

Duval County Public Schools

# River City Science Academy Intracoastal



2022-23 Schoolwide Improvement Plan

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# River City Science Academy Intracoastal

2002 SAN PABLO ROAD SOUTH, Jacksonville, FL 32224

www.rcsaintracoastal.org

## Demographics

**Principal: Megan Jackson**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	33%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (62%) 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.**

The mission of River City Science Academy is to instill a love for learning in a structured and nurturing environment through engaging and stimulating learning opportunities.

#### **Provide the school's vision statement.**

The vision of River City Science Academy is to ensure that students reach their maximum potential, be successful in their subsequent education, and become responsible and productive citizens in a rapidly changing world; to apply innovative methods and interdisciplinary instruction to create a stimulating and student centered learning environment; to model, educate and engage students in how to truly think and problem solve by teaching to the whole child extending beyond the classroom; to be a catalyst for change in Math and Science; to graduate every student college 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
Jackson, Megan	Principal	<p>Serves as the educational leader of the school;                      responsible for direction of the instructional program,                      operation of the school plant, participates in staff and student activities along with community leadership.                      Sets the general tone of the school;                      coordinates parent groups and school advisory committee;                      represents the school to the community at large. Works with assistant principals, counselors and faculty to establish and maintain educational program. Prepares school budgets; approves expenditures within the school; responsible for the financial solvency of the school. Interviews, selects, supervises and evaluates all school personnel.                      Establishes rules and regulations for proper student conduct; maintains student discipline; prosecute discipline cases of a serious nature.                      Assesses strengths of the school, identifies its weaknesses and takes corrective action. Oversees maintainence of the school, beuatification of the grounds, and general upkeep of the school plant. Identifies and provides in-service oportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with 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.</p>
Barnhill, Adrienne	Other	Dean of Academics Monitors lesson plans and provides feedback to department

Name	Position Title	Job Duties and Responsibilities
		<p>heads concerning Florida Standards; participates in student data collection; assists 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; participates in classroom walkthroughs looking for areas to improve curriculum; participates 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.</p>
<p>Ustaomer, Yakup</p>	<p>Other</p>	<p>Dean of Academics</p> <p>Monitors lesson plans and provides feedback to department heads concerning Florida Standards; participates 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; participates in classroom walkthroughs looking for areas to improve curriculum; participates 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.</p>
<p>King, Ashlee</p>	<p>Instructional Coach</p>	<p>The Literacy Coach is responsible for coordinating school wide professional development, overseeing the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>mentor-mentee                      induction of all new teachers, conducting classroom observations and helping teaching formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. He also coordinates the Literacy Leadership team, whose focus is to develop school-wide goals related to literacy and to work with teachers to address those school-wide literacy goals.</p>

Reddish,  
Camelia

Dean

Plans and coordinates PBIS system;  
 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 complete investigations of various student situations; Speaks with students that are having issues with other students; Run discipline report weekly to assess consequences;  
 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 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
Delaney, Taneen	Guidance Counselor	Assists and advises students about academic and personal decisions. Provide private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill based opportunities to students. Trains staff on mental health. Character Education coordinator
Nichols, Kelly	Instructional Coach	Curriculum Support - Provides curriculum information in classrooms related to math, small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities. Observations and helping teachers formulate and address goals related to their teaching practice, organizing and implementing lesson studies. Coordinates with teachers whose focus is to develop school-wide goals related to content matter and to work with teachers to address those school-wide goals.

**Demographic Information**

**Principal start date**

Thursday 7/1/2021, Megan Jackson

**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.*

12

**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.*

10

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

44

**Total number of students enrolled at the school**

717

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

4

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

20

**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	99	49	53	67	56	49	114	0	0	0	0	0	0	487
Attendance below 90 percent	37	12	12	12	13	14	33	0	0	0	0	0	0	133
One or more suspensions	13	7	8	10	8	3	20	0	0	0	0	0	0	69
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	10	4	5	15	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	5	7	19	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	3	2	0	0	0	2	0	0	0	0	0	0	7

**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	0	1	1	2	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Saturday 10/15/2022

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	34	14	10	14	14	13	23	0	0	0	0	0	0	122
One or more suspensions	5	0	1	3	3	0	13	0	0	0	0	0	0	25
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	7	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	1	12	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	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	1	0	1	1	0	0	5	0	0	0	0	0	0	8

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

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	34	14	10	14	14	13	23	0	0	0	0	0	0	122
One or more suspensions	5	0	1	3	3	0	13	0	0	0	0	0	0	25
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	7	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	1	12	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	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	1	0	1	1	0	0	5	0	0	0	0	0	0	8

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

**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	71%	49%	57%					54%	61%
ELA Learning Gains	69%	51%	55%					56%	59%
ELA Lowest 25th Percentile	63%	43%	46%					53%	54%
Math Achievement	71%	47%	55%					57%	62%
Math Learning Gains	48%	51%	60%					57%	59%
Math Lowest 25th Percentile	49%	51%	56%					52%	52%
Science Achievement	63%	44%	51%					50%	56%
Social Studies Achievement		68%	72%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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					
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	36	53		55	41						
ELL	54	53		63	53						
ASN	85			92							
BLK	67	77		56	57						
HSP	68	58	55	70	44	60					
MUL	76	42		71	42						
WHT	71	73	68	74	44	53	69				
FRL	71	68	59	67	43	44	31				
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
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

**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	62
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	7
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

<b>Multiracial Students</b>	
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Federal Index - Multiracial Students	58
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	65
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	55
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?**

This was our first year of state testing data. Therefore, no trend is established.

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

Our greatest area for improvement is Math Learning Gains and overall math proficiency in middle school.

Strategy:

- Small Group Instruction in class using Into Math supplements, i-Ready targeted lessons, i-Ready Teacher Toolbox, and Progress Learning Lift Off
- After-school tutoring for bottom quartile students
- The math interventionist will work with both elementary and middle school students in the bottom quartile 5 days a week
- Saturday tutoring for bubble students
  - o Saturday Sessions will run from November 2022-May 2023

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

Progress monitoring was limited for our proficient students. The school team will focus on bubble and high achieving students through intervention pull-outs and enrichment.

Strategy:

- Small Group Instruction in class using Into Math supplements, i-Ready targeted lessons, i-Ready Teacher Toolbox, and Progress Learning Lift Off
- After-school tutoring for bottom quartile students
- The math interventionist will work with both elementary and middle school students in the bottom quartile 5 days a week
- Saturday tutoring for bubble students
  - o Saturday Sessions will run from November 2022-May 2023

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

This was our first year of state testing data. Therefore, no trend is established.

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

This was our first year of state testing data. Therefore, no trend is established.

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

We will continue to implement ongoing professional development for teachers in a PLC format, provide ongoing support for tested subject area teachers through instructional coaches in Math, ELA, and Science, utilize best practices in differentiating instruction, implementing tutoring now that Covid restriction allow, and provide support via push ins and pullouts for our ELL, ESE, and bottom quartile students.

**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.**

In depth PLC groups based off of teacher needs and interest, Kagan cooperative Learning strategies, Calm Classroom, and on going subject specific training on research based best practices provided by instructional coaches.

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

We have hired math and reading interventionist and two instructional coaches to provide additional support to our low performing students and teachers, to assist in the RTI process, and to help support classroom teachers during instructional times. This will reinforce content and hopefully improve overall student performance

**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 Math**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

RCSA Intracoastal is observing low math 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.

RCSA'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.

We will monitor this outcome using i-ready data with testing be held three times throughout the school year. These tests will be administered in the Fall, Winter, and Spring. Additionally, final monitoring will come from 2022 FSA results

**Person responsible for monitoring outcome:**

Megan Jackson  
 (mjackson@rivercityscience.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc. to meet the needs of the specific bottom quartile students. I-ready, IXL, and other progress monitoring data will drive the teachers' instruction. Additionally, monthly data chats will held between the math coach and math teachers to engage discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students.

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

Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher.

**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.

***No action steps were entered for this area of focus***

**#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.

If we provide targeted, student-specific, data-driven approaches to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.

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

RCSA'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.

We will monitor this outcome using i-ready data with testing be held three times throughout the school year. These test will be administered in the Fall, Winter, and Spring. Additionally, final monitoring will come from 2023 FSA results.

**Person responsible for monitoring outcome:**

Megan Jackson  
 (mjackson@rivercityscience.org)  
 Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc.

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

to meet the needs of the specific bottom quartile students. Achieve 3000, i-ready, IXL and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats will held between the Coach and Reading/ELA teachers to engage discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students. Struggling students will have tutoring available once weekly and students will work in cooperative learning environments to help with content mastery.

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

Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher.

**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.

- Small Group Instruction in class using Into Reading supplements, Rigby Readers, i-Ready Teacher Toolbox, and Progress Learning Lift Off
- After-school tutoring for bottom quartile students
- Elementary Reading interventionist will work with students in the bottom quartile 3 days a week
- Middle School Reading interventionist works with students in the bottom quartile 3 days a week
- Saturday tutoring for bubble students

Reading Interventionists will work with bottom quartile students in after-school tutoring twice a week

- Math, ELA, and Reading teachers will participate in monthly data chats to discuss data implications for each bottom quartile student; Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in classrooms; Provide training opportunity for all staff members through Kagan instructional practices; Provide coaching for teachers from literacy coach to ensure best practices and strategies are being utilized in the classroom.

**Person Responsible**

[no one identified]

**#3. Positive Culture and Environment specifically relating to PBIS and Discipline**

**Area of Focus Description and Rationale:** Schoolwide, 45% of students (K-7) are on grade level or above in reading; 30% are on grade level or above in math. Students identified as bottom quartile and bubble students receive intervention during small groups, pull-outs, and invitations to after-school and Saturday tutoring. Students already on grade level or above are provided with enrichment opportunities and extension activities.

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

**Measurable Outcome:** RCSA will increase the number of positive commendations by 20% this school year.

**State the specific measurable outcome the school plans to achieve.**

**This should be a data based, objective outcome.**

**Monitoring:** RCSA Intracoastal will utilize a PBIS discipline system to provide interventions and opportunities for behavior correction. Since the school just opened, there is no prior data to provide a measurable goal; however, the school will monitor discipline data monthly to identify trends and areas for improvement. By reviewing data monthly, we can identify students in need of intervention and teachers in need of classroom management support.

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

**Person responsible for monitoring outcome:** Camelia Reddish (creddish@rivercityscience.org)

**Evidence-based Strategy:** Implementation of a character education program in all grades and a PBIS model for discipline. Students who are flagged for discipline intervention will be referred to the MTSS team, assigned an intervention plan, and monitored.

**Describe the evidence-based strategy being**

**implemented for this Area of Focus.**

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

Character education has been implemented as an elementary resource class and core social studies class. Students understand that they are expected to show strong character and positive behavior as RCSA students. Our school-wide expectations are RCSA Rockets are Respectful, Responsible, and Safe. Our expectations are embedded throughout the school. To recognize students, teachers input Positive Recognition points in our online platform. School-wide, we provide incentive celebrations to recognize positive behavior and academic success. For students who require more individualized focus for behavior, we have many interventions in place. The Dean uses Behavior Reflections aligned with the PBIS expectations, mini-lessons about infractions, mediation, restorative justice and circles, and targeted positive behavior tracking. The Dean and School Counselor promote good decision-making and problem solving.

Calm Classroom is implemented schoolwide to help students recognize mindfulness and reconnect them with instruction to create a positive learning space.

**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.

*No action steps were entered for this area of focus*

**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.**

Strategies & Progress Data Summary:

Implementation of a character education program in all grades and a PBIS model for discipline. Students who are flagged for discipline intervention will be referred to the MTSS team, assigned an intervention plan, and monitored.

Steps Taken in Plan

Character Education and PBIS:

Character education has been implemented as an elementary resource class and core social studies class. Our PBIS model helps to motivate students throughout the school year. Students understand that they are expected to show strong character and positive behavior as RCSA students. Our school-wide expectations



are RCSA Rockets are Respectful, Responsible, and Safe. Our expectations are embedded throughout the school; morning announcements, newsletters, hallway posters, etc. Each teacher uses the school-wide expectations in their classroom rules and procedures. The school maintains a Discipline Behavior Flow Chart to help teachers guide their decision-making for classroom conduct. To recognize students, teachers input Positive Recognition points in our online platform, RCSA Connect. School-wide, we provide incentive celebrations to recognize positive behavior and academic success. Classroom teachers and teams also utilize incentive plans with their students and reward throughout the year. For students who require more individualized focus for behavior, we have many interventions in place. The Dean uses Behavior Reflections aligned with the PBIS expectations, mini-lessons about infractions, mediation, restorative justice and circles, and targeted positive behavior tracking. The Dean and School Counselor promote good decision-making and problem solving to help students learn the fundamentals in peer communication. Our staff is also included in positive recognition. Each month, we peer nominate and select Staff Members of the Month. We also have weekly staff Shout Outs to include everyone. Teachers can complete the Shout Out form for anyone on campus. Administration reads posts in Staff Newsletters and visit the teachers' classrooms.

#### House System:

RCSA implemented the House System modeled after Ron Clark. All students and staff are assigned to a house (one of four). They meet monthly, compete in competitions, and earn real-time points for demonstrating positive behavior.

#### Calm Classroom:

Calm Classroom is implemented schoolwide to help students recognize mindfulness and reconnect them with instruction. Each teacher completes two Calm Classroom lessons daily. In K-5, teachers complete a lesson after resource, lunch, and/or recess to help students calm their minds and redirect to an academic learning environment. In 6th and 7th grade, students have Calm Classroom lessons at the beginning of the day and after lunch.

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

#### PBIS Team

Megan Jackson- Principal- overall leader  
 Camelia Reddish- Dean of Students- House System  
 Taneen Delaney- Counselor- Calm Classroom  
 Adrienne Winter- Character Education  
 Christy Peiffer- support with initiatives  
 Melissa Guerrero- Class Dojo  
 Christy Simpson- support with initiatives