

Duval County Public Schools

River City Science Academy Innovation School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	29

River City Science Academy Innovation School

8313 BAYCENTER RD, Jacksonville, FL 32256

www.rivercityscience.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Erdogan, Mesut	Principal	<p>Principal- Mesut Erdogan: Serves as the educational leader of the school; responsible for the direction of the instructional program and operation of the school plant participation 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. 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, selects, supervises, and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecutes 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 a necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds, and community resources.</p>
Milton, Marion	Dean	<p>Dean of Discipline ES - Marion Milton: Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and completing investigations of various student situations; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID</p>
Rogan, Ashley	Dean	<p>The Academic Dean: Mrs. Rogan is responsible for coordinating school-wide professional development, Monitors lesson plans, and provides feedback to the department heads concerning Florida Standards; participate in student data collection;</p>

Name	Position Title	Job Duties and Responsibilities
		<p>assist 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 the department heads concerning Florida Standards; participate in student data collection; assist reading 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.</p>
Taskan, Tuba	School Counselor	<p>Guidance Counselor- Tuba Taskan: Makes schedules for Middle School Students. Assists and advises students about academic and personal decisions. Provide private counselling to students, assess the ability and potential of students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill-based opportunities for students. Trains staff on mental health</p>
Monaco, Ashley	Dean	<p>Dean Operational Manager: Ms. Monaco is responsible for coordinating school-wide professional development, Monitors lesson plans and provides feedback to the department heads concerning Florida Standards, assesment, tutoring, ; participate in student data collection; assists teachers 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.</p>
Davis, Stephanie	Instructional Coach	
Sitchler, Kristin	Teacher, ESE	<p>ESE Coordinator - Mrs.Sitchler assists the ESE Manager in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE The coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and other RCSA Departments and students and their families.</p>
Bolomey, Robert	Dean	<p>Dean of Discipline MS - 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 completing investigations of various student situations; Monitors the cafeteria; After school/Saturday detention organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills and lockdowns in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We identified all relevant stakeholders who are vested in the school's improvement. This includes the school leadership team, teachers, school staff, parents, students, and families. Once we identified stakeholders, we contacted them to ask for their input, including emails, newsletters, website announcements, and meetings, to ensure that stakeholders were aware of their role and the opportunity to contribute.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To regularly monitor the School Improvement Plan (SIP) for effective implementation and its impact on increasing student achievement, particularly for those students with the most significant achievement gap, we followed some strategies:

We regularly collect and analyze various data types, including academic performance data, assessment results, attendance rates, discipline records, and demographic information. This data helps us to identify trends, patterns, and areas for improvement, particularly for students with the most significant achievement gaps. We establish a system for regularly monitoring progress towards the goals outlined in the SIP. This may involve tracking key performance indicators, setting milestones, and comparing actual outcomes against expected targets. Progress monitoring helps identify early warning signs and allows for timely adjustments to strategies as needed. We conduct regular data review meetings involving relevant stakeholders to review progress, analyze data, identify challenges, and brainstorm solutions. These meetings provide an opportunity for collaborative problem-solving and decision-making to ensure that the SIP remains responsive to the needs of all students, especially those facing achievement gaps.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	43%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: B 2019-20: B 2018-19: B 2017-18: B</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	49	31	25	19	16	18	25	23	25	231	
One or more suspensions	3	1	3	1	1	5	10	17	8	49	
Course failure in English Language Arts (ELA)	0	1	0	1	0	1	1	0	0	4	
Course failure in Math	0	0	0	1	1	1	0	1	0	4	
Level 1 on statewide ELA assessment	6	1	4	11	16	13	14	18	11	94	
Level 1 on statewide Math assessment	9	0	3	7	5	20	6	8	6	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	6	2	3	2	6	6	5	12	10	52	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	44	21	11	14	17	25	18	25	175
One or more suspensions	0	1	2	3	0	1	9	18	10	44
Course failure in ELA	0	2	2	0	0	3	0	3	1	11
Course failure in Math	0	0	3	0	1	2	0	1	0	7
Level 1 on statewide ELA assessment	0	0	0	0	16	17	12	12	13	70
Level 1 on statewide Math assessment	0	0	0	0	15	25	15	21	11	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	4	0	0	0	0	0	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	8	2	12	17	9	14	6	72

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	44	21	11	14	17	25	18	25	175
One or more suspensions	0	1	2	3	0	1	9	18	10	44
Course failure in ELA	0	2	2	0	0	3	0	3	1	11
Course failure in Math	0	0	3	0	1	2	0	1	0	7
Level 1 on statewide ELA assessment	0	0	0	0	16	17	12	12	13	70
Level 1 on statewide Math assessment	0	0	0	0	15	25	15	21	11	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	10	4	0	0	0	0	0	17

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	8	2	12	17	9	14	6	72

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	45	53	55	47	55	63		
ELA Learning Gains				55			61		
ELA Lowest 25th Percentile				37			43		
Math Achievement*	69	46	55	59	40	42	60		
Math Learning Gains				55			47		
Math Lowest 25th Percentile				46			48		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	63	45	52	55	45	54	58		
Social Studies Achievement*	72	62	68	76	50	59	76		
Middle School Acceleration	72	73	70	81	45	51	67		
Graduation Rate		72	74		41	50			
College and Career Acceleration		54	53		65	70			
ELP Progress	81	47	55	33	68	70	75		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	2
ELL	58			
AMI				
ASN	80			
BLK	56			
HSP	59			
MUL	70			
PAC				
WHT	78			
FRL	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	43			
AMI				
ASN	72			
BLK	49			
HSP	53			
MUL	61			
PAC				
WHT	62			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			69			63	72	72			81
SWD	23			27			27				3	
ELL	54			60			47	46			5	81
AMI												
ASN	72			88							2	
BLK	50			55			46	69			5	
HSP	56			63			46	56	64		6	70
MUL	59			79			73				3	
PAC												
WHT	71			80			81	83	71		6	
FRL	56			63			62	61	67		6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	55	37	59	55	46	55	76	81			33
SWD	22	29	25	31	26	26	35					
ELL	47	60	33	44	47	44	36					33
AMI												
ASN	76	73		75	64							
BLK	44	47	31	43	47	41	41	53	93			
HSP	45	53	47	52	45	43	56	82				
MUL	67	48		71	68		50					
PAC												
WHT	64	60	31	70	61	52	64	76	82			
FRL	48	50	31	51	51	45	53	76	72			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	63	61	43	60	47	48	58	76	67			75
SWD	33	41	33	41	52	40	55	64				
ELL	58	68	46	57	69	67	63					75

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	61	70		65	60							
BLK	48	50	33	41	39	41	37	54	67			
HSP	66	67		58	50	64	44	82				100
MUL	71	80		61	55							
PAC												
WHT	71	62	44	71	48	53	67	85	66			40
FRL	59	56	36	53	48	55	50	73	55			67

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	47%	19%	54%	12%
07	2023 - Spring	45%	40%	5%	47%	-2%
08	2023 - Spring	63%	41%	22%	47%	16%
04	2023 - Spring	59%	50%	9%	58%	1%
06	2023 - Spring	62%	38%	24%	47%	15%
03	2023 - Spring	67%	46%	21%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	43%	26%	54%	15%
07	2023 - Spring	74%	40%	34%	48%	26%
03	2023 - Spring	78%	59%	19%	59%	19%
04	2023 - Spring	68%	58%	10%	61%	7%
08	2023 - Spring	76%	45%	31%	55%	21%
05	2023 - Spring	59%	52%	7%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	35%	14%	44%	5%
05	2023 - Spring	66%	48%	18%	51%	15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	52%	22%	50%	24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	52%	42%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	64%	36%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	63%	10%	66%	7%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our 7th grade ELA Teacher was brand new to teaching last year and this greatly effected the structure that was needed in a 7th grade/Middle school classroom. The Teacher's knowledge of the ELA standards was also limited, so the content was not taught in depth. It wasn't until February that we started to see results and by that point there was so much time and opportunity already missed.

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

4th grade ELA went through three teachers last year, the last one joining us in January. She was also a brand new teacher, as she just graduated from college in December. There was inconsistency in that classroom for those students and this showed.

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

The 7th grade ELA group has been trending with low proficiency since the 2020 school year. They did not test in 2020 due to Covid and this was the students 4th grade year. In 5th grade (2021) testing was optional. In 2022 this group of students in 6th grade scored 46% proficiency and this did not increase as they moved to 7th grade and dropped 1% to 45% proficiency. Their prime developmental years in elementary did not really happen, so these students have great deficits in their ELA knowledge stemming back to when they were in 3rd grade.

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

3rd grade ELA showed a huge increase from 2021-2022 to 2022-2023. In 2022 our data showed us 35% proficient and last year this increased to 67%. I think the fact that our third grade team had very solid teachers in it, and one of them looped up from 2nd grade with her students into 3rd grade, so the relationships between the teacher and the students were already established. We implemented a direct WIN (RTI Group) time, where math and ELA RTI was happening every single day and made a priority.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWS data, 1/4 of the school was absent at least 10% of the school year. 7th grade alone has the most amount of students who were suspended due to behavior as well as had the most amount of students who scored a level 1 on the previous year FSA assessment. Behavior and absenteeism are our areas of concern.

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

- 1) maintain/produce ela gains
- 2) maintain math proficiency
- 3) increase 8th grade science proficiency
- 4) increase 5th grade math proficiency
- 5) increase 7th grade ela proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus this year is in 4th grade ELA and 7th grade ELA. To help engage these teachers and creating a positive culture and environment is that we have set up weekly coaching cycle meetings with the 4th and 7th grade teachers to create a true Teacher-Coach Partnership Agreement. We will be meeting weekly to complete check-ins, review data, lesson plan, and stay on track with teaching all the ELA standards.

Measurable Outcome:

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

Reading Proficiency in 4th and 7th grade to be at 62% with reading gains at 55%.

Monitoring:

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

Each teacher is meeting weekly either in the coach's office or the teacher's classroom depending on the focus of that week. This is also in the school calendar and weekly reminders are sent to the teachers to help them remember about these meetings. Teachers are responsible for the learning materials that are needed to be brought to each meeting. I have created a weekly agenda to keep the focus on the instruction and the coaching that needs to happen that week during that meeting. This will help keep the pace of the meeting reasonable and it will help us stay on topic and focused. This also ensures that the meetings are documented, and the feed back is written down and sent to each teacher after each coaching meeting.

Person responsible for monitoring outcome:

Stephanie Davis (sdavis@rivercityscience.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Weekly Coaching Cycles/ Coaching Meetings - The content will be taught and reviewed during our weekly coaching meetings. These meetings are face-to-face each week. The bulk of the content will be taught in a sort of one-on-one PLC directed toward each teachers' specific needs at that time. Each of the 3 teachers are on such different tracks that the individualized coaching meetings will best suit each teacher. Each week we will meet either in the coach's office, or the teacher's classroom to complete a common planning on the topic/need of that current week.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Having a true one on one connection between the instructional coach and the teacher will be conducive to knowing the level of instruction that is happening in both 4th grade and 7th grade. We will be able to stay on top of the content being taught, review data and have data chats.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

8th grade science

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

5th grade math

Based on schoolwide data from diagnostic and benchmark assessments, as well as the end of the year FAST PM 3, 5th grade averages in math showed a decline in proficiency. It is evident that support and focus on the mastery and growth of math standards needs improvement.

Measurable Outcome:

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

By Spring 2023, 5th grade Math will show 68% proficiency based on I-Ready and/or the FAST PM 3.

Monitoring:

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

All parties will be aware of school data and school goals

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

- Admin Quarterly Data Chats with staff
- Teacher Seasonal Data Chats with students
- Teacher Common Planning with Coaches

Person responsible for monitoring outcome:

Ashley Monaco (amonaco@rivercityscience.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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: Ashley Monaco (amonaco@rivercityscience.org)

By When: May 2024

#4. ESSA Subgroup specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESE student scores were below target based on PMS state test

Measurable Outcome:

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

By Spring 2024, the ESE population will have at least a 50% gain and a 50% proficiency

Monitoring:

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

PM1, PM2 and PM3 assessments and other in-school assessments

Person responsible for monitoring outcome:

Kristin Stichler (ksitchler@rivercityscience.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data chats with teachers and students

Adding additional para for ESe teachers to help them work with students in small groups

Professional Development for all teachers and paras

In-class support and after-school tutoring

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will receive more support based on their needs. More individualized support

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#5. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will increase school culture to retain teachers and para for the long term this helps them become more experienced in helping those students at low levels.

Measurable Outcome:

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

At the end of the school year, our goal is to retain 95% of our teachers and para.

Monitoring:

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

We will do monthly team-building activities and events to create a positive school culture. This will allow teachers and paras to feel more comfortable in school and motivate them to work hard.

Person responsible for monitoring outcome:

Stephanie Davis (sdavis@rivercityscience.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Meeting regularly with teachers and staff
- Provide opportunities for them to share their concerns
- Provide positive feedback for their performance

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers and paras want their voices heard.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We will add one more ESe teacher and PArA to support identified students to reach our goal. We will add additional after-school or Saturday tutoring opportunities for the students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Last year our 2nd Grade ELA was 49% proficient. These students are now our current 3rd graders. My focus for those teachers is that the instructional coach will work directly with the 3rd Grade ELA teachers in their instructional practice. Each teacher is meeting weekly either in the coach's office or the teacher's classroom depending on the focus of that week. This is also in the school calendar and weekly reminders are sent to the teachers to help them remember about these meetings. In the weekly Coaching Cycles/ Coaching Meetings - The content will be taught and reviewed during our weekly coaching meetings. These meetings are face-to-face each week. The bulk of the content will be taught in a sort of one-on-one PLC directed toward each teachers' specific needs at that time. Each of the 2 teachers are on such different tracks that the individualized coaching meetings will best suit each teacher. Each week we will meet either in the coach's office, or the teacher's classroom to complete a common planning on the topic/need of that current week.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/A

Grades 3-5 Measurable Outcomes

ELA Proficiency: 65%

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

WIN, small groups, tutoring, FAST tutoring, benchmark testing, data chats

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Davis, Stephanie, sdavis@rivercityscience.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Rogan, Ashley, arogan@rivercityscience.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup:	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No