

Duval County Public Schools

River City Science Academy



2022-23 Schoolwide Improvement Plan

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River City Science Academy

7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

Demographics

Principal: Alisher Kutatov

Start Date for this Principal: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2021-22 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	2021-22: A (72%) 2018-19: A (70%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>35%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>50%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kuvatov, Alisher	Principal	<p>Principal- Alisher Kuvatov: Serves as the educational leader and chief executive of the school; responsible for the direction of the instructional program, and 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; represents the school to the community at large. Works with assistant principals, counselors and faculty to establish and maintain educational program. Prepares school budgets; approves expenditures within the school; responsible for the financial solvency of the school. Interviews, selects, supervises and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecute discipline cases of a serious nature. Assesses strengths of the school, identifies its weaknesses and takes corrective action. Oversees maintenance of the school, beautification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.</p>
Durmus, Bekir	Assistant Principal	<p>Mr. Durmus is responsible for coordinating school-wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping to teach formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. He oversees all Deans, Counselors, Admins, and Teachers, and reports directly to the principal.</p>
Crews, Jessie	Dean	<p>Dean of Discipline (High School)- Jessie Crews: Monitors the hallway/ restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and complete investigations of various student situations; Speaks with students that are having issues with other students (cocounsel with Ms. Lewis); Handles any bus referrals to ensure the safety of bus riders;</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Run discipline report weekly to assess consequences; Monitors the cafeteria; After school/ Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID</p>
Houston, Priscilla	Dean	<p>Dean of Discipline- Priscilla Houston (Middle School):</p> <p>A. Discipline: Processes referrals and complete investigations of various student situations; Speaks with students that are having issues with other students ; Handles any bus referrals to ensure the safety of bus riders; Run discipline report weekly to assess consequences; Monitors the cafeteria; After school/ In School Suspension/ Out of School Suspension with detention organizing and running detention</p> <p>B. House System - PBIS System: integrate all the data, systems, and practices affecting student outcomes with daily statistics</p> <p>C. Address parent communications concerns</p> <p>D. Address Parent - Teacher grievances regarding discipline</p> <p>E. Classroom management assistance: increase student success by sustaining an orderly learning environment that enables students' academic skills, including social-emotional development</p> <p>F. School safety: assists in walking the building and the campus grounds to ensure the safety of the school, students, and staff; Conducts monthly fire drills in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID; 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</p>
Wakefield, Michelle	Dean	<p>Dean of Academics-Michelle Wakefield (Middle School). Ms. Wakefield is responsible for coordinating school-wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping to teach formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. She also coordinates the Literacy Leadership team,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>whose focus is to develop school-wide goals related to literacy and to work with teachers to address those school-wide literacies goals.</p>
Dalton, Jason	Other	<p>Mr. Dalton is responsible for the coordination, implementation, and compliance of services for ESE, 504, ESOL, and Gifted Students. He oversees the ESE Department. He works as a liaison between parents and teachers to ensure the proper implementation of student accommodations, and that best practices are being applied in the classroom.</p>
Dastan, Ahmet	Other	<p>Mr. Dastan coordinates all the Academic Teams ready for the competitions, such as Science and Math Olympiad, Middle and High school Robotics, SeaPerch, World Quest, and Florida Civics & Debate. He coordinates forming teams and then ensures that they are studying for the competitions. He organizes after-school and weekend study sessions for the team members to cover all the subjects they are responsible for. He arranges practice competitions as well. Besides that, he is the director of the College Mentorship Program, which is a voluntary mentoring program designed to prepare selected students for the best colleges and universities. Students gain knowledge and experience in social networking, academics, extracurricular activities, and character education during the meetings with their mentors.</p>
Williamson, Katrina	School Counselor	<p>Guidance Counselor- Katrina Williamson: Provides curriculum information in classrooms, small groups, or individual settings: promotion requirements, graduation requirements, EOC/FSA score information, safety net/tutoring opportunities. Assists students with acquiring the necessary attitudes, knowledge, and skills that contribute to effective learning in school and across their lifespan. Supports students to complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options. Assists students with understanding the relationship of academics to the world of work, life at home, and in the community. Assist students to acquire the knowledge, attitudes, and interpersonal skills, to help them understand and respect self and others. Supports students to make good decisions, set goals, and take necessary actions to achieve goals. Counsels individual students or small groups with their personal concerns. Provides follow up counseling for bullying referrals. Facilitate or follow up abuse reports.</p>

Name	Position Title	Job Duties and Responsibilities
Acar, Erkan	Graduation Coach	<p>Dr. Erkan Acar engages in high school graduation assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. Dr. Acar assists all senior students, both individually and in groups, with high school graduation and completion. This assistance includes, but is not limited to, data analysis to identify students or subgroups with potential high school graduation problems; planning, implementing, and monitoring individual high school graduation plans; identifying and resolving barriers to graduation; and assisting with career choices and planning. His duties and responsibilities also include carrying out the following tasks to help all population groupings within the school's graduation rates.</p> <ul style="list-style-type: none"> • Make use of the elements of a profile of possible dropouts with a high likelihood of failing to graduate; • Monitor progress of students scoring significantly below proficiency levels; • Conduct an analysis that focuses on data for individual students and subgroups such as: <ul style="list-style-type: none"> o State Standardized Tests: SAT and ACT o Local Records: attendance records, behavior records, records of teacher conferences, grade retention records, and records of credits earned; • Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate; • Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals; • Track the progress of individual and subpopulations of students as they progress toward graduation; • Identify and link are social agencies with youth at risk of not graduating and their parents/guardians; • Provide and/or submit reports to the Principal on the graduation status of seniors. Organizing Attendance Intervention Meeting for the seniors.

Ozdil, John	Dean	<p>Dean of Academics-John Ozdil (High School). Mr. Ozdil is responsible for coordinating school-wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping to teach formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. He also coordinates the Literacy Leadership team, whose focus is to develop school-wide goals related to literacy and to work with teachers to address those school-wide literacies goals. Additionally, he oversees dual enrollment programs.</p>
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Demographic Information

Principal start date

Monday 8/1/2022, Alisher Kutatov

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

987

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

8

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

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	149	151	143	153	162	125	104	987
Attendance below 90 percent	0	0	0	0	0	0	27	22	28	36	39	35	42	229
One or more suspensions	0	0	0	0	0	0	11	10	12	17	10	3	6	69
Course failure in ELA	0	0	0	0	0	0	0	4	2	0	3	4	0	13
Course failure in Math	0	0	0	0	0	0	0	5	3	2	8	12	7	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	17	18	14	18	12	7	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	15	9	15	8	29	11	7	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	12	10	8	14	13	3	70

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	4	1	0	5	5	0	15
Students retained two or more times	0	0	0	0	0	0	3	1	1	0	2	1	0	8

Date this data was collected or last updated

Tuesday 8/30/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	158	151	150	169	143	118	81	970
Attendance below 90 percent	0	0	0	0	0	0	21	23	32	18	18	20	15	147
One or more suspensions	0	0	0	0	0	0	3	2	5	7	2	4	0	23
Course failure in ELA	0	0	0	0	0	0	0	7	3	4	9	10	5	38
Course failure in Math	0	0	0	0	0	0	3	5	6	2	2	3	2	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	22	2	2	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	18	23	8	7	4	1	8	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	36	38	34	33	3	10	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	19	10	5	7	8	4	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	3	2	0	3	4	1	15
Students retained two or more times	0	0	0	0	0	0	1	2	2	1	2	2	4	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	158	151	150	169	143	118	81	970
Attendance below 90 percent	0	0	0	0	0	0	21	23	32	18	18	20	15	147
One or more suspensions	0	0	0	0	0	0	3	2	5	7	2	4	0	23
Course failure in ELA	0	0	0	0	0	0	0	7	3	4	9	10	5	38
Course failure in Math	0	0	0	0	0	0	3	5	6	2	2	3	2	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	22	2	2	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	18	23	8	7	4	1	8	69
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	36	38	34	33	3	10	189

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	19	10	5	7	8	4	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	3	2	0	3	4	1	15
Students retained two or more times	0	0	0	0	0	0	1	2	2	1	2	2	4	14

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	45%	51%				75%	47%	56%
ELA Learning Gains	65%						62%	48%	51%
ELA Lowest 25th Percentile	49%						50%	42%	42%
Math Achievement	79%	37%	38%				79%	51%	51%
Math Learning Gains	58%						64%	52%	48%
Math Lowest 25th Percentile	62%						65%	47%	45%
Science Achievement	75%	43%	40%				68%	65%	68%
Social Studies Achievement	87%	53%	48%				83%	70%	73%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	54	57	49	63	63	62	69	60			
ELL	45	50	37	60	61	57	28	60			
ASN	80	59		87	73		71	87			
BLK	71	59	38	75	55	67	78	80	78	100	77
HSP	71	67	44	75	44	52	60	91	56	100	75
MUL	81	58		85	76		86	93			
WHT	78	68	54	80	60	67	79	88	62	97	83
FRL	73	61	50	76	55	64	70	80	56	96	70
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	35	34	37	31	32	42	45			
ELL	48	60	56	61	52	51	27	55		100	86
ASN	86	84		82	67		67	92	67	100	92
BLK	72	63	46	53	34	35	56	85	54	100	84
HSP	73	64	73	61	46	49	65	67	62	100	79
MUL	80	60	42	72	60		81	86			
WHT	72	62	51	72	42	47	68	80	60	97	84
FRL	68	63	55	62	41	43	59	78	57	100	78
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	41	36	48	47	52		58			
ELL	64	65	62	76	73	78	48	68			
ASN	87	58		97	83		80	89			
BLK	66	58	45	72	57	67	54	73	68	96	73
HSP	71	63	54	74	68	69	63	73	61	100	47
MUL	86	66		82	69			100			
WHT	79	64	53	82	64	58	75	89	71	91	62
FRL	71	61	49	74	62	61	63	77	68	93	43

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
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	42
Total Points Earned for the Federal Index	836

ESSA Federal Index	
Total Components for the Federal Index	12
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	71
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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

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

The data component that had the greatest gap when compared to the state average was Math Achievement. Our school was 0.1% below the state average in our Math Achievement.

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

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

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

The bottom quartile learning gains in Math showed the most improvement. The learning of the bottom quartile in Math exceeded the achievement level percentage in Math.

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

Tier 2 and Tier 3 interventions in Math and the use of various online platforms is the contributing factor in such a performance.

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing PD sessions to support the transition of ELA and Math teachers to B.E.S.T. Standards. Also, we have also invested in new programs that will allow for more individualized Intensive Reading and literacy development in the classroom. There will be professional development included in pre-planning and throughout the year.

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

- Read180 for Intensive Reading
- Reading Interventionists (2)
- Math Interventionist (2)
- ESOL Interventionist
- Cross-campus professional development learning opportunities

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Graduation

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

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

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

To maintain or increase the percentage of the four-year graduation rate of 98% or higher.

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

Counselors will monitor students' attendance and grades on a weekly basis to ensure that they are meeting the requirements for graduation.

**Person
responsible for
monitoring
outcome:**

Erkan Acar (eacar@rivercityscience.org)

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

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

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

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

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

**Area of Focus
Description and**

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

RCSA chose to include the PBIS-based program, "House System" as a strategy to reward positive behavior in efforts to increase and encourage positive contributions to the school and self and move away from negative reinforcement.

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

Utilizing the Ron Clark House System website data to involve all stakeholders in recording of positive behaviors on campus. Our goal is for at least 60% of staff members on campus entering positive feedback for students for the first year of the House System implementation. In addition we plan to have 2 more positive behavior team building activities than previous year.

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

Progress will be monitored quarterly by pulling data from the Ron Clark House System website. This shows how many points are being entered by staff and which staff are entering points. We will hold quarterly meetings with staff to go over the data. This will help them be aware of the amount of positive point entries compared to the amount of negative point entries.

Person responsible for monitoring outcome:

Jessie Crews (jcrews@rivercityscience.org)

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

The strategy that we will use is Behavior-Specific Praise. Behavior-specific praise meets two criteria: The student behavior is observable (i.e., walking quietly in the hall) The one giving praise tells the student how this behavior affects them (i.e., "I feel" statements)

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

The result of this type of praise is often twofold: it reinforces desirable and appropriate student behavior as well as building positive teacher-student relationships.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

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

75% of middle school students will meet the typical annual growth requirement set forth by i-Ready in reading.

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

Based on baseline data, 49% of middle school students (6th-8th) are on grade level or above in reading.

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

Students take three benchmark tests throughout the year and their growth will be monitored during the mid-year benchmark and end of the year benchmark tests based on the baseline data. Teachers will utilize team meetings, department meetings, data chats, PLCs, and even the application element of PD sessions to discuss progress, resources, challenges, etc. to meet the needs of the students they see in class.

Person responsible for monitoring outcome:

Michelle Wakefield (mwakefield@rivercityscience.org)

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

To ensure student achievement, the following support systems are in place schoolwide:

- Small Group Instruction in class using Read 180, i-Ready Teacher Toolbox, and i-Ready adaptive pathways and Exact Path lessons.
- After-school tutoring
- Reading interventionist will work with students showing deficit in phonemic awareness, via System 44
- Reading Interventionists will work with bubble students (not in Intensive Reading course)
- Extended tutoring offered for bubble students
 - o After school between 4:00pm-5:30pm

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

Schoolwide, 49% of middle school students (6th-8th) are on grade level or above in reading. Students identified as bottom quartile and bubble students receive intervention during small groups, pull-outs, and invitations to after-school tutoring. Students already on grade level or above are provided with enrichment opportunities and extension activities.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

The following events are part of the campus culture and add to a positive environment.

- Character Education (monthly traits)
- Student Clubs
- House System/PBIS
- International Fair/Black History Month Ceremonies
- Positive Environment (bulletin boards with character traits, staff, faculty, shout-out student birthdays, Student Spotlights/Student of the Month, Rockets on the Rise, etc.)
- Quarterly Awards Ceremonies
- Fundraisers
- Student "Lock-Ins" or Movie Nights on the Lawn (examples of student-centered campus activities)
- Pep Rallies/Spirit Weeks
- Volunteer/Community Service Opportunities
- CMP

All of these opportunities help to nurture and create a positive school culture and environment while focusing on the WHOLE student; academic support, interpersonal support, social and emotional learning, and character development. These unique opportunities seek to prepare students for academic success and civic and community engagement.

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

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

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

Grade Level/Department Teacher Teams - As stated above, there are many celebratory events on our campus to inspire community feels and camaraderie amongst the students. They meet on a regular basis to organize these events and carry over the enthusiasm to their students.

Executive Team - these are administrators, counselors, and teacher leaders who meet to share and

collaborate on strategies for bringing about positive changes to the campus. There is a concerted effort to increase parent involvement which is vital to a student's success. The more communal the support of the student, the stronger the student's ability to perform well and learn.