections and grade levels.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	All parties related to academia will be aware of school data and school goals. All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans). Quarterly Data Chats with staff Seasonal Data Chats with students Teacher Common Planning with Coaches
Person responsible for monitoring outcome:	Mesut Erdogan (merdogan@rivercityscience.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Informed Data Chats (based on the Department of Education) -Common Planning (based on the Department of Education) -Paraprofessional and Coaching implementation Rationale for Evidence-based Strategy: -Informed Data Chats (based on the Department of Education) Rationale: Able to track data throughout the school year and hold all parties accountable
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	-Common Planning (based on the Department of Education) Rationale: Able to track data throughout the school year, monitor lesson plans and assessments -Paraprofessional and Coaching support Rationale: Allows intentional interventions for students and teachers

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.

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

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on schoolwide data from diagnostic and benchmark assessments, as well as the end of the year Florida Standards Assessment, Kindergarten - 8th grade averages in math showed a decline in proficiency and gains. With the common rotation of middle school math teachers and the implementation of a new curriculum, it is evident that support and focus on the mastery and growth of math standards needs improvement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The current goal is for each grade level to have at least 75% of students make a minimum of 50% progress/growth by Spring 2022. By Spring 2022, each grade level will show 60% proficiency based on I-Ready and the Florida Standards Assessment. All parties related to academia will be aware of school data and school goals. All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Quarterly Data Chats with staff Seasonal Data Chats with students Teacher Common Planning with Coaches
Person responsible for monitoring outcome:	Mesut Erdogan (merdogan@rivercityscience.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Implementation of S.U.C.C.E.S.S. Goals model for goal setting -Informed Data Chats (based on the Department of Education) -Common Planning (based on the Department of Education)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	With the recommended data chats and common planning from the Department of Education, these were chosen because these strategies have been proven to work when consistently implemented with appropriate follow up and reflection. Using S.U.C.C.E.S.S.

(Subjective, Urgent, Committed, Concrete, Evaluate, Shared, Support) goals, in place of
the typical S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals
allows our staff to be more aware of the goal, to be more specific in goal planning, to
display the goal, and to work collaboratively as a team towards the goal with everyone
being aware of the desired end result.

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.

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

Person Responsible

Mesut Erdogan
(merdogan@rivercityscience.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on schoolwide data from benchmark assessments, as well as the end of the year FCAT, 5th and 8th grade science averages showed a decline in proficiency and gains. With the implementation of a new curriculum and a new teacher in the elementary science setting (same middle school science teacher), it is evident that support and focus on the mastery and growth of science standards needs improvement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The current goal is to have at least 75% of students make a minimum of 50% progress/ growth by Spring 2022 in 3rd - 8th grade science classes. By Spring 2022, 3rd - 8th grade students will show 60% proficiency based on curriculum inspired benchmarks and the FCAT (5th and 8th). All parties related to academia will be aware of school data and school goals. All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Quarterly Data Chats with staff Seasonal Data Chats with students Teacher Common Planning with Coaches Brainstorming and determination of curriculum to use in the future
Person responsible for monitoring outcome:	Mesut Erdogan (merdogan@rivercityscience.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Implementation of S.U.C.C.E.S.S. Goals model for goal setting -Informed Data Chats (based on the Department of Education) -Common Planning (based on the Department of Education) -Cross-curricular teaching
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	With the recommended data chats and common planning from the Department of

Describe the resources/criteria used for selecting this strategy.

Education, these were chosen because these strategies have been proven to work when consistently implemented with appropriate follow up and reflection. Using S.U.C.C.E.S.S. (Subjective, Urgent, Committed, Concrete, Evaluate, Shared, Support) goals, in place of the typical S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals allows our staff to be more aware of the goal, to be more specific in goal planning, to display the goal, and to work collaboratively as a team towards the goal with everyone being aware of the desired end result. Cross-curricular teaching allows the student to potentially learn similar content (science) from a different instructor, embedding the content in new and innovative, yet strategic way

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.

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

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. §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

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.

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

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

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

Each year River City Science Academy also raises money and awareness for the Leukemia and Lymphoma foundation, each campus holds a food drive in November and Toy Drives in December. Each of these give students the opportunity to learn more about what they can do by making a small contribution that makes a huge impact on our local community.
On a weekly basis we ask teachers to complete a survey to see how they are doing and if there is any area in which they need additional help. Periodically we also send parents climate and culture surveys that they offer their feedback and let us know what they would like to see or recommend for improvements.

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

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

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

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

In addition, we also email our parents and other stakeholders one or two climate surveys per year, specifically asking what we could improve upon. We find these to be very helpful and we take their feedback into consideration and do all that we can to improve in any areas that we see that we may.

Our governing board play a huge part in discussing many of our budgetary and school improvement proposals. This ultimately improves our positive school culture and environment because we get to bring new and exciting additions to our school! Such items may include upgrades to classroom furniture, playground equipment, PE equipment or for our campus. We are hoping to be approved for additional parking for our Middle School students to assist with making our afternoon car line even faster.

Some of our community stakeholders, such as business partners also contribute greatly promoting our positive school culture and environment. We are partnered with the University of North Florida and their internship program for their students pursuing their teaching degrees. Twice a week U.N.F. students visit our school and assist in the classrooms to earn time toward their final credits in the program. We also partner with a local soccer, Spanish and Summer Camp program that gives additional opportunities to our students and their families. All of these promote a positive school culture and environment.

Each group plays an important role that have a positive impact on our overall school culture and environment. We are always implementing bigger and better strategies for keeping our school with a positive outlook on our school culture and environment.