

Duval County Public Schools

RIVER CITY SCIENCE ACADEMY AT MANDARIN



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 8
 - D. Demographic Data 9
 - E. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of River City Science Academy is: 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

The vision of River City Science Academy is:

- 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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Bekir Durmus

Position Title

Principal

Job Duties and Responsibilities

Serves as the educational leader and chief executive of the Mandarin campus. He is responsible for direction of the instructional program, operation of the school plant, participates in staff and student activities along with community leadership. Sets the general tone of the school; coordinates parent groups and school advisory committee; represents the school to the community at large. Works with

assistant principals, counselors and faculty to establish and maintain educational programs. 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 up keep 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.

Leadership Team Member #2

Employee's Name

Jennifer Albertson

Position Title

Dean of Academics - Middle School

Job Duties and Responsibilities

Monitors lesson plans and provides feedback to department heads concerning Florida Standards (grades 6-8); participates in student data collection; assists 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; participates in classroom walkthroughs looking for areas to improve curriculum; participates 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.

Leadership Team Member #3

Employee's Name

Danielle Cremin

Position Title

Dean of Academics - Elementary School

Job Duties and Responsibilities

Monitors lesson plans and provides feedback to department heads concerning Florida Standards (K-5) and B.E.S.T ELA standards (K-2); participates in student data collection; assists 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; participates in classroom

walkthroughs looking for areas to improve curriculum; participates 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.

Leadership Team Member #4

Employee's Name

Kimberly Boone

Position Title

Dean of students - Elementary School

Job Duties and Responsibilities

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 completes investigations of various student situations; Speaks with students that are having issues with other students; 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; Conducts periodic drills

Leadership Team Member #5

Employee's Name

Kimberly Colwell

Position Title

Dean of Students - Middle School

Job Duties and Responsibilities

Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensures that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and completes investigations of various student situations; Speaks with students that are having issues with other students; 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.

Leadership Team Member #6

Employee's Name

Ashley Oliver

Position Title

Academic Coach

Job Duties and Responsibilities

Provides curriculum information in classrooms related to, small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities. Observations and helping teachers formulate and address goals related to their teaching practice, organizing and implementing lesson studies. Coordinates with teachers whose focus is to develop school-wide goals related to content matter and to work with teachers to address those schoolwide goals.

Leadership Team Member #7

Employee's Name

Corinne Shaffer

Position Title

Academic Coach

Job Duties and Responsibilities

Provides curriculum information in classrooms related to, small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities. Observations and helping teachers formulate and address goals related to their teaching practice, organizing and implementing lesson studies. Coordinates with teachers whose focus is to develop school-wide goals related to content matter and to work with teachers to address those schoolwide goals.

Leadership Team Member #8

Employee's Name

Jennifer McKinney

Position Title

School Counselor

Job Duties and Responsibilities

Assists and advises students about academic and personal decisions. Provide private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. Organizes career, academic and life skill based opportunities to students. Trains staff on mental health.

Leadership Team Member #9

Employee's Name

Haley Arnold

Position Title

504 & ESOL Coordinator

Job Duties and Responsibilities

Schedules and hosts meetings pertaining to 504 plans and ESOL.

Updates school ELL program including providing WIDA test to ELL students.

Leadership Team Member #10

Employee's Name

Jessica Casey

Position Title

ESE Coordinator

Job Duties and Responsibilities

Participates in student data collection; pulls weekly administrative grade report, identifying problem areas and possible solutions; prepares yearly IEP reviews on all ESE students; ensures correct matrix coding for ESE students; attends monthly district Multidisciplinary Response Team meetings; provides list of ESE students and their accommodations for classroom teachers.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The school leadership team set the strategic direction for the SIP, while teachers and staff provide valuable input based on classroom experiences, student performance data, and academic needs. Parents, students, and families are engaged through surveys, meetings, and workshops to ensure their perspectives on school climate, resources, and areas for improvement are heard. Business and community leaders are also consulted to align the SIP with local community goals and available resources. Their feedback is carefully integrated into the plan, ensuring that the SIP addresses the most pressing needs of the school community, focuses on improving student outcomes, and fosters a supportive learning environment. This inclusive process ensures that the SIP is a comprehensive, shared effort that reflects the diverse voices and priorities of all stakeholders involved.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The school will track key performance indicators such as student test scores, promotion rates, and attendance, with a particular focus on subgroup performance (e.g., low-income, English language learners, and students with disabilities).

Regular meetings will be held with the leadership team, teachers, and staff to review progress, identify challenges, and adjust instructional strategies as needed. Additionally, stakeholder feedback—gathered through surveys, parent-teacher conferences, and student focus groups—will inform any necessary revisions to the SIP. This process of continuous feedback and revision ensures that the plan remains responsive to the evolving needs of students and remains aligned with the goal of meeting state academic standards, while narrowing achievement gaps. Through ongoing monitoring and adjustments, the school will strive for sustained improvement and higher outcomes for all students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	43.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	34.1%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: A 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		29	15	14	23	18	20	22	24	165
One or more suspensions		2	1	2	1	2	5	3	1	17
Course failure in English Language Arts (ELA)				1	1	2		1	1	6
Course failure in Math			1	1	1	1		1		5
Level 1 on statewide ELA assessment		15	6	12	8	10	4	6	5	66
Level 1 on statewide Math assessment		7	2	5	1	7	8	5		35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		30	7	15						52
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		17	9	11	11					48

Current Year 2024-25

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		27	10	15	9	10	8	6	3	88

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	1	3	1	2	1			11
Students retained two or more times		0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	79	47	58	75	45	53	76	47	55
ELA Grade 3 Achievement **	68	47	59	74	47	56			
ELA Learning Gains	72	54	59				62		
ELA Learning Gains Lowest 25%	63	52	54				50		
Math Achievement *	85	48	59	81	46	55	77	40	42
Math Learning Gains	74	53	61				70		
Math Learning Gains Lowest 25%	66	53	56				65		
Science Achievement *	75	46	54	77	45	52	78	45	54
Social Studies Achievement *	89	66	72	95	62	68	96	50	59
Graduation Rate		71	71		72	74		41	50
Middle School Acceleration	80	71	71	93	73	70	82	45	51
College and Career Readiness		56	54		54	53		65	70
ELP Progress	55	51	59	63	47	55	53	68	70

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	806
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	79%	71%	62%		72%	71%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	51%	No		
English Language Learners	68%	No		
Asian Students	82%	No		
Black/African American Students	70%	No		
Hispanic Students	69%	No		
Multiracial Students	90%	No		
White Students	76%	No		
Economically Disadvantaged Students	71%	No		

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%
Students With Disabilities	38%	Yes	1	
English Language Learners	63%	No		
Asian Students	92%	No		
Black/African American Students	72%	No		
Hispanic Students	75%	No		
Multiracial Students	90%	No		
White Students	85%	No		
Economically Disadvantaged Students	77%	No		

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%
Students With Disabilities	52%	No		
English Language Learners	67%	No		
Native American Students				
Asian Students	79%	No		
Black/African American Students	69%	No		
Hispanic Students	67%	No		
Multiracial Students	86%	No		
Pacific Islander Students				
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	79%	68%	72%	63%	85%	74%	66%	75%	89%	80%			55%
Students With Disabilities	30%		63%	56%	51%	66%	61%	42%	36%				
English Language Learners	64%		74%	58%	79%	78%	80%	54%					55%
Asian Students	87%		61%		94%	80%		82%		87%			
Black/African American Students	74%	81%	65%	47%	78%	68%	64%	63%	86%	71%			
Hispanic Students	71%	45%	74%	55%	80%	70%	72%	65%	81%	79%			
Multiracial Students	93%		88%		88%	80%			100%				
White Students	80%	67%	73%	69%	87%	74%	57%	79%	92%	79%			
Economically Disadvantaged Students	75%	61%	68%	56%	79%	69%	66%	70%	87%	81%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	75%	74%			81%			77%	95%	93%			63%
Students With Disabilities	34%				58%			23%					
English Language Learners	61%				72%			60%					58%
Asian Students	88%				96%			77%	100%	100%			
Black/African American Students	71%	67%			67%			63%	90%				
Hispanic Students	64%	56%			74%			77%	94%	83%			
Multiracial Students	85%				88%			85%		100%			
White Students	77%	81%			85%			80%	95%	93%			
Economically Disadvantaged Students	67%	70%			77%			68%	88%	94%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	76%		62%	50%	77%	70%	65%	78%	96%	82%			53%
Students With Disabilities	44%		68%	53%	41%	55%	50%	50%					
English Language Learners	55%		66%	55%	71%	70%	75%	65%	92%				53%
Native American Students													
Asian Students	78%		62%		86%	79%		92%					
Black/African American Students	72%		51%	35%	65%	69%	57%	85%	100%	87%			
Hispanic Students	66%		65%	63%	70%	63%	54%	67%	91%	75%			55%
Multiracial Students	88%		78%		85%	89%		75%	100%				
Pacific Islander Students													
White Students	80%		62%	53%	81%	69%	72%	79%	96%	82%			
Economically Disadvantaged Students	66%		60%	52%	69%	63%	54%	71%	94%	65%			

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	49%	19%	55%	13%
Ela	4	76%	47%	29%	53%	23%
Ela	5	81%	46%	35%	55%	26%
Ela	6	81%	45%	36%	54%	27%
Ela	7	82%	42%	40%	50%	32%
Ela	8	81%	45%	36%	51%	30%
Math	3	84%	56%	28%	60%	24%
Math	4	78%	53%	25%	58%	20%
Math	5	70%	49%	21%	56%	14%
Math	6	84%	44%	40%	56%	28%
Math	7	88%	36%	52%	47%	41%
Math	8	94%	46%	48%	54%	40%
Science	5	74%	49%	25%	53%	21%
Science	8	51%	37%	14%	45%	6%
Civics		89%	62%	27%	67%	22%
Biology		100%	68%	32%	67%	33%
Algebra		98%	51%	47%	50%	48%
Geometry		100%	54%	46%	52%	48%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Both ELA and Math Achievement improved by 4% from 2022/2023-2023/2024.

Math achievement improved from 81% to 85%

ELA achievement improved from 75% to 79%.

Lowest Performance

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

Our science achievement had the lowest performance with 75% for the 2023-2024 school year.

Our school did not have a science interventionist to pull small groups for struggling students during this school year. We attribute the decrease in achievement to the lack of extra support outside of the classroom.

Greatest Decline

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

The greatest decline is our 3rd grade ELA achievement. Our proficiency rate went from 74% to 68%. During the 2023-2024 school year we had a first year teacher on the team and a paraprofessional who did not have a lot of knowledge in the area of ELA.

Greatest Gap

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.

Our math achievement had the greatest gap in a positive way in comparison to the state average.

The state average was 59% and ours was 85%. We had an intensive math teacher in middle school and 2 interventionists in elementary school who assisted with math instruction.

EWS Areas of Concern

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

Two potential areas of concern we can list reflecting on EWS are;

1. Students who missed 10% or more school days.

We have 165 students in this category out of 888 total students and that makes 19%.

Consistent attendance is essential for long-term educational achievement and personal growth. Poor attendance can significantly impact a student's academic success by causing gaps in learning, which can lead to lower grades and difficulty keeping up with the curriculum. Missing school also affects social engagement and emotional well-being, which can decrease motivation and increase the risk of academic disengagement.

2. Students in K-3 with a reading deficiency.

We have 52 students in this category out of 384 total students and that makes 14%.

Reading deficiency in K-3 students can have long-lasting effects on academic success, as early literacy skills are foundational for future learning. Struggling readers in these early grades may fall behind in other subjects and experience difficulty with comprehension, which can impact their overall academic confidence and achievement. Early intervention and targeted support are crucial to help these students develop strong reading skills and prevent long-term learning gaps.

Highest Priorities

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

Improvement in the proficiency for ESOL students.

Improvement in the proficiency for 8th grade comprehensive science.

Improvement in the proficiency for 3rd grade ELA.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: ESOL Achievement In ELA (English for Speakers of Other Languages)

Description:

ESOL (English for Speakers of Other Languages) in education refers to programs designed to help non-native English speakers improve their language skills in speaking, listening, reading, and writing. These programs cater to learners of varying proficiency levels, from beginners to advanced, and focus on both language development and cultural integration. Implementation of ESOL strategies aids students by supporting academic success. By enhancing English proficiency, ESOL plays a crucial role in promoting social inclusion and equal opportunities for non-native speakers.

Impact on Student Learning:

ESOL (English for Speakers of Other Languages) strategies significantly enhance student learning by fostering language acquisition in a supportive, immersive environment. These strategies, such as scaffolded instruction, visual aids, and interactive activities, cater to diverse learning styles, helping students build foundational language skills while engaging with academic content. As students develop their language proficiency, they gain confidence, improve their communication abilities, and become better equipped to succeed in both social and academic contexts. Ultimately, ESOL strategies promote inclusivity and ensure equitable access to education for English language learners.

Rationale:

The identification of ESOL achievement as a crucial need was driven by a comprehensive analysis of prior year data. This review revealed that ESOL students were consistently underperforming compared to their peers in both language proficiency assessments and overall academic outcomes. Additionally, feedback from teachers highlighted challenges in providing differentiated instruction that meets the diverse needs of ESOL learners. The data indicated a significant gap in achievement levels, underscoring the necessity for targeted interventions and resources. By prioritizing ESOL achievement, we aim to create equitable learning opportunities that empower these students to thrive academically and socially.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Currently our ELA proficiency score for our ESOL students is 64% for level 3 and above. Our goal by the end of this year is to increase ELA proficiency for ESOL students to 70%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Plan:

ESOL Coordinator and Dean of Academics will monitor progress and ensure the effectiveness of our strategies to increase the ELP score from 64% to 70%. The monitoring plan includes the following components:

1. Monitoring of Diagnostic Data:

- The Dean of Academics will have quarterly data chats with teachers to discuss progress for ESOL students on all diagnostic benchmark assessments.

2. FAST PM Data Monitoring:

- FAST PM data will be analyzed to track student progress in language proficiency. This data will help identify students who are on track, those needing additional support.

3. ESOL Tutoring Implementation

- Weekly tutoring sessions with a certified ESOL teacher using a program that allows for differentiation amongst students of different levels of language proficiency.

4. ESOL Intervention Programs:

- Supervision of ESOL intervention programs that are being implemented to ensure that they are effectively addressing the diverse needs of students.

5. Family Engagement Programs:

- Workshops and informational sessions will be scheduled throughout the year for the families of ESOL students. Resources for families to support their children's language development at home will be shared.

Person responsible for monitoring outcome

Haley Arnold

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Imagine Learning: Imagine Learning is an interactive language and literacy program designed specifically for English language learners. It provides personalized learning experiences through engaging, age-appropriate content that focuses on vocabulary, reading comprehension, and language skills. Target Grade Levels: K-8.

Rationale:

Imagine Learning: Research-Based Effectiveness. Studies have shown that Imagine Learning significantly improves language proficiency and literacy skills among ESOL students. The program's adaptive learning technology ensures that each student receives instruction tailored to their unique needs, making it an effective tool for diverse learners. Engagement and Motivation: The interactive nature of Imagine Learning keeps students engaged and motivated, fostering a positive learning environment that encourages language acquisition.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

After-School Tutoring Sessions: Teachers will provide targeted tutoring sessions to ESOL students. These sessions will focus on individual needs, integrating language development with core subject matter. Target Grade Levels: K-8, with an emphasis on students needing additional support in language proficiency and academic content.

Rationale:

Many ESOL students face unique challenges in mastering the English language, which can impact their performance in core subjects and hinder their overall educational progress. By offering personalized tutoring, we can address specific language barriers, help students build confidence in their communication skills, and improve their academic outcomes. Additionally, tutoring provides an opportunity to tailor instruction to individual learning styles, ensuring that each student receives the support they need to thrive in both language proficiency and classroom engagement.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify ESOL students who fall into the category of tier 2 and tier 3.

Person Monitoring:

Dean of Academics

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During quarterly data chats, the teacher along with the academic dean will identify students whose

iReady diagnostic score is below grade level. Students who are 2 or more grade levels below, will attend learning lab with an interventionist. Teachers will proceed with the RTI process for intensive instruction in ELA and track their progress using iReady teacher assigned lessons. After 6 weeks of tier 2, the team will meet and determine if students need to move into tier 3.

Action Step #2

Small group Learning Labs

Person Monitoring:

Dean of Academics

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students identified in tier 2 and tier 3, will attend weekly small group learning labs with an interventionist. Materials from the Florida Center for Reading Research (FCRR) will be utilized as an instructional tool for these small group sessions.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Grades (K-8)

Description: PBIS incorporates more targeted interventions and peer mentoring programs. It focuses on cultivating self-regulation and social skills while fostering a supportive, inclusive community environment.

Impact on Student Learning: By addressing transitional challenges, a strong PBIS framework aids students in developing resilience and effective coping strategies. This support leads to better academic outcomes and a reduction in disruptive behaviors.

Data Review Findings: The previous year's data revealed elevated rates of disciplinary actions and absenteeism, especially in specific grade levels. Numerous students faced behavioral challenges that hindered their academic success.

Alignment with Goals: The implementation of PBIS directly supports the school's overarching objectives of enhancing student engagement, improving academic performance, and promoting a positive, inclusive school culture.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Goal: Reduce disciplinary referrals by 10% (to 90) by the end of the school year.

Grades (K-8) Prior Year Data • Disciplinary Referrals: 100 referrals for behavioral incidents

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Behavioral Incidents: Monitor the frequency and types of disciplinary referrals on a monthly basis using Focus, tracking trends in incidents.

Regular Review Meetings: PBIS Team Meetings: Organize monthly meetings with the PBIS leadership team to analyze data trends, evaluate the success of implemented strategies, and pinpoint areas that require modification.

Professional Development Sessions: Integrate data findings into ongoing professional development for staff to ensure they are well-prepared to support and advance PBIS objectives.

Surveys and Feedback: Administer regular surveys to students, staff, and parents to gather insights on the school climate and the perceived effectiveness of PBIS strategies. This qualitative input will complement quantitative data to provide a holistic view of progress.

Person responsible for monitoring outcome

Kim Boone

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

PBIS is a comprehensive, research-based framework designed to foster positive behavior across all school environments. Key components of PBIS include: Clear Expectations: Defining and teaching a concise set of behavioral expectations for students in all settings (e.g., classrooms, hallways, cafeterias). Positive Reinforcement: Creating a system of rewards to recognize and reinforce positive behaviors. This may include praise, privileges such as Fun Friday, and incentives like the Rocket Cart. Data-Driven Decision Making: Consistently collecting and analyzing data related to behavior incidents, attendance, and academic performance to guide practices and interventions. Tiered Interventions: Offering varying levels of support based on student needs, with Tier 1 addressing the general student population, Tier 2 providing targeted interventions, and Tier 3 delivering intensive,

individualized support. Monitoring the Identified Interventions Behavioral Data Tracking: Use a data management system to track and analyze disciplinary referrals, ensuring data is broken down by grade level and type of infraction. Feedback Mechanisms: Conduct surveys and focus groups with students, staff, and families to collect qualitative feedback on the effectiveness of PBIS strategies. This input will help guide future improvements and adjustments. By implementing and closely monitoring these evidence-based PBIS strategies, the school seeks to create a positive, supportive environment that enhances both academic achievement and behavioral success for all students.

Rationale:

PBIS is supported by extensive research demonstrating its success in improving student behavior, academic performance, and overall school climate. Studies show that schools that implement PBIS experience a decline in disciplinary issues and a rise in academic outcomes. Connection to School Goals: PBIS aligns seamlessly with the school’s priorities of enhancing student engagement, reducing disciplinary referrals, and improving attendance, making it a key strategy for achieving these goals. Adaptability and Expansion: PBIS is flexible enough to be customized to the unique needs of the school community and can be scaled across all grade levels, ensuring its effectiveness for a diverse range of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monthly Meetings

Person Monitoring:

Kim Colwell

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly PBIS Team Meetings: Action: Organize monthly meetings with the PBIS team, including teachers, administrators, and support staff, to analyze data, review strategies, and plan new initiatives. Purpose: These sessions will focus on identifying trends in behavioral data, assessing the impact of current PBIS strategies, and determining adjustments needed for continued progress. Monthly Incentive Program: Action: Set up a monthly incentive program where students who display positive behaviors can earn rewards such as extra recess, special activities, or recognition at school assemblies. Purpose: The program aims to encourage students to follow school expectations by reinforcing positive actions with meaningful rewards. Weekly Positive Behavior Recognition: Action: Develop a weekly recognition system to celebrate students who consistently demonstrate outstanding behavior, such as the "Rocket Cart" awards. Purpose: This regular acknowledgment helps foster a culture of positivity, motivating students to maintain good behavior throughout the school year. Assessing the Effectiveness of Action Steps Behavior Data Tracking – Incident Reports: Action: Monitor the number of disciplinary referrals before and after implementing the action steps. This will provide insight into whether there is a reduction in negative behaviors after the introduction of monthly rewards and meetings. Feedback Collection – Surveys: Action: Conduct regular surveys with students and staff to gather opinions on the effectiveness of the rewards and recognition systems. Purpose: This feedback will help assess engagement levels and provide a clearer understanding of the impact these initiatives have on the overall school climate. Participation in Reward Programs: Action: Track student participation in the monthly incentive programs to assess interest and

involvement. An increase in participation will suggest that the reward system is successfully motivating students. Follow-Up on Meeting Action Items: Action: Document the outcomes and follow-up actions from each monthly PBIS meeting. Evaluate how well these action items have been carried out and their impact on behavior and academic performance. Quarterly Data Review: Action: At the end of each quarter, perform an in-depth analysis of behavioral data, attendance records, and feedback results. Purpose: This review will provide valuable insights into the overall success of the PBIS strategies and inform necessary changes or improvements. By consistently implementing these action steps and evaluating their effects, the school will ensure that PBIS strategies effectively support a positive school culture and contribute to improved student outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00