Duval County Public Schools

River City Science Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

River City Science Academy

7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

Demographics

Principal: Alisher Kutatov

Start Date for this Principal: 8/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2020-21 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	2018-19: A (70%) 2017-18: A (69%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

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.

Table of Contents

River City Science Academy

7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	38%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kuvatov, Alisher	Principal	Principal- Alisher Kuvatov: 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 maintainence of the school, beuatification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunties for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. Makes periodic apprisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.
Houston, Priscilla	Dean	Dean of Academics & Literacy Coach- Amanda Ferrari: Mrs. Ferrari is responsible for coordinating school-wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping to teach 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 literacies goals.
Williamson, Katrina	School Counselor	Guidance Counselor- Katrina Williamson: Provides curriculum information in classrooms, small groups, or individual settings: promotion requirements, graduation requirements, EOC/FSA score

Name	Position Title	Job Duties and Responsibilities
		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 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
	Assistant Principal	Mr. Durmus is responsible for coordinating school-wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping to teach formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. He oversees all Deans, Counselors, Admins, and Teachers, and reports directly to the principal.
Crews, Jessie	Dean	Dean of Discipline- Jessie Crews: 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

Name	Position Title	Job Duties and Responsibilities
		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
Dalton, Jason	Other	ESE Coordinator - Hollie Ray 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 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, as well as students and their families.

Demographic Information

Principal start date

Saturday 8/1/2020, Alisher Kutatov

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

53

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

0

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

996

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

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

15

Demographic Data

Early Warning Systems

2021-22

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	153	157	155	177	150	122	82	996
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	5	10	4	3	5	0	2	29
Course failure in ELA	0	0	0	0	0	0	1	4	0	0	1	5	2	13
Course failure in Math	0	0	0	0	0	0	3	3	5	1	1	5	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	9	14	8	13	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	8	4	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	36	38	34	33	3	10	189

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	1	12	13

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	2	3	3	1	0	4	7	20
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	1	4

Date this data was collected or last updated

Thursday 6/3/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	159	140	153	143	118	98	0	811
Attendance below 90 percent	0	0	0	0	0	0	16	10	13	13	12	14	0	78
One or more suspensions	0	0	0	0	0	0	11	10	18	10	7	2	7	65
Course failure in ELA	0	0	0	0	0	0	1	3	12	0	15	14	0	45
Course failure in Math	0	0	0	0	0	0	1	2	10	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	5	16	7	13	15	0	1	57
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	2	6	4	0	0	0	18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	159	140	153	143	118	98	0	811
Attendance below 90 percent	0	0	0	0	0	0	16	10	13	13	12	14	0	78
One or more suspensions	0	0	0	0	0	0	11	10	18	10	7	2	7	65
Course failure in ELA	0	0	0	0	0	0	1	3	12	0	15	14	0	45
Course failure in Math	0	0	0	0	0	0	1	2	10	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	5	16	7	13	15	0	1	57
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	2	6	4	0	0	0	18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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	2021			2019			2018		
	School	District	State	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%
Social Studies Achievement				83%	70%	73%	80%	67%	71%

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
06	2021					
	2019	69%	47%	22%	54%	15%
Cohort Comparison						
07	2021					
	2019	79%	44%	35%	52%	27%
Cohort Comparison		-69%				
08	2021					
	2019	80%	49%	31%	56%	24%
Cohort Comparison		-79%				
09	2021					
	2019	66%	48%	18%	55%	11%
Cohort Comparison		-80%				
10	2021					
	2019	82%	48%	34%	53%	29%
Cohort Comparison		-66%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	90%	51%	39%	55%	35%
Cohort Comparison						
07	2021					
	2019	88%	47%	41%	54%	34%
Cohort Comparison		-90%				
08	2021					
	2019	74%	32%	42%	46%	28%
Cohort Comparison		-88%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	59%	40%	19%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	68%	67%	1%	67%	1%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	69%	13%	71%	11%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	84%	68%	16%	70%	14%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	56%	57%	-1%	61%	-5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	61%	22%	57%	26%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Study Island for Algebra and Geometry; Adaptive Progress Monitoring tool from FLDOE for MS Math and MS/HS ELA, and RCSA Connect for Biology, Civics, and US History.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43%		72%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%		74%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%		70%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61%		72%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	44%	61%	67%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67%		68%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57%		60%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78%		78%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	29%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	52%	77%	81%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82%		83%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	23%	29%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	72%	92%	90%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

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	27	35	34	37	31	32	42	45			
ELL	48	60	56	61	52	51	27	55		100	86
ASN	86	84		82	67		67	92	67	100	92
BLK	72	63	46	53	34	35	56	85	54	100	84
HSP	73	64	73	61	46	49	65	67	62	100	79

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
MUL	80	60	42	72	60		81	86			
WHT	72	62	51	72	42	47	68	80	60	97	84
FRL	68	63	55	62	41	43	59	78	57	100	78

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	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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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 Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
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	769
Total Components for the Federal Index	12
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

The data component that showed the lowest performance was ELA Lowest 25th Percentile. The contributing factors that led to this low performance include the number of ESL and ESE students that are part of this cohort.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that had the greatest gap when compared to the state average was Math Achievement. Our school was 7% above the state average in our Math Achievement.

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

Factors that contributed to this include after-school tutoring, weekend study/tutoring opportunities, highly effective teachers in these classes. We also include many individualized support programs in Math that adapt to each student's areas of weakness.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was not an area of improvement based on the 2019 state assessment; the 2019 data compared to our most recent data shows either a decline or maintenance of the previous year's success.

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

The overall contributing factor was online education due to Covid. We had over half of our students begin the year as distance learners, which put them at a disadvantage because they did not have the traditional support as if they had been in the classroom. There was an overall lack of engagement for these students, and overall they performed more poorly compared to the face-to-face learners.

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

We must return to the strategies that helped us to be successful in previous years: cooperative learning, higher student engagement, differentiated instruction, individual and small-group intervention, and tutoring provided by the classroom teacher.

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.

The school has already provided the first three days of Kagan Cooperative Learning strategies, and this year will offer Day 4 and Day 5. This will lead to an increase in collaborative strategies and increased student engagement. We have also invested in new programs that will allow for a more individualized Intensive Reading and literacy development in the classroom. There will be professional development included in pre-planning and throughout the year.

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

-Read180 for Intensive Reading
-Reading Interventionists (2)
-Math Interventionist (1)
-Train the Trainer for Kagan Cooperative Learning
-Cross-campus professional development learning opportunities
-The implementation of PLCs

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	An adjusted academic improvement target that we would choose to focus on is increasing learning gains in English Language Arts and Mathematics percentages specifically for the bottom quartile population, specifically the ELL population. In the 2020-21 school year, only 54% of the bottom quartile demonstrated learning gains in English Language Arts, and 46% in Mathematics. Overall, _____ of our native English speakers had learning gains in ELA versus ____% of ELL. Likewise, _____% of native English speakers showed learning gains in Math versus _____% of ELL students.
Measurable Outcome:	Within the current School Improvement Plan, River City Science Academy targeted the bottom quartile overall population with the goal in mind of increasing learning gains from 54% to 57% in ELA and increasing learning gains from 46% to 49% in Mathematics, representing a 3% increase.
Monitoring:	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/iReady progress monitoring data. Additionally, The monthly data chats that are held between the Dean of Academics and Reading/ELA teachers and Assistant Principal with Mathematics 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. Additionally, there have been three interventionists hired to support students who have demonstrated a lack of proficiency in ELA and/or Mathematics standards. These interventionists will provide tier two and tier three interventions as needed.
Person responsible for monitoring outcome:	Priscilla Houston (phouston@rivercityscience.org)
Evidence-based 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.
Rationale for Evidence-based Strategy:	There are at least four main reasons for implementing RTI: 1) to increase achievement for all students; 2) to reduce racial/ethnic disproportionate representation of minority students in special education; 3) to increase collaboration and integration of general and special education; 4) and to identify students with learning disabilities through a different lens than the IQ-achievement discrepancy model. RTI proponents claim that when interventions work, fewer children, particularly minority children, are referred for special education and that the RTI model acts as a safeguard, ensuring that a child is not given a label of a disability inappropriately. In addition, proponents state that RTI helps school districts by eliminating unnecessary referrals, which drain time and resources.

Action Steps to Implement	
Students will complete baseline benchmark assessments in ELA and Math courses.	
Person Responsible	Priscilla Houston (phouston@rivercityscience.org)
Assistant Principal and Deans of Academics with complete data analysis to identify which students will be placed into the Interventionists' weekly schedules. Interventionists will then create a schedule in which they pull students to provide small group intervention strategies.	

Person Responsible	Priscilla Houston (phouston@rivercityscience.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	RCSA chose to include the PBIS-based program, "Rocket Rewards" as a strategy to reward positive behavior in efforts to increase and encourage positive contributions to the school and self and move away from negative reinforcement.
Measurable Outcome:	With the implementation of the Rockets Reward and Aim High Detention program, RCSA looks to increase the number of commendations by 10% from the previous year.
Monitoring:	The progress will be monitored by a weekly count of commendations submitted by teachers.
Person responsible for monitoring outcome:	Katrina Williamson (kwilliamson@rivercityscience.org)
Evidence-based Strategy:	The strategy that we will use is Behavior-Specific Praise. Behavior-specific praise meets two criteria: The student behavior is observable (i.e., walking quietly in the hall) The one giving praise tells the student how this behavior affects them (i.e., “I feel” statements)
Rationale for Evidence-based Strategy:	The result of this type of praise is often twofold: it reinforces desirable and appropriate student behavior as well as building positive teacher-student relationships.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Other specifically relating to Graduation Rate	
Area of Focus Description and Rationale:	If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase.
Measurable Outcome:	To maintain or increase the percentage of the four-year graduation rate of 98% or higher.
Monitoring:	Counselors will monitor students' attendance and grades on a weekly basis to ensure that they are meeting the requirements for graduation.
Person responsible for monitoring outcome:	Alisher Kuvatov (akuvatov@rivercityscience.org)
Evidence-based Strategy:	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%.
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 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 Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

State Suspensions: 10.2 per 100 students
RCSA Suspensions: 6.9 per 100 students

Primary Concerns: Bullying, Fighting, and Tobacco incidences on campus. Incorporating a Mental Health Counselor on campus will help individual students with their post-pandemic needs and help with coping strategies regarding bullies and conflict management. The implementation of a whole-school PBIS system will provide students with immediate positive feedback for their hard work. It will make them feel seen and appreciated by teachers and admin across campus.

Part IV: Positive Culture & Environment

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

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

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

The following events are part of the campus culture and add to a positive environment.
-Character Education (monthly traits)
-Student Clubs
-Rocket Rewards/PBIS
-International Fair/Black History Month Ceremonies
-Positive Environment (bulletin boards with character traits, staff, faculty, shout-out student birthdays, Student Spotlights/Student of the Month, Rockets on the Rise, etc.)
-Quarterly Awards Ceremonies
-Fundraisers
-Student "Lock-Ins" or Movie Nights on the Lawn (examples of student-centered campus activities)
-Pep Rallies/Spirit Weeks
-Volunteer/Community Service Opportunities
-CMP
All of these opportunities help to nurture and create a positive school culture and environment while focusing on the WHOLE student; academic support, interpersonal support, social and emotional learning, and character development. These unique opportunities seek to prepare students for academic success and civic and community engagement.

Additionally, in terms of supporting a positive culture and environment for teachers and staff, the school is very open to new ideas and feedback as teachers. Things that are put in place towards building a positive culture are weekly shout-outs, teacher of the month, rocket rewards, and other programs dedicated to recognizing positive behavior. Reflection surveys are also a good way to measure the climate of the school. Most importantly our school is always open to new ideas.

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

Administrative Team - the administrative team is open to hearing new ideas and bringing new experiences to the school that broaden all teachers' and staff members' understanding and ability to provide a solid education to the whole child. They organize events, such as multicultural events and STEM Expo, to share experiences with one another. Additionally, there is the promotion of the "everyday" aspects of teaching, not just the grand contributions.

Grade Level/Department Teacher Teams - As stated above, there are many celebratory events on our

campus to inspire a community feel and camaraderie amongst the students. They meet on a regular basis to organize these events and carry over the enthusiasm to their students.

Executive Team - these are administrators, counselors, and teacher leaders who meet to share and collaborate strategies for bringing about positive changes to the campus. There is a concerted effort to increasing parent involvement which is vital to a student's success. The more communal the support of the student, the stronger the student's ability to perform well and learn.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**	**$0.00**
2	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**	**$0.00**
3	**III.A.**	**Areas of Focus: Other: Graduation Rate**	**$0.00**
		Total:	**$0.00**