Duval County Public Schools

RIVER CITY SCIENCE ACADEMY SE

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Duval County School Board on 10/1/24.

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 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

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.

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
Alaaddin Akgul

Position Title
Principal

Job Duties and Responsibilities

Responsible for overseeing all aspects of the school.

Leadership Team Member #2

Employee's Name
Crystal Basford

Position Title
Dean of Academics

Job Duties and Responsibilities

Oversees all matters related to academics including curriculum, student schedules, advanced placement, teachers, and more. Also helps oversee school operations.

Leadership Team Member #3

Employee's Name
Melissa Ramos-Mattia

Position Title
Dean of Students

Job Duties and Responsibilities

Oversees safety, operations, and discipline.

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 development of our school's plan is a collaborative effort, driven by the unwavering dedication of our leadership team, teachers, community partners, and families. Our leadership team plays a pivotal role by meticulously reviewing data from all grade levels and assessments to identify opportunities for improvement. They are committed to enhancing school climate, culture, and academics by innovating and addressing any barriers that hinder student success. Teachers, who work closely with students daily, contribute invaluable insights by assessing strengths and weaknesses, tracking progress, and providing feedback on the effectiveness of curriculum. Their hands-on experience helps refine and adapt our educational strategies. Families also play a crucial role by maintaining open communication, which allows us to understand diverse perspectives, address community needs, and work together to cultivate a supportive and thriving school environment. This united approach ensures that our plan is both dynamic and responsive, ultimately fostering a more effective and inclusive learning experience for all students.

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))*

Monitoring will be tailored to address specific needs and goals. For academic goals and achievement, we will utilize FAST and iReady data throughout the year, along with closely monitoring grades and report cards. Our MTSS team meets monthly which allows us to regularly identify students at risk due to poor grades or other warning signs or indicators. In response, we will take a proactive approach to support these students by implementing strategies such as tier 2 or tier 3, conduct conferences, provide counseling, offer recovery work, tutoring, and/or enrolling them in intensive courses.

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	**56.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**27.8%**
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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: *** **2021-22:** **2020-21:** **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	1	18	17	9	9	5	7			66
One or more suspensions	0	1	0	0	1	2	4			8
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0			1
Course failure in Math	0	0	0	1	0	0	0			1
Level 1 on statewide ELA assessment				1	5	5	5			16
Level 1 on statewide Math assessment				1	3	4	3			11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	9	7						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	1	4	4	2	2	4	3			20

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	1	0	0	1	0	0	0			2
Students retained two or more times	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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	47	58		45	53		47	55
ELA Grade 3 Achievement **	78	47	59		47	56			
ELA Learning Gains	65	54	59						
ELA Learning Gains Lowest 25%	69	52	54						
Math Achievement *	79	48	59		46	55		40	42
Math Learning Gains	62	53	61						
Math Learning Gains Lowest 25%	67	53	56						
Science Achievement *	55	46	54		45	52		45	54
Social Studies Achievement *		66	72		62	68		50	59
Graduation Rate		71	71		72	74		41	50
Middle School Acceleration		71	71		73	70		45	51
College and Career Readiness		56	54		54	53		65	70
ELP Progress	88	51	59		47	55		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 (FPPI) 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	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	634
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%						

* 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	53%	No		
English Language Learners	73%	No		
Asian Students	72%	No		
Black/African American Students	62%	No		
Hispanic Students	63%	No		
White Students	73%	No		
Economically Disadvantaged Students	65%	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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

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 L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	78%	65%	69%	79%	62%	67%	55%					88%
Students With Disabilities	40%		63%		60%	50%							
English Language Learners	64%		71%		79%	64%							88%
Asian Students	78%		75%		83%	50%							
Black/African American Students	52%	75%	44%	40%	62%	72%	90%						
Hispanic Students	68%	70%	75%		63%	57%	50%	60%					
White Students	76%	83%	62%	73%	88%	64%	82%	52%					
Economically Disadvantaged Students	64%	80%	64%	73%	75%	55%	62%	47%					

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	76%	49%	27%	55%	21%
Ela	4	58%	47%	11%	53%	5%
Ela	5	64%	46%	18%	55%	9%
Ela	6	75%	45%	30%	54%	21%
Math	3	89%	56%	33%	60%	29%
Math	4	80%	53%	27%	58%	22%
Math	5	56%	49%	7%	56%	0%
Math	6	81%	44%	37%	56%	25%
Science	5	56%	49%	7%	53%	3%

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?

Although last year was our inaugural year and we lacked prior data for comparison, we saw outstanding results in our math programs. Our 6th-grade math scores were 37% above the district average and 25% higher than the state average. Similarly, our 3rd-grade math scores exceeded the district average by 33% and the state average by 29%

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 lowest performance was 5th grade math and science which both were at 7%. Contributing factors that may have lead to this include

Greatest Decline

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

Being that last year was out first year of operations, we did not have any school wide data from previous years to compare to. We were only able to use the data from previous schools to determine appropriate courses and placement and work with student's to improve upon their old scores and grades.

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 greatest gap compared to the state is 3rd grade math at 29% in which we performed higher than the state average. All of our grades and subjects performed above the state level as well except for 5th grade math which had no gap.

EWS Areas of Concern

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

Our biggest areas of concern on our EWS data included Attendance with 66 students with 10 or more absences and secondly was the number of students with a substantial reading deficiency in grades

K-3 with 25 students.

Highest Priorities

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

Our highest priorities include 5th grade math, 5th grade science, and 4th 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.

Instructional Practice specifically relating to ELA

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.

Focus is 4th grade ELA. Last year we scored 58% in 4th grade ELA. Next year the goal is 62% achievement in ELA. We selected this goal based on it being one of our lowest identified grade-level scores.

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.

Next year the goal is 62% achievement in ELA which is a 4% improvement from last school years score of 58%.

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.

We will monitor this outcome using i-ready data with testing held three times throughout the school year. These test will be administered in the Fall, Winter, and Spring. Additionally, final monitoring will come from PM1, PM2, and PM3 2024-2025 FAST Results.

Person responsible for monitoring outcome

Crystal Basford

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:

Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc., to meet the needs of the specific bottom-quartile students. I-ready, IXL, FAST PMs and other progress monitoring

data will drive the teachers instruction to teach grade level standards and missing pre-requisite skills. Additionally, data chats will held between the academic dean, instructional coach, and ELA and Reading teachers to engage in discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students. Additionally, chats will be used to formulate a plan with accountability checks to ensure teachers provide effective instruction with best practices.

Rationale:
Data chats with teachers will focus heavily on the implications of the data results for the specific bottom-quartile students identified by each teacher.

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
Data Chats

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math, ELA, and Reading teachers will participate in quarterly data chats to discuss data implications for each bottom quartile student.

Action Step #2
Small Group Professional Development

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Modified running record collection and analysis on all bottom quartile students. This will be monitored to see if students are making incremental improvements between larger diagnostics and benchmarks.

Action Step #3
Running Records

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Modified running record collection and analysis on all bottom quartile students. This will be monitored to see if students are making incremental improvements between larger diagnostics and benchmarks.

Action Step #4

Instructional Coaching

Person Monitoring:
Crystal Basford

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing coaching for teachers from instructional coaches to ensure best practices and strategies are being utilized in the classroom. Deans will do walkthroughs to monitor teachers are implementing practices provided to them through feedback from the instructional coach to improve overall Tier 1 instruction in ELA.

Action Step #5
Tutoring

Person Monitoring:
Crystal Basford

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time to master skills and fill gaps. Teachers will be required to take attendance so we can compare data to students with regular attendance to measure gains.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Focus is 5th grade math. Last year we scored 56% in 5th grade mathematics. Next year the goal is 60% achievement in math. We selected this goal based on it being one of our lowest identified grade-level scores.

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.

5th grade math achievement will improve from 56% to 60% with a gain of 4% as a grade level.

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.

We will monitor this outcome using i-ready data with testing held three times throughout the school year. These test will be administered in the Fall, Winter, and Spring. Additionally, final monitoring will

come from PM1, PM2, and PM3 2024-2025 FAST Results.

Person responsible for monitoring outcome
Crystal Basford, Dean of Academics

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:
Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc., to meet the needs of the specific bottom-quartile students. I-ready, IXL, FAST PMs and other progress monitoring data will drive the teachers instruction to teach grade level standards and missing pre-requisite skills. Additionally, data chats will held between the academic dean, instructional coach, and math teachers to engage in discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students. Additionally, chats will be used to formulate a plan with accountability checks to ensure teachers provide effective instruction with best practices.

Rationale:
Data chats with teachers will focus heavily on the implications of the data results for the specific bottom-quartile students identified by each teacher.

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
Data Chat

Person Monitoring:	**By When/Frequency:**
Crystal Basford	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math, ELA, and Reading teachers will participate in quarterly data chats to discuss data implications for each bottom quartile student

Action Step #2
Small Group Professional Development

Person Monitoring:	**By When/Frequency:**

Crystal Basford | Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.

Action Step #3
Running Records

Person Monitoring: | **By When/Frequency:**
Crystal Basford | Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Modified running record collection and analysis on all bottom quartile students. This will be monitored to see if students are making incremental improvements between larger diagnostics and benchmarks.

Action Step #4
Instructional Coaching

Person Monitoring: | **By When/Frequency:**
Crystal Basford | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing coaching for teachers from instructional coaches to ensure best practices and strategies are being utilized in the classroom. Deans will do walkthroughs to monitor teachers are implementing practices provided to them through feedback from the instructional coach to improve overall Tier 1 instruction in math

Action Step #5
Tutoring

Person Monitoring: | **By When/Frequency:**
Crystal Basford | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time to master skills and fill gaps. Teachers will be required to take attendance so we can compare data to students with regular attendance to measure gains.

Action Step #6
Engagement

Person Monitoring: | **By When/Frequency:**
Crystal Basford, Melissa Ramos | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cooperative learning will be used regularly in classes and monitored by instructional coaches for effectiveness. Deans will utilize walkthroughs to measure use of cooperative learning strategies and record on Observe 4 Success system.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

5th Grade Science Achievement was at 56%. This was identified as it was one of the lowest achievement areas of any tested subject in 23-24 SY.

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.

Science will improve from 56% to 60% with a gain of 4% achievement.

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.

Provide a targeted, student-specific, data-driven approach to increasing the academic achievement of 5th-grade science students. While our 5th-grade science score is similar to the state average, it does not meet our expectations as a STEM-focused school. We will monitor this outcome using Progress learning data with testing held three times throughout the school year. These test will be administered in the Fall, Winter, and Spring. Additionally, final monitoring for completion will come from 2024-2025 NGSSS testing.

Person responsible for monitoring outcome

Crystal Basford

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:

Teachers will utilize team meetings, department meetings, data chats, and other professional development sessions to discuss progress, resources, challenges, etc., to meet the needs of the specific bottom-quartile students. Progress Learning, Savvaas assessments, and other classroom data will drive the teacher's instruction. Additionally, monthly data chats will held between the instruction coach and math teachers to engage in discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less

formal classroom data that helps to determine if adequate progress is being made toward the goals for these students. Monthly Mentor/Coaching of teachers through lesson planning and delivery to implement highly effective collaborative strategies for engagement and student success conducted by the science coach. Science Department will meet to locate and analyze the test item specifications and identify the critical concepts with vertical alignment. Members will analyze data individually and collaboratively to create goals and develop high quality proficiency scales. Successes will be celebrated upon completion of goals.

Rationale:
By reviewing data and improving MTSS systems, we will be able to provide students with quality instruction to teach standards and fill learning gaps based on individual student needs.

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
Data Chats

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science, Math, ELA, and Reading teachers will participate in quarterly data chats to discuss data implications for each bottom quartile student

Action Step #2
Small group professional development

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.

Action Step #3
Running Records

Person Monitoring:
Crystal Basford

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Modified running record collection and analysis on all bottom quartile students. This will be monitored to see if students are making incremental improvements between larger diagnostics and benchmarks.

Action Step #4

Instructional Coaching

Person Monitoring:
Crystal Basford

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing coaching for teachers from instructional coaches to ensure best practices and strategies are being utilized in the classroom. Deans will do walkthroughs to monitor teachers are implementing practices provided to them through feedback from the instructional coach to improve overall Tier 1 instruction in science.

Action Step #5
Tutoring

Person Monitoring:
Crystal Basford

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time to master skills and fill gaps. Teachers will be required to take attendance so we can compare data to students with regular attendance to measure gains.

Action Step #6
Engagement

Person Monitoring:
Crystal Basford and Melissa Ramos-Mattia

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cooperative learning will be used regularly in classes and monitored by instructional coaches for effectiveness. Deans will utilize walkthroughs to measure use of cooperative learning strategies and record on Observe 4 Success system.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

According to disciplinary referral data from the 2023-24 school year, a total of 18 disciplinary referrals were written for a total of 12 students. The top categories of infractions were coded as “failure to adhere to safety considerations” and “intentionally striking a student.” Consistent implementation of Positive Behavior Intervention Strategies to become a PBIS Model School will help to decrease

undesired student behaviors by creating a positive teacher/student school culture and equipping both students and staff in demonstrating desired behaviors.

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.

The goal of implementing PBIS strategies to become a PBIS Model School will be to decrease referrals in the areas of “failure to adhere to safety considerations” and “intentionally striking a student” by 20%. A goal is to decrease the overall number of referrals by at least 20%, involve fewer students in 2024-2025 than 2023-2024, and to only include Level II or lower violations.

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.

Throughout the school year, administration, support staff, and teachers will meet to review school-wide and classroom-based PBIS practices. Based on the disciplinary data collected, staff members will suggest and implement adjustments to continue focus on rewarding positive behaviors observed within the school community with fidelity. Cumulative behavioral data will be reviewed to identify trends (i.e. location of incidents, students involved, grade levels represented, time of day) and suggest possible behavioral strategies as actionable next steps. There will also be ongoing monitoring and data analysis of incident/disciplinary referrals, counselor referrals, and positive behavior referrals. Teachers will participate in data chats for PBIS to monitor common areas and schoolwide expectations. Additionally, team-building activities and events aimed at creating a positive school culture will be conducted throughout the school year.

Person responsible for monitoring outcome

Melissa Ramos-Mattia (mramos@rivercityscience.org)

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:

The school will provide ongoing training for all school staff as well as progress monitoring of behavioral data to successfully implement an effective school-wide PBIS system. This will include fully implementing character education to support the social-emotional growth of our students and will focus on reinforcement of positive behaviors exhibited by students within the school environment. These practices will be in alignment with school-wide expectations established. Character education will be infused into weekly instruction. In addition, calm classrooms will continue to be implemented in the 2024-2025 school year.

Rationale:

One of our primary goals is to ensure that students feel safe and supported each day. Building a stronger PBIS system to support our students' social and emotional growth will, in turn, lower the number of total disciplinary referrals and promote increased engagement in learning. By creating schoolwide and classroom-based PBIS systems focused on acknowledging and rewarding positive behaviors of students, students will learn that they will receive more recognition for desired behaviors versus undesired behaviors. PBIS systems are shown to have a positive impact on a school's culture and climate, therefore the implementation of these systems will positively impact classroom communities and keep the focus on academic and social-emotional growth versus undesired behaviors.

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

Person Monitoring: **By When/Frequency:**

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

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.

To review the use of resources effectively in meeting the identified needs of students, our process begins with a thorough analysis of the existing support systems and their impact on student outcomes. We systematically evaluate in-class differentiated instruction by assessing its implementation and effectiveness in addressing diverse learning needs. This includes gathering feedback from teachers about the differentiation strategies used and analyzing student performance data to determine whether these approaches are closing achievement gaps. Additionally, we review the deployment of paraprofessionals (paras) to ensure that their support is effectively targeted toward students who need it most, and that their contributions are aligned with instructional goals.

Next, we examine the effectiveness of our after-school tutoring program and Saturday school options. We assess participation rates, the quality of tutoring provided, and the impact on student achievement. This involves collecting feedback from students and families to gauge satisfaction and perceived value of these programs. We also analyze performance data to determine if there are measurable improvements in students' academic progress as a result of these additional support opportunities. By understanding which elements of these programs are most beneficial, we can make informed decisions about adjustments or enhancements.

Finally, our review process incorporates a comprehensive evaluation of resource allocation and effectiveness. We scrutinize how resources are distributed and whether they are aligned with identified student needs. This includes evaluating the cost-effectiveness of each support mechanism and identifying any gaps or redundancies in our current offerings. Through ongoing monitoring and feedback from all stakeholders, including teachers, students, and families, we continuously refine our strategies to ensure that resources are used efficiently and effectively to support student achievement and address the achievement gap.

Specifics to Address the Need

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

At our school, we leverage a range of resources to support student achievement, including differentiated instruction, paraprofessional support, after-school tutoring, and Saturday school programs. Differentiated instruction is employed within the classroom to tailor lessons to meet diverse learning needs. Paraprofessionals provide targeted assistance to students who require additional help. Our after-school tutoring program offers extra academic support at no cost, while Saturday

school provides additional instructional time and reinforcement of classroom learning.

The need for these resources is supported by recent data indicating persistent achievement gaps among certain student groups. Performance data reveals that students receiving differentiated instruction and after-school tutoring show improved test scores and engagement compared to those who do not. Feedback from teachers confirms that paraprofessionals are essential in providing personalized support, while survey data from families highlights the value of Saturday school in enhancing student understanding and performance. These findings underscore the effectiveness of our current strategies in addressing student needs.

To enhance the impact of these resources, we will implement a structured plan over the next year. In the short term (1-3 months), we will assess and refine our differentiated instruction strategies based on classroom observations and teacher feedback, and review the deployment of paraprofessionals to ensure optimal support. In the mid-term (4-6 months), we will evaluate the effectiveness of our after-school tutoring and Saturday school programs by analyzing participation rates and academic progress, making necessary adjustments to improve these programs. Long-term (7-12 months), we will continuously monitor the effectiveness of all resources through regular data reviews and stakeholder feedback, adjusting our strategies as needed. A comprehensive report will be prepared to evaluate the year’s outcomes and inform planning for the next academic year.

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**