

Duval County Public Schools

River City Science Academy Innovation School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	24
Positive Culture & Environment	28
Budget to Support Goals	29

River City Science Academy Innovation School

8313 BAYCENTER RD, Jacksonville, FL 32256

www.rivercityscience.org

Demographics

Principal: Mesut Erdogan

Start Date for this Principal: 8/25/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
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: B (59%) 2017-18: B (61%) 2016-17: B (58%)
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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	24
Title I Requirements	0
Budget to Support Goals	29

River City Science Academy Innovation School

8313 BAYCENTER RD, Jacksonville, FL 32256

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)
Combination School KG-8	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	61%

School Grades History

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

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
Erdogan, Mesut	Principal	<p>Principal- Mesut Erdogan: Serves as the educational leader of the school; responsible for the direction of the instructional program, operation of the school plant participates in staff and student activities along with community leaders. Sets the general tone of the school; coordinates parent groups and school advisory committee; represent the school to the community at large. Works with academic deans, counselors and faculty to establish and maintain the educational program. Prepares school budgets; approves expenditures within the school; is responsible for the financial solvency of the school. Interviews select supervises and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecute discipline cases of a serious nature. Assesses strengths of the school, identifies its weaknesses and takes corrective action. Oversees the maintenance of the school, beautification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with a necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.</p>
Jones, Roshanda	Dean	<p>The Academic Dean: Mrs. Jones is responsible for coordinating school-wide professional development, Monitors lesson plans and provides feedback to department heads concerning Florida Standards; participate in student data collection; assists math teachers with providing best practices for their subject area; leads ‘data chats’ with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body. Monitors lesson plans and provides feedback to department heads concerning Florida Standards; participate in student data collection; assists reading teachers</p>

Name	Position Title	Job Duties and Responsibilities
		<p>with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.</p>
Milton, Marion	Dean	<p>Dean of Discipline ES- Marion Milton: Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and complete investigations of various student situations; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID</p>
Rose, Katie	School Counselor	<p>Guidance Counselor- Katie Rose: Makes schedule for Middle School Students. Assists and advises students about academic and personal decisions. Provide private counselling to students, assess the ability and potential of students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill-based opportunities for students. Trains staff on mental health</p>
Rogan, Ashley	Dean	<p>Dean of Discipline MS- Ashley Rogan: 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; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Sitchler, Kristin	Teacher, ESE	<p>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.</p>

Demographic Information

Principal start date

Wednesday 8/25/2021, Mesut Erdogan

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.*

8

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.*

34

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

706

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

7

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	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	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	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0	0	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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/25/2021

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	56	56	57	66	59	54	88	77	62	0	0	0	0	575
Attendance below 90 percent	6	4	2	2	0	4	3	2	3	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	2	0	2	1	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	35	28	24	0	0	0	0	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	12	13	8	0	0	0	0	36

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	1	0	0	1	4	12	13	8	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	0	0	0	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	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	56	56	57	66	59	54	88	77	62	0	0	0	0	575
Attendance below 90 percent	6	4	2	2	0	4	3	2	3	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	2	0	2	1	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	35	28	24	0	0	0	0	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	12	13	8	0	0	0	0	36

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	1	0	0	1	4	12	13	8	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	0	0	0	0	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	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				54%	54%	61%	58%	51%	60%
ELA Learning Gains				51%	56%	59%	51%	53%	57%
ELA Lowest 25th Percentile				42%	53%	54%	46%	50%	52%
Math Achievement				66%	57%	62%	65%	57%	61%
Math Learning Gains				61%	57%	59%	61%	55%	58%
Math Lowest 25th Percentile				47%	52%	52%	61%	50%	52%
Science Achievement				59%	50%	56%	60%	52%	57%
Social Studies Achievement				78%	76%	78%	74%	78%	77%

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
03	2021					
	2019	58%	51%	7%	58%	0%
Cohort Comparison						
04	2021					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison		-58%				
05	2021					
	2019	57%	50%	7%	56%	1%
Cohort Comparison		-50%				
06	2021					
	2019	57%	47%	10%	54%	3%
Cohort Comparison		-57%				
07	2021					
	2019	49%	44%	5%	52%	-3%
Cohort Comparison		-57%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	49%	0%	56%	-7%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	61%	15%	62%	14%
Cohort Comparison						
04	2021					
	2019	64%	64%	0%	64%	0%
Cohort Comparison		-76%				
05	2021					
	2019	63%	57%	6%	60%	3%
Cohort Comparison		-64%				
06	2021					
	2019	65%	51%	14%	55%	10%
Cohort Comparison		-63%				
07	2021					
	2019	63%	47%	16%	54%	9%
Cohort Comparison		-65%				
08	2021					
	2019	57%	32%	25%	46%	11%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	49%	14%	53%	10%
Cohort Comparison						
08	2021					
	2019	25%	40%	-15%	48%	-23%
Cohort Comparison		-63%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	67%	20%	67%	20%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	69%	8%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	57%	29%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The I-Ready seasonal diagnostic tool was the main progress monitoring tool used to compile the data below for ELA and Math. Savvas End of the Year Assessments were used for Science Benchmarks.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	50%	45%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	25%	25%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	54%	58%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	17%	44%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	44%	66%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	29%	35%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	29%	34%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	15%	28%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	28%	32%
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	32%	36%
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21%	30%	50%
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	39%	35%
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	31%	57%
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	29%	30%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	10%	13%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	24%	32%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	34%	36%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	20%	23%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	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	33	41	33	41	52	40	55	64			
ELL	58	68	46	57	69	67	63				
ASN	61	70		65	60						
BLK	48	50	33	41	39	41	37	54	67		
HSP	66	67		58	50	64	44	82			
MUL	71	80		61	55						
WHT	71	62	44	71	48	53	67	85	66		
FRL	59	56	36	53	48	55	50	73	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	42	36	39	28		33				
ELL	38	58	38	59	76	57	33				

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
ASN	62	76		81	71						
BLK	41	43	39	52	49	45	44	93			
HSP	55	46	36	73	76	55	57	73			
MUL	58	40		53	60						
WHT	61	56	41	74	64	46	74	69			
FRL	47	50	40	60	58	43	58	68			
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	32	20	20	40	43						
ELL	38	52	55	50	65	50					
ASN	81	57		82	67						
BLK	45	41	41	52	54	58	46	54			
HSP	60	59		67	52		73				
MUL	58	60		55							
WHT	64	55	46	73	67	70	67	93	67		
FRL	50	49	43	58	60	61	55	61	65		

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
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%	

English Language Learners	
Federal Index - English Language Learners	63
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	64
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	46
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	66
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	67
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	61
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	55
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 trends that emerged across grade levels are the increased ELA growth and proficiency scores witnessed on progress monitoring tools. Across grade levels, a decrease in math scores are also evident based on the data provided from the progress monitoring tools. These general trends of an increase in ELA and decrease in Math was also a trend across subgroups. Science, Biology, and Civics trend stayed consistent related to previous years.

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

The data components, based off progress monitoring from the past two years, along with 2019 state assessments demonstrate that the greatest need for improvement lies within the core subjects of science and math.

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

The contributing factors to this need for improvement were curriculum changes in both math and science, the lack of accountability in science courses, and the lack of follow up after staff data chats to monitor student improvement from the administration team.

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

The data components, based off progress monitoring and 2019 state assessments, that showed the most improvement were the Social Studies Achievement scores. Like other core subjects, majority of the achievement, learning gains, and lowest quartile averages were consistent and within 1-5 percentage points from years previous.

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

The contributing factor to this improvement were leveled classes as well as a well equipped and strong classroom teacher. In this area, the school updated the curriculum, the class levels and options, and the classroom teacher.

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

In order to accelerate learning, the strategies that will need to be implemented include deciding on new and research based (effective) curriculum for core subjects (science and math), consistent accountability on staff with follow-up from administration, strategic implementation from

paraprofessional support, hiring more highly skilled staff members, and the inclusion of SEL techniques to balance academia with a healthy mental health for learners.

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 professional development opportunities that will be provided at the school to support teachers and leaders includes sharing school data with the staff and stakeholders to collectively establish and work towards an overall school goal, implement Professional Learning Communities focused on Growth Mindset for staff members, differentiated professional development ranging from classroom management to interpersonal skills for teachers, and behavioral intervention trainings to support with classroom management and collaborative learning for students.

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

To ensure sustainability of improvement in the next year and beyond a new administrative team has been developed, classroom teachers have been replaced and/or placed in their areas of strength, and plans have already been set to review and renew curriculum options moving forward.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on schoolwide data from diagnostic and benchmark assessments, as well as the end of the year Florida Standards Assessment, Kindergarten - 8th grade averages in math showed a decline in proficiency and gains. With the common rotation of middle school math teachers and the implementation of a new curriculum, it is evident that support and focus on the mastery and growth of math standards needs improvement.

Measurable Outcome: The current goal is for each grade level to have at least 75% of students make a minimum of 50% progress/growth by Spring 2022.

By Spring 2022, each grade level will show 60% proficiency based on I-Ready and the Florida Standards Assessment.

All parties related to academia will be aware of school data and school goals.

All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).

Monitoring: Quarterly Data Chats with staff

Seasonal Data Chats with students

Teacher Common Planning with Coaches

Person responsible for monitoring outcome: Mesut Erdogan (merdogan@rivercityscience.org)

Evidence-based Strategy: -Implementation of S.U.C.C.E.S.S. Goals model for goal setting
 -Informed Data Chats (based on the Department of Education)
 -Common Planning (based on the Department of Education)

Rationale for Evidence-based Strategy: With the recommended data chats and common planning from the Department of Education, these were chosen because these strategies have been proven to work when consistently implemented with appropriate follow up and reflection. Using S.U.C.C.E.S.S. (Subjective, Urgent, Committed, Concrete, Evaluate, Shared, Support) goals, in place of the typical S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals allows our staff to be more aware of the goal, to be more specific in goal planning, to display the goal, and to work collaboratively as a team towards the goal with everyone being aware of the desired end result.

Action Steps to Implement

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

Person Responsible Mesut Erdogan (merdogan@rivercityscience.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on schoolwide data from benchmark assessments, as well as the end of the year FCAT, 5th and 8th grade science averages showed a decline in proficiency and gains. With the implementation of a new curriculum and a new teacher in the elementary science setting (same middle school science teacher), it is evident that support and focus on the mastery and growth of science standards needs improvement.

Measurable Outcome: The current goal is to have at least 75% of students make a minimum of 50% progress/growth by Spring 2022 in 3rd - 8th grade science classes.

By Spring 2022, 3rd - 8th grade students will show 60% proficiency based on curriculum inspired benchmarks and the FCAT (5th and 8th).

All parties related to academia will be aware of school data and school goals.

All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).

Monitoring: Quarterly Data Chats with staff

Seasonal Data Chats with students

Teacher Common Planning with Coaches

Brainstorming and determination of curriculum to use in the future

Person responsible for monitoring outcome: Mesut Erdogan (merdogan@rivercityscience.org)

Evidence-based Strategy: -Implementation of S.U.C.C.E.S.S. Goals model for goal setting
 -Informed Data Chats (based on the Department of Education)
 -Common Planning (based on the Department of Education)
 -Cross-curricular teaching

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

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Although ELA proficiency improved and was one of our higher data points, the ELA gains in general, and ELA gains for bottom quartile learners did not increase significantly.

Measurable Outcome: The current goal is to have at least 75% of students make a minimum of 50% growth by Spring 2022 in all ELA sections and grade levels.

All parties related to academia will be aware of school data and school goals.

All parties will actively participate in goal setting on an individual and collective basis with specific goal setting towards the overall school goal through the school and individual IPDP (Professional Development Plans).

Monitoring:

Quarterly Data Chats with staff

Seasonal Data Chats with students

Teacher Common Planning with Coaches

Person responsible for monitoring outcome:

Mesut Erdogan (merdogan@rivercityscience.org)

Evidence-based Strategy:

- Informed Data Chats (based on the Department of Education)
- Common Planning (based on the Department of Education)
- Paraprofessional and Coaching implementation

-Informed Data Chats (based on the Department of Education)
 Rationale: Able to track data throughout the school year and hold all parties accountable

Rationale for Evidence-based Strategy:

-Common Planning (based on the Department of Education)
 Rationale: Able to track data throughout the school year, monitor lesson plans and assessments

-Paraprofessional and Coaching support
 Rationale: Allows intentional interventions for students and teachers

Action Steps to Implement

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

Person Responsible

Mesut Erdogan (merdogan@rivercityscience.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Comparing our data with the state, our school has a higher number of reported incidents than most schools. We are ranked "High" for violent incidents and "Very High" for drug and public disorder incidents.

In order to combat these issues, we are employing a number of school wide initiatives.

First, we are continuing to implement our school wide Character Education plans in all classrooms. Resources are provided monthly for teachers to provide support for their students. We are working collaboratively with other River City campuses to ensure we are providing the highest quality Character Education to our students.

We are also bringing in outside speakers to our campus to speak to our students about conflict resolution, making good choices, and treating people with kindness to equip our students with the support they need to avoid conflicts during school hours.

We are also training peer mediators to help resolve conflicts with students on campus. Our School Counselor will be training students to be peer mediators to reduce student conflicts. This will be our first year using peer mediators.

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.

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

character traits promote and support a positive learning environment and it is managed by stakeholders at all levels of our organization.

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

Each year River City Science Academy also raises money and awareness for the Leukemia and Lymphoma foundation, each campus hold food drives in November and Toy Drives in December. Each of these give students the opportunity to learn more about what they can do by making a small contribution that makes a huge impact on our local community.

On a weekly basis we ask teachers to complete a survey to see how they are doing and if there is any area in which they need additional help - would could take this a step further and ask parents through a survey what they would like to see or recommend for improvements.

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

At River City Science Academy we have several stakeholder groups assigned to different committees that have have the same goal of improving and promoting our school culture and environment. One of the groups that we have is our Strategic Planning group. This group of stakeholders includes members of our board, teachers, parents and administration from all of the River City Science Academy Campuses. With this diverse group, we are able to collectively address any concerns and come up with solutions with input from each level of the stakeholder pool. We also have our Parent Teacher Association (PTO), group of stakeholders. This group of stakeholders is primarily parents that want to assist our school where ever needed such as fundraising, volunteering, book fairs, etc. This year we are promoting our PTO more than ever and already have 93 families that have signed up. We will promote a positive school culture by allowing parents to be more involved as much as possible, however we currently have limited guest access due to the COVID pandemic.

In addition, we currently have our stakeholders complete one or two climate surveys per year, would could improve upon that by sending out these surveys at least once per quarter.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00