

Duval County Public Schools

# River City Science Elementary Academy



## 2021-22 Schoolwide Improvement Plan

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# River City Science Elementary Academy

7450 BEACH BLVD, Jacksonville, FL 32216

rivercityscience.org/elementary

## Demographics

**Principal: Jamey Hough**

Start Date for this Principal: 8/8/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: A (76%) 2016-17: B (61%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

N/A

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

**Our Mission**

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.**

**Our Vision**

- To ensure that students become successful in their subsequent education and responsible and productive citizens in a rapidly changing world
- To apply innovative methods and interdisciplinary instruction and rigor, creating a stimulating and student-centered learning environment
- To model, educate and engage students in critical thinking and problem solving by teaching the whole child extending beyond the classroom
- To be a catalyst for change in STEM education
- To graduate every student college or career ready.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hough, Jamie	Principal	The principal's role is to provide strategic direction within the school. The principal oversees daily operations, collaborates with the teachers to develop rigorous academic curricula, monitors student achievement, encourages parent involvement, creates and revises school policies, hires and evaluates staff, and ensures students and staff work in a safe environment. The principal must keep up to date with state statutes and policies to ensure safety protocols and emergency response procedures are appropriate. Most importantly, the principal must have a presence within the school.

### Demographic Information

**Principal start date**

Monday 8/8/2016, Jamey Hough

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

**Total number of teacher positions allocated to the school**

37

**Total number of students enrolled at the school**

583

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

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

3

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	93	97	95	90	105	102	0	0	0	0	0	0	0	582
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	1	1	2	6	3	0	0	0	0	0	0	0	14
Course failure in ELA	2	2	2	8	3	0	0	0	0	0	0	0	0	17
Course failure in Math	0	4	0	8	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	4	7	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	6	8	7	0	0	0	0	0	0	0	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 8/16/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	90	90	88	96	72	0	0	0	0	0	0	0	526
Attendance below 90 percent	16	10	17	16	12	22	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	2	1	2	2	5	5	0	0	0	0	0	0	0	17
Course failure in Math	1	1	2	1	2	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	10	3	7	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	15	1	1	0	0	0	0	0	0	0	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	3	5	5	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	4	2	5	5	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	90	90	88	96	72	0	0	0	0	0	0	0	526
Attendance below 90 percent	16	10	17	16	12	22	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	2	1	2	2	5	5	0	0	0	0	0	0	0	17
Course failure in Math	1	1	2	1	2	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	10	3	7	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	15	1	1	0	0	0	0	0	0	0	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	3	5	5	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	4	2	5	5	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	51%	17%	58%	10%
Cohort Comparison						
04	2021					
	2019	77%	52%	25%	58%	19%



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-68%				
05	2021					
	2019	70%	50%	20%	56%	14%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	61%	0%	62%	-1%
Cohort Comparison						
04	2021					
	2019	90%	64%	26%	64%	26%
Cohort Comparison		-61%				
05	2021					
	2019	89%	57%	32%	60%	29%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	49%	10%	53%	6%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady Diagnostic scores are utilized for each grade level.  
 STAR Reading data, Science Benchmarks, and reading fluency data are also utilized.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	75	92
	Economically Disadvantaged	42	75	91
	Students With Disabilities	40	72	90
	English Language Learners	37	66	85
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	59	80
	Economically Disadvantaged	31	57	77
	Students With Disabilities	30	54	74
	English Language Learners	29	32	55

<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	81	87
	Economically Disadvantaged	54	80	87
	Students With Disabilities	50	75	81
	English Language Learners	47	72	78
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	62	79
	Economically Disadvantaged	29	59	75
	Students With Disabilities	28	52	74
	English Language Learners	25	47	62

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	81	85	95
	Economically Disadvantaged	80	85	95
	Students With Disabilities	76	80	85
	English Language Learners	68	74	79
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	71	86
	Economically Disadvantaged	38	67	83
	Students With Disabilities	36	64	80
	English Language Learners	32	60	65

<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	73	75
	Economically Disadvantaged	63	70	70
	Students With Disabilities	60	65	65
	English Language Learners	57	60	61
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	82	89
	Economically Disadvantaged	55	76	81
	Students With Disabilities	54	70	72
	English Language Learners	43	68	69

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		49	68	78
	Economically Disadvantaged		47	61	70
	Students With Disabilities		43	58	65
	English Language Learners		42	55	65
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		39	69	84
	Economically Disadvantaged		38	66	81
	Students With Disabilities		35	58	75
	English Language Learners		32	55	68
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		41	55	65
	Economically Disadvantaged		38	49	55
	Students With Disabilities		32	44	54
	English Language Learners		28	40	49
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46			38							
ELL	56	65	54	73	81	64	38				
ASN	81	75		88	83						
BLK	69	85		71	80		80				
HSP	68	54		94	79						
MUL	78			67							
WHT	72	70	57	79	78	64	57				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	67	61	46	77	76	74	61				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	52	75		72	94	100					
ASN	89	73		83	100						
BLK	63	53		76	73	60	65				
HSP	82	61		82	78		77				
MUL	90			90							
WHT	70	84	76	87	84	84	81				
FRL	66	70	73	82	78	73	61				

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	77
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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### Analysis

#### Data Analysis

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

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

RCSA Elementary is observing low ELA performance in the lowest quartile, low math performance in the lowest quartile, low performance in ESE population, and low performance in ELL population. While these scores are well above the district and state, they are our lowest areas.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating the greatest need for improvement proved to be ELA performance in the lowest quartile, low math performance in the lowest quartile, low performance in ESE population, and low performance in ELL population.

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

Some of the contributing factors leading to this need for improvement include a lack of parental support, language barriers, attendance issues, below-level overall score as well as specific domain and/or standard, and behavior/social emotional concerns. New actions that need to be taken to address this need for improvement include assignment to WIN/RTI groups, paraprofessional support, extra-curricular tutoring, referral to attend Parent Academy, referral to attend Technology Talk/Session, and referral to the MTSS Team.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Data components showing the most improvement included overall ELA and Math achievement.

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

Some contributing factors to this improvement included appropriate accommodations implemented, effective communication between teacher-student-families, implementation of effective classroom management strategies, and increased attendance throughout the school year.

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

The following strategies will need to be implemented in order to accelerate learning: Referral to MTSS team, Assignment to WIN group(s), Assignment to paraprofessional support, Tutoring, Referral to attend Parent Academy, Referral to attend Technology Talk.

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

Professional development opportunities will consist of the following: MTSS training, Cross campus PLC, Early Release PD, Small group/intervention PD, Classroom Management strategies, Gifted strategies, Calm Classroom strategies.

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

RCSA Elementary will implement a steady release of new programs after offering full training on the program(s), with program implementation being staggered. EDInsight will be utilized to assist staff in determining which students need interventions and what are the most appropriate interventions for those students. MTSS Team will meet weekly to discuss referrals and determine course of action, contact parents, communicate with teachers regarding referred students, and track progress of students. Math curriculum will be revamped to align to the Standards Mastery's using iReady toolbox in hopes to boost rigor for mastery of the Standards and iReady growth scores. Additional paraprofessional support will be provided to students and teachers will be provided training as to how to best utilize paraprofessional support in the classroom. Cross-campus meetings will be held to offer teachers and staff support in sharing best practices.

## **Part III: Planning for Improvement**

### **Areas of Focus:**



**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** RCSA Elementary is observing low math performance in the lowest quartile. This is observed on both state FSA scores as well as district iReady data.

**Measureable Outcome:** RCSAE's goal is for 75% of students in the bottom quartile to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

**Monitoring:** RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week using Study Island instructional resources.

**Person responsible for monitoring outcome:** Jamie Hough (jhough@rivercityscience.org)

**Evidence-based Strategy:** All students identified as needing an intervention based on iReady (with teacher input) will be discussed in weekly MTSS Team Meetings. The first domain of focus will be Number & Operations. Any student needing this intervention (scoring 1 grade level or below) will be placed in a small group (WIN) which will meeting daily for 45 minutes to receive intense instruction. These small groups will be utilizing Study Island resources to teach, reteach, and assess students. The first group will be prescribed 6 weeks of small group instruction. At the end of the 6 weeks, students will be assessed to determine progress. As students show evidence of testing out of the domain, he/she will be moved to the next area of need, which can include Algebraic Thinking, Measurement & Data, and Geometry.

**Rationale for Evidence-based Strategy:** Small group instruction that is in ADDITION to core classroom instruction has proven to be the most effective strategy in moving students forward academically and making gains in both reading and math.

**Action Steps to Implement**

Weekly MTSS meetings with all members present - Principal, Academic Dean, Dean of Testing, Dean of Students, Counselor, ESE Teachers. MTSS Team will monitor student progress, communicate with teachers and paraprofessionals providing small group instruction, enter MTSS data into Focus, and provide resources to staff as needed on a weekly basis.

**Person Responsible** Jamie Hough (jhough@rivercityscience.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** RCSA Elementary is observing low ELA performance in the lowest quartile. This is observed on both state FSA scores as well as district iReady data.

**Measureable Outcome:** RCSAE's goal is for 75% of students in the bottom quartile to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

**Monitoring:** RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week using Saxon Phonics and Phonological Awareness Curriculum Resources.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** All students identified as needing an intervention based on iReady (with teacher input) will be discussed in weekly MTSS Team Meetings. The first domain of focus will be Phonics & Phonological Awareness. Any student needing this intervention (scoring 1 grade level or below) will be placed in a small group (WIN) which will meet daily for 45 minutes to receive intense instruction. These small groups will be utilizing Saxon Phonics and Phonological Awareness resources to teach, reteach, and assess students. The first group will be prescribed 6 weeks of small group instruction. At the end of the 6 weeks, students will be assessed to determine progress. As students show evidence of testing out of the domain, he/she will be moved to the next area of need, which can include High-Frequency Words, Vocabulary, & Comprehension (Lit/Inf.).

**Rationale for Evidence-based Strategy:** Small group instruction that is in ADDITION to core classroom instruction has proven to be the most effective strategy in moving students forward academically and making gains in both reading and math.

**Action Steps to Implement**

Weekly MTSS meetings with all members present - Principal, Academic Dean, Dean of Testing, Dean of Students, Counselor, ESE Teachers.  
 MTSS Team will monitor student progress, communicate with teachers and paraprofessionals providing small group instruction, enter MTSS data into Focus, and provide resources to staff as needed on a weekly basis.

**Person Responsible** Jamie Hough (jhough@rivercityscience.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:** RCSAE has observed consistently low ELA scores among the ELL population.

**Measureable Outcome:** RCSAE's goal is for 75% of ELL students to have met the minimum growth requirement set forth by iReady. This is growth score is differentiated for each student.

**Monitoring:** RCSAE will monitor these students through iReady progress monitoring, benchmark assessments, and small group data being collected each week.

**Person responsible for monitoring outcome:** Jamie Hough (jhough@rivercityscience.org)

**Evidence-based Strategy:** ELL students identified as needing an intervention will be invited to after-school tutoring. This tutoring is in ADDITION to the after-school tutoring they attend for ELA and Math. This tutoring period includes phonics and vocabulary instruction, as well as access to Rosetta Stone for students that are not yet fluent in English. These students will also be given access to Rosetta Stone accounts for use at home.

**Rationale for Evidence-based Strategy:** In previous years, many ELL students were being pulled from core instruction to receive language interventions. Providing after-school ELL tutoring in ADDITION to core instruction ensures students are not missing out on any instruction. Rosetta Stone was an addition to our ELL after-school tutoring program for those students who do not have the language skills to access the academic information being provided in many classes.

**Action Steps to Implement**

Progress of ELL students will be monitored and ELL teachers will be met with on a monthly basis with the Academic Dean to ensure the appropriate resources are being made available to students.

ESOL Coordinator will make any necessary updates to the ELL resources.

Team Leads will meet weekly to discuss any students that may need to be added or removed to the ELL after-school tutoring schedule.

**Person Responsible** Jamie Hough (jhough@rivercityscience.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Last year RCSA Elementary had a total of 93 referrals written for level 2 or 3 infractions. Inappropriate use of Technology is our primary area of concern with 9 incidents, and Physical contact is our secondary area of concern with 8 incidents. In comparison to the state data for Elementary schools, Physical attack is the primary area of concern for the state and Threat/Intimidation is the secondary area.**

**This year we are ensuring that all of our classroom teachers are using Go Guardian when their students are accessing computers in their classrooms. The dean and IT department receive notices of any students that have tried to access any inappropriate websites or flagged material. This is helping to reduce the number of inappropriate use of technology incidents.**

**Our classroom teachers have reviewed and taught our school wide PBIS expectations to all students. We use common language throughout the school and expectations of Respect, Responsibility, and Safety are set for all common areas in the building to ensure that students know what is expected of them. We have implemented Today Counts character education curriculum in each classroom as part of our morning meetings to help build classroom community. This is help teach students relationship and social skills and decrease the number of physical contact infractions.**

#### **Part IV: Positive Culture & Environment**

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

RCSA Elementary takes a great deal of pride in creating a positive culture and environment for students, staff, and families. All stakeholders have worked together on a committee to create RCSA's Core Values:

Respect

- Appreciating and showing the value of students, families, colleagues, and cultures

Compassion

- Showing kindness, caring, and willingness to help others

Self-Confidence

- Believing and trusting in one’s abilities to succeed

Accountability

- Demonstrating a personal and school-wide responsibility for learning, ethical conduct, and following policies and procedures

RCSA School Culture

At River City Science Academy, we create a positive and collaborative environment for all. We expect teachers and staff to be creative, humble, open-minded, passionate, and determined to deliver excellent results.

We model positive character traits, provide equal and fair opportunities for all our students, and fully believe in their potential. We welcome and embrace diversity among our staff, students, and parents, offer varied courses and resources to meet all of our students’ needs, and learn from each other.

We build connections with our community, develop partnerships with our stakeholders, and foster strong relationships through effective communication between all teachers, staff, students, and parents. We support and connect with each RCSA campus and are proud members of the RCSA family.

RCSA Elementary implements a Monthly Teacher Recognition Program, which consists of teacher appreciation gifts, teacher dress down days, quarterly luncheons, birthday celebrations, and staff member life moment celebrations.

RCSA Elementary recognizes student accomplishments and positive character traits through Student of the Month breakfasts, Accelerated Reader ice cream celebrations, reward dress down days for positive behavior, and, awards assemblies for Honor Roll students and students making academic gains.

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

RCSA Elementary's stakeholders include teachers, paraprofessionals, support staff, administrators, students, and parents, all of which share a role in promoting a positive culture and environment at RCSA Elementary. Stakeholders who work directly with students know how important a student's social-emotional well-being is and are implementing calm classroom as well as morning meetings into their daily routines in an effort to create a sense of community and structure. Families are encouraged to participate in some o fht

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>