Duval County Public Schools

# River City Science Academy Innovation School


## 2021-22 Schoolwide Improvement Plan

# Table of Contents

# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 43% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (59%)<br>2017-18: B (61%)<br>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

# 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 | 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. |
| Jones, Roshanda | Dean | 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 |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | with providing best practices for their subject area; leads ‘data chats’ with all teachers sharing their individual student data and examining areas that need improvement; participate in classroom walkthroughs looking for areas to improve curriculum; participate in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body. |
| Milton, Marion | Dean | 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 |
| Rose, Katie | School Counselor | 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 |
| Rogan, Ashley | Dean | 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 |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | accordance with the district regulations; Issues lockers and handles any issues that may arise;<br>Conducts periodic drills to make sure students are wearing their ID |
| Sitchler, Kristin | Teacher, ESE | ESE Coordinator - Hollie Ray assists the ESE Manager in the coordination, organization and supervision of ESE processes to ensure proper implementation of the<br>Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains<br>Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team<br>meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE<br>Coordinator works with the ESE Instructors to assist in providing information to students, parents and<br>General Education Instructors on how to appropriately implement a student's IEP in the virtual<br>educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department<br>and other RCSA Departments, as well as students and their families. |

## 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 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 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 | |
| Number of students with a substantial reading deficiency | 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 | |

**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 | |

**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 | |

## 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 | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 8% | 29% | 35% |
| | 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 | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 9% | 15% | 28% |
| | 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 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 32% | 29% | 30% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 14% | 10% | 13% |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | 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 tends 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 wit 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.<br><br>By Spring 2022, each grade level will show 60% proficiency based on I-Ready and the Florida Standards Assessment. |
| **Monitoring:** | All parties related to academia will be aware of school data and school goals.<br><br>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).<br><br>Quarterly Data Chats with staff<br><br>Seasonal Data Chats with students<br><br>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<br>-Informed Data Chats (based on the Department of Education)<br>-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.<br><br>By Spring 2022, 3rd - 8th grade students will show 60% proficiency based on curriculum inspired benchmarks and the FCAT (5th and 8th).<br><br>All parties related to academia will be aware of school data and school goals.<br><br>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<br><br>Seasonal Data Chats with students<br><br>Teacher Common Planning with Coaches<br><br>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<br>-Informed Data Chats (based on the Department of Education)<br>-Common Planning (based on the Department of Education)<br>-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 grdae levels. |
| **Monitoring:** | All parties related to academia will be aware of school data and school goals.<br><br>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).<br><br>Quarterly Data Chats with staff<br><br>Seasonal Data Chats with students<br><br>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)<br>-Common Planning (based on the Department of Education)<br>-Paraprofessional and Coaching implementation<br><br>-Informed Data Chats (based on the Department of Education)<br>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)<br>Rationale: Able to track data throughout the school year, monitor lesson plans and assessments<br><br>-Paraprofessional and Coaching support<br>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, 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** |