

Duval County Public Schools

# River City Science Academy



## 2019-20 Schoolwide Improvement Plan

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# River City Science Academy

7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

## Demographics

**Principal: Ozan Sipahioglu**

Start Date for this Principal: 5/30/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (69%) 2016-17: A (65%) 2015-16: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<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.

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## School Demographics

**School Type and Grades Served**  
(per MSID File)

High School  
6-12

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

49%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

Yes

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

52%

## School Grades History

**Year**  
**Grade**

**2018-19**  
A

**2017-18**  
A

**2016-17**  
A

**2015-16**  
B

## School Board Approval

N/A

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## 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**

Identify the name, email address and position title for each member of the school leadership team:



Name	Title	Job Duties and Responsibilities
Sipahioglu, Ozan	Principal	<p>Principal- Ozan Sipahioglu: Serves as the educational leader and chief executive 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 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 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 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>
Kuvatov, Alisher	Assistant Principal	<p>Assistant Principal- Alisher Kuvatov: 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>
Ferrari, Amanda	Instructional Coach	<p>Literacy Coach- Amanda Ferrari: The Literacy Coach is responsible for coordinating school wide professional development, overseeing the mentor-mentee</p>

Name	Title	Job Duties and Responsibilities
		<p>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. She 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>
Jackson, Megan	Dean	<p>Dean of Discipline- Megan Jackson: 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 (cocounsel with Ms. Lewis); Handles any bus referrals to ensure the safety of bus riders; Run discipline report weekly to assess consequences; Monitors the cafeteria; After school/Saturday detentionorganizing 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</p>
Williamson, Katrina	Guidance Counselor	<p>Guidance Counselor- Katrina Williamson: Provides curriculum information in classrooms, small groups, or individual settings: promotion requirements, graduation requirements, EOC/FSA score information, safety net/tutoring opportunities. Assists students with acquiring the necessary attitudes, knowledge, and skills that contribute to effective learning in school and across their lifespan. Supports students to complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options. Assists students with understanding the relationship of academics to the world of work, life at home, and in the community. Assist students to acquire the knowledge, attitudes, and interpersonal skills, to help them understand and respect self and others. Supports students to make good decisions, set goals, and take</p>

Name	Title	Job Duties and Responsibilities
		necessary actions to achieve goals. Counsels individual students or small groups with their personal concerns. Provides follow up counseling for bullying referrals. Facilitate or follow up abuse reports. Meets with school district 504 team to determine students who may need 504 plans. Updates 504 plans on a yearly basis; Leads school ELL program including providing CELLA test to ELL students

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	149	147	143	132	133	115	112	931	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	15	27	25	18	15	9	4	113	
Course failure in ELA or Math	0	0	0	0	0	0	3	7	9	0	0	0	0	19	
Level 1 on statewide assessment	0	0	0	0	0	0	4	15	4	10	14	3	3	53	

**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	3	6	2	0	0	0	0	11

**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	0	0	0	3	3	3	1	19	2	9	40	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	0	2	

**FTE units allocated to school (total number of teacher units)**

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

Thursday 8/15/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	11	19	16	27	24	42	57	196
One or more suspensions	0	0	0	0	0	0	16	25	16	14	12	12	7	102
Course failure in ELA or Math	0	0	0	0	0	0	0	1	3	0	23	4	4	35
Level 1 on statewide assessment	0	0	0	0	0	0	16	15	4	10	6	3	3	57

**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	4	9	9	13	18	13	4	70

## Part II: Needs Assessment/Analysis

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	75%	47%	56%	74%	47%	56%
ELA Learning Gains	62%	48%	51%	65%	49%	53%
ELA Lowest 25th Percentile	50%	42%	42%	61%	42%	44%
Math Achievement	79%	51%	51%	76%	51%	51%
Math Learning Gains	64%	52%	48%	59%	55%	48%
Math Lowest 25th Percentile	65%	47%	45%	61%	50%	45%
Science Achievement	68%	65%	68%	64%	61%	67%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	83%	70%	73%	80%	67%	71%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	149 (0)	147 (0)	143 (0)	132 (0)	133 (0)	115 (0)	112 (0)	931 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	15 (0)	27 (0)	25 (0)	18 (0)	15 (0)	9 (0)	4 (0)	113 (0)
Course failure in ELA or Math	3 (0)	7 (0)	9 (0)	0 (0)	0 (0)	0 (0)	0 (0)	19 (0)
Level 1 on statewide assessment	4 (0)	15 (0)	4 (0)	10 (0)	14 (0)	3 (0)	3 (0)	53 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	47%	22%	54%	15%
	2018	67%	44%	23%	52%	15%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	79%	44%	35%	52%	27%
	2018	80%	41%	39%	51%	29%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
08	2019	80%	49%	31%	56%	24%
	2018	70%	51%	19%	58%	12%
Same Grade Comparison		10%				
Cohort Comparison		0%				
09	2019	66%	48%	18%	55%	11%
	2018	80%	48%	32%	53%	27%
Same Grade Comparison		-14%				
Cohort Comparison		-4%				
10	2019	82%	48%	34%	53%	29%
	2018	75%	49%	26%	53%	22%
Same Grade Comparison		7%				
Cohort Comparison		2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	90%	51%	39%	55%	35%
	2018	90%	42%	48%	52%	38%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	88%	47%	41%	54%	34%
	2018	84%	50%	34%	54%	30%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
08	2019	74%	32%	42%	46%	28%
	2018	56%	31%	25%	45%	11%
Same Grade Comparison		18%				
Cohort Comparison		-10%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	59%	40%	19%	48%	11%
	2018	35%	44%	-9%	50%	-15%
Same Grade Comparison		24%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	67%	1%	67%	1%
2018	81%	63%	18%	65%	16%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	69%	13%	71%	11%
2018	89%	84%	5%	71%	18%
Compare		-7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	68%	16%	70%	14%
2018	68%	64%	4%	68%	0%
Compare		16%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	57%	-1%	61%	-5%
2018	70%	61%	9%	62%	8%
Compare		-14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	61%	22%	57%	26%
2018	68%	57%	11%	56%	12%
Compare		15%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	36	41	36	48	47	52		58			
ELL	64	65	62	76	73	78	48	68			
ASN	87	58		97	83		80	89			
BLK	66	58	45	72	57	67	54	73	68	96	73
HSP	71	63	54	74	68	69	63	73	61	100	47
MUL	86	66		82	69			100			
WHT	79	64	53	82	64	58	75	89	71	91	62
FRL	71	61	49	74	62	61	63	77	68	93	43

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	35	60	63	44	55	47	40	77			
ELL	50	71	64	67	55	50	50	61	18		
ASN	89	68		96	85		92	80			
BLK	61	52	57	62	54	62	44	68	48	93	71
HSP	71	70	70	75	56	45	64	73	28		
MUL	87	71		83	65		79	92	83		
WHT	78	68	60	80	59	60	68	86	66	96	69
FRL	69	65	67	72	57	58	59	77	51	94	50

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	68
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	41
Total Points Earned for the Federal Index	813
Total Components for the Federal Index	12
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	45
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>	
Federal Index - English Language Learners	64
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>	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	66
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>	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	81
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	70
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

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

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

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

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

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

- 1.
- 2.
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.
<b>Rationale</b>	<p>In the past, data chats sessions with a coach or AP have spent more time thinking about the implications that the data has for the whole group, whole class, or some select groups of students.</p> <p>While that can still be a point of conversation in these data chats, we want to use these meetings to name our bottom quartile students, to look at their progress or struggles student-by-student, and to draw conclusions and develop next steps for individual students.</p>
<b>State the measureable outcome the school plans to achieve</b>	The measurable outcome will be an increase in learning gains from the bottom quartile students from annual goal of 50% to 62%
<b>Person responsible for monitoring outcome</b>	Amanda Ferrari (aferrari@rivercityscience.org)
<b>Evidence-based Strategy</b>	Teachers will utilize team meetings, department meetings, data chats, PLCs, and even the application element of PD sessions to discuss progress, resources, challenges, etc. to meet the needs of the specific bottom quartile students they see in class. Achieve 3000/Benchmark/progress monitoring data. Additionally, The monthly data chats that are held between the Coach and Reading/ELA teachers will 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.
<b>Rationale for Evidence-based Strategy</b>	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.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Math, ELA, and Reading teachers will participate in monthly data chats with an administrator to discuss data implications for each bottom quartile student</li> <li>2. Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.</li> <li>3. Modified running record collection and analysis on all bottom quartile students</li> <li>4. Provide training opportunity for all staff members through the Kagan</li> </ol>

## Collaborative Learning Strategies

5. Provide training for on-staff Kagan Collaborative Learning Strategies to support professional development opportunities for the whole staff.

**Person Responsible**

Amanda Ferrari (aferrari@rivercityscience.org)

**#2****Title**

If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase

**Rationale**

Finding solutions to the causes that lead individual students to drop out are often deeper issues and require more extensive involvement than a traditional classroom teacher is able to address. The use of faculty guidance counselors to address and remedy the situations that cause students to contemplate dropping out can help us to continue the success we have seen and even increase our graduation rate closer to 100%.

**State the measureable outcome the school plans to achieve**

An increase in the percentage of the four-year graduation rate to 100%.

**Person responsible for monitoring outcome**

Alisher Kuvatov (akuvatov@rivercityscience.org)

**Evidence-based Strategy**

Rigorous and extensive intervention on the part of guidance counselors, including regular individual student meetings, detailed monitoring and tracking of at-risk students, even including home visits to help move these students to graduation.

**Rationale for Evidence-based Strategy**

In the area of guidance counseling, we want to do more for our high school students than just offering annual check-ins for scheduling/credit purposes and offering opportunities for college visits. Particularly, for those students who are flagged by our faculty and/or administration as being considered "at risk," we intend for our guidance counselors to take a pro-active approach, visiting with students and families in home visits to establish their own goals and plans for earning their diploma, and then working on a regular basis with students and teachers to make sure there is follow-through with the plans to order to make sure every one of our students make it to graduation.

**Action Step****Description**

1. Individualized monitoring and tracking (with an action plan) for students deemed "at-risk" for dropping out.

**Person Responsible**

Alisher Kuvatov (akuvatov@rivercityscience.org)

**#3**

<b>Title</b>	If we take a proactive and responsive approach to discipline issues and safety risks, then our disciplinary referrals will decrease.
<b>Rationale</b>	It is often the case that more discipline issues arise in classes where teachers are newer or have less experience in management strategies and proactive interventions for resolving discipline-related issues.
<b>State the measureable outcome the school plans to achieve</b>	The number of discipline incidents last year was 423, and the goal will be to decrease that number by 10% or be less than 380.
<b>Person responsible for monitoring outcome</b>	Megan Jackson (mjackson@rivercityscience.org)
<b>Evidence-based Strategy</b>	Students who are flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of Discipline. In addition, a stricter code of conduct will be enforced that increases the progression from Level I to Level II infractions.
<b>Rationale for Evidence-based Strategy</b>	It is often the case that more discipline issues arise in classes where teachers are newer or have less experience in management strategies and proactive interventions for resolving discipline-related issues. This intervention can be a guide for some teachers to help them identify and implement classroom interventions for students with behavioral challenges. Students will be flagged for a behavioral RtI following their first referral.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of Discipline</li> <li>2. Teachers in need of management support and guidance will be offered coaching support to help develop proactive strategies for in their classrooms.</li> <li>3. An increase in the fidelity of progressive discipline monitoring with level two</li> </ol>
<b>Person Responsible</b>	Megan Jackson (mjackson@rivercityscience.org)

**Additional Schoolwide Improvement Priorities (optional)****After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

A goal that is outside of the Areas of Focus is: to engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. The School will continue parental involvement activities and will use various tools in communication such as advanced notices and multiple follow up reminders, multiple means

of communication outlined in below sessions, to attract more parent participation. All school activities will be available to all parents and disseminated via newsletter, flyer, website, robocalls

etc. If parents need individual assistance or translation, the school will make arrangements. The School will offer flexible times for its meetings. The school will provide information in different languages if there is a need. In addition, the School has a very diverse staff and translation will be available internally or from a third party if needed. The information will be shared at open houses, curriculum nights, school newsletters, emails, website, social media, flyer etc

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The ways in which our school builds and sustains partnerships to support the school and student achievement include:

- Parent-Volunteer Organization
- Parent support in athletics offered (girls volleyball; boys/girls basketball; boys soccer)
- Ninth grade Open House for prospective eighth-grade students
- College financial aid sessions provided by the high school guidance office
- Weekly newsletter emailed to parents describing the calendar of events
- RCSA Connect grade reports sent to parents every Friday evening.

Additionally, River City Science Academy hosts an International Day each spring representing countries and

cultural backgrounds from all six habitable continents. The event showcases the language, culture,

and cuisine of each country represented in the International Day activities.

-RCSA students participate in cultural activities in many formats including after-school clubs made up

of Turkish and Hispanic dance teams. The teams compete against other charter schools from

Orlando, Tampa, and Atlanta in regional contests. The cultural competition clubs meet once a week

after school. The teams compete in three categories: Folk Dance, Singing, and Poetry. The teams are

able to showcase their native cultures and become more engaged students.

-RCSA teachers and administrators have 'home visits' to students' homes in the community. Teachers spend at least 30 minutes with each family answering parent and student questions and

letting the families know that they care about student success.

-The school participates in various weekend camps in which faculty members mentor students at

campsite locations around Florida. Camp activities include 100 SAT word memorization, testing skills,

team building skills, and Leadership 101.

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/643517>

## 2. Description

A PIP has been uploaded for this school or district - see the link above.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

RCSA has a guidance department in place for students to request counseling for academic and social concerns. The counseling office is divided into middle school and high school departments in order to meet the individual needs of students across seven grade levels. School counselors provide students with a safe haven to air their grievances and come to a resolution. Guidance counselors also are able to make requests for school district services and evaluations by the school district psychologist. RCSA faculty members also complete an online course on procedures for reporting child abuse and neglect.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

There are several opportunities for support that the school offers its students during transition from one school level to another. At the beginning of the year during orientation, there are sessions where parents and students may meet with their new teachers to learn the structure and expectations for the upcoming school year. There are also individual grade-level information nights that are held on campus for parents and teachers. Additionally, counselors meet with students individually throughout the year in order to maintain good relationships that support students with academic needs. There is also a College Mentorship Program that the school offers giving each student a mentor teacher who they meet with on a weekly basis.

-RCSA devised a College Mentorship Program (CMP) to help students explore and develop skills with

the help of an assigned mentor. We strongly believe that students can achieve and go above and

beyond their education goals. Our goal is to empower and enable our students to reach top colleges.

The CMP program is a full school year long program. It covers academics, athletics, character

education, and career building. Depending on the grade level, some of these areas will be more

emphasized than others. This program is designed to prepare our selected students for the best

colleges at every level. Each student in this program will be assigned a mentor along with three or

four other students. Students and mentors will study and participate in programs together.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

This process begins for us with department-level data chats and individual teacher data chats where teachers sit down with the Assistant Principal and Literacy Coach in order to look over both schoolwide and classroom level data from both the FSA and Progress-Monitoring Benchmark Assessments. Teachers worked to develop individual goals related to their students and the gaps in learning that they saw in the data. The SIP team then meets to look over the school-wide aggregate data and to develop school-wide goals that will be executed by the department-level teams. This group identified both the school-wide goals as well as the barriers that exist that to hinder students from reaching those goals. Department level teams then crafted Action Plans in order for their respective departments to reach the

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

- High school guidance counselors meet with students in the spring to select courses for the following school year
- High achieving students are encouraged to apply for Advanced Placement (AP) courses
- College and financial aid night for seniors to educate students and parents on college options
- Tours of colleges are organized by the high school guidance department
- Local college admissions representatives are brought into the school to speak with seniors
- Career Day for students to view career fields of community stakeholders; this provides students with real world viewpoints of banking, finance, bill paying, and money management
- Freshman, Sophomore, Junior, and Senior Nights
- RCSA utilizes Naviance to offer students, parents and staff to keep data and offer services. Naviance offers Holland-based career test. Career test is offered yearly and utilized in one on one meetings with the counselor. Parent and student have access to career test. Career test results are matched with related majors. Naviance offers a personality test as a part of annual counseling plan. Career test, personality test, input from staff, individual meetings attached to related ASCA standards are collected in one main system, Naviance. Collected data enables to inform college guidance plans, meetings with the individual students and helps school's administration's to modify school's academic



curriculum and master schedule. Based on year's data, RCSA college acceptance for the class of 2017 increased 4 times compared to the previous year to 66% and the graduation rate increased to 94%.

-College and Career visits are also part of the school counseling program.

### Part V: Budget

1	III.A.	Areas of Focus: If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.	\$0.00
2	III.A.	Areas of Focus: If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase	\$0.00
3	III.A.	Areas of Focus: If we take a proactive and responsive approach to discipline issues and safety risks, then our disciplinary referrals will decrease.	\$0.00
Total:			\$0.00