

Duval County Public Schools

River City Science Academy At Mandarin



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	24
Positive Culture & Environment	29
Budget to Support Goals	0

River City Science Academy At Mandarin

10911 OLD ST AUGUSTINE RD, Jacksonville, FL 32257

www.rivercityscience.org

Demographics

Principal: Alaaddin Akgul

Start Date for this Principal: 8/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (72%) 2017-18: A (68%) 2016-17: A (70%) 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

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

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
Akgul, Alaaddin	Principal	<p>Principal- Alaaddin Akgul: 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 upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.</p>
Albertson, Jennifer	Dean	<p>Middle School Dean of Students- Jennifer Albertson: 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</p>

Name	Title	Job Duties and Responsibilities
		<p>school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.</p>
<p>Smith, Angela</p>	<p>Dean</p>	<p>Elementary Dean of Students - Angela Smith: 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.</p>
<p>Colwell, Kimberly</p>	<p>Dean</p>	<p>Dean of Discipline for Middle School - Kimberly Colwell: 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; Issues lockers and handles any issues that may arise; Conducts periodic drills.</p>
<p>Schrank, Alison</p>	<p>Guidance Counselor</p>	<p>Guidance Counselor - Alison Schrank: Assists and advises students about academic and personal decisions. Provide private counseling to</p>

Name	Title	Job Duties and Responsibilities
		<p>students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill based opportunities to students. Trains staff on mental health.</p> <p>Testing coordinator: organizes all state and school-wide assessments.</p> <p>ESOL Coordinator. Updates school ELL program including providing WIDA test to ELL students.</p>
King, Ashley	Teacher, ESE	<p>ESE Coordinator- Ashlee King: 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.</p>
Hellyer, Danielle	Math Coach	<p>Curriculum Support - Provides curriculum information in classrooms related to math, 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 school-wide goals.</p>
Basford, Crystal	Reading Coach	<p>Curriculum Support - Provides curriculum information in classrooms related to ELA/ reading, 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 school-wide goals.</p>

Name	Title	Job Duties and Responsibilities
Boone, Kimberly	Dean	Dean of Discipline for Elementary School - Kimberly Colwell: 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.

Demographic Information

Principal start date

Monday 8/16/2021, Alaaddin Akgul

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.*

53

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.*

12

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

890

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

8

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

12

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	102	98	105	96	89	88	105	108	85	0	0	0	0	876
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	11	8	8	7	8	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	12	9	9	10	10	0	0	0	0	67
Number of students with a substantial reading deficiency	0	1	7	3	6	12	30	24	16	0	0	0	0	99

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				1	0	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/11/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	109	110	95	94	92	112	118	104	0	0	0	0	924
Attendance below 90 percent	9	7	9	8	8	7	1	6	5	0	0	0	0	60
One or more suspensions	5	1	0	0	1	0	13	5	6	0	0	0	0	31
Course failure in ELA	1	0	4	2	4	1	1	0	0	0	0	0	0	13
Course failure in Math	1	0	4	0	4	1	0	1	2	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	10	11	8	8	7	8	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	17	12	9	9	10	10	0	0	0	0	67

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	0	4	2	4	1	0	0	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	67%	51%	16%	58%	9%
Cohort Comparison						
04	2021					
	2019	73%	52%	21%	58%	15%
Cohort Comparison		-67%				
05	2021					
	2019	81%	50%	31%	56%	25%
Cohort Comparison		-73%				
06	2021					
	2019	72%	47%	25%	54%	18%
Cohort Comparison		-81%				
07	2021					
	2019	66%	44%	22%	52%	14%
Cohort Comparison		-72%				
08	2021					
	2019	76%	49%	27%	56%	20%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	61%	20%	62%	19%
Cohort Comparison						
04	2021					
	2019	94%	64%	30%	64%	30%
Cohort Comparison		-81%				
05	2021					
	2019	89%	57%	32%	60%	29%
Cohort Comparison		-94%				
06	2021					
	2019	81%	51%	30%	55%	26%
Cohort Comparison		-89%				
07	2021					
	2019	56%	47%	9%	54%	2%
Cohort Comparison		-81%				
08	2021					
	2019	48%	32%	16%	46%	2%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	89%	49%	40%	53%	36%
Cohort Comparison						
08	2021					
	2019	60%	40%	20%	48%	12%
Cohort Comparison		-89%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	69%	30%	71%	28%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	57%	7%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

- 1st - Math & ELA - iReady Diagnostic
- 2nd - Math & ELA - iReady Diagnostic
- 3rd - Math & ELA - iReady Diagnostic
- 4th - Math & ELA - iReady Diagnostic
- 5th - Math & ELA - iReady Diagnostic
- 6th - Math & ELA - iReady Diagnostic
- 7th - Math & ELA - iReady Diagnostic
- 8th - Math & ELA - iReady Diagnostic

8th Grade - Biology Benchmarks

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	55	67
	Economically Disadvantaged	52	42	54
	Students With Disabilities	29	29	57
	English Language Learners	0	0	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	45	63
	Economically Disadvantaged	38	28	56
	Students With Disabilities	43	29	43
	English Language Learners	0	0	33
	Number/% Proficiency	Fall	Winter	Spring

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	51	64
	Economically Disadvantaged	50	21	53
	Students With Disabilities	63	25	50
	English Language Learners	20	20	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	44	67
	Economically Disadvantaged	35	7	63
	Students With Disabilities	50	50	63
	English Language Learners	20	20	40
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	75	88
	Economically Disadvantaged	76	55	90
	Students With Disabilities	43	29	71
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	60	71
	Economically Disadvantaged	52	14	57
	Students With Disabilities	29	0	43
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	67	76
	Economically Disadvantaged	54	47	59
	Students With Disabilities	17	0	14
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	72	85
	Economically Disadvantaged	61	23	75
	Students With Disabilities	17	14	29
	English Language Learners	0	0	33
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	52	63
	Economically Disadvantaged	40	32	55
	Students With Disabilities	25	25	50
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	68	84
	Economically Disadvantaged	63	39	87
	Students With Disabilities	50	25	50
	English Language Learners	50	50	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	66	72
	Economically Disadvantaged	58	55	62
	Students With Disabilities	0	0	0
	English Language Learners	100	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	69	75
	Economically Disadvantaged	63	59	69
	Students With Disabilities	20	17	0
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	64	75
	Economically Disadvantaged	43	45	55
	Students With Disabilities	44	33	56
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	43	54	61
	Economically Disadvantaged	30	15	43
	Students With Disabilities	17	13	38
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	51	62
	Economically Disadvantaged	46	48	53
	Students With Disabilities	33	17	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	43	39
	Economically Disadvantaged	47	35	34
	Students With Disabilities	20	0	10
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14	33	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	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	36	56	52	41	50	60	73				
ELL	52	70	56	63	68	71	67				
ASN	83	63		70	56						
BLK	66	65	56	73	56	58	76	100	67		
HSP	72	73	57	80	68	78	83	100	73		
MUL	79	63		83	67		73				
WHT	74	63	54	79	62	63	89	100	59		

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	64	63	54	75	60	63	79	100	69		
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
SWD	12	52	75	64	67	64					
ELL	33	42	42	67	74						
ASN	58	70		100	80						
BLK	71	61		82	65						
HSP	63	63	50	71	61	62					
MUL	79	62		89	62						
WHT	70	56	54	85	68	68	78	73			
FRL	63	56	56	81	69	75	75	78			

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	72
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	73
Total Points Earned for the Federal Index	719
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
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
--	---

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?

Math gains were significantly lower this year. In ELA, gains were lower as well. A high number of our lowest 25% were members of our ESE and ELL subgroups.

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

The learning gains of the lowest 25% in mathematics was significantly lower than previous years. It was a 30% decrease from 2019's data. This also was true our lowest 25% in ELA . There was an 8% decrease.

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

Contributing factors to both categories were Covid distance learning, a high number of absences from 2019-2021 due to quarantining and selective stay at home orders. Distance learning made it more difficult to accommodate our lower performing students and differentiate the content areas being taught.

A contributing factor for the decrease in math learning gains is higher performing middle school students are moved out of this category and placed into the accelerated math program. As a result the data is skewed negatively.

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

There were no major areas of improvement. The closest area was ELA learning gains which stayed consistent with previous years.

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

Due to COVID restrictions we did not take any new actions during the 2020-2021 school year. However some of the contributing factors we maintained were teachers utilizing 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. Achieve 3000, i-ready, IXL and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats were held between the academic deans and teachers to engage 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.

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

We will continue to implement ongoing professional development for teachers in a PLC format, provide ongoing support for tested subject area teachers through instructional coaches in Math, ELA, and Science, utilize best practices in differentiating instruction, implementing tutoring now that Covid restriction allow, and provide support via push ins and pullouts for our ELL, ESE, and bottom quartile students.

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.

In depth PLC groups based off of teacher needs and interest, Kagan cooperative Learning strategies, Calm Classroom, and on going subject specific training on research based best practices provided by instructional coaches.

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

We have hired math and reading interventionist to provide additional support to our low performing stuentns, to assist in the RTI process, and to help support classroom teachers during instructional times. This will reinforce content and hopefully improve overall student performance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: If we provide targeted, student-specific, data-driven approaches to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.

Measurable Outcome: The measurable outcome will be to increase the learning gains in the bottom quartile students from 48% to 51% annually.

Monitoring: We will monitor this outcome using i-ready data with testing be held three times throughout the school year. These test will be administered in the Fall, Winter, and Spring. Additionally, final monitoring will come from 2022 FSA results.

Person responsible for monitoring outcome: Crystal Basford (cbasford@rivercityscience.org)

Evidence-based Strategy: 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. Achieve 3000, i-ready, IXL and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats will held between the Coach and Reading/ELA teachers to engage 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. Struggling students will have tutoring available once weekly and students will work in cooperative learning environments to help with content mastery.

Rationale for Evidence-based Strategy: Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher.

Action Steps to Implement

1. Math, ELA, and Reading teachers will participate in monthly data chats to discuss data implications for each bottom quartile student
2. Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.
3. Modified running record collection and analysis on all bottom quartile students
4. Provide training opportunity for all staff members through Kagan instructional practices
5. Provide ongoing coaching for teachers from literacy coach to ensure best practices and strategies are being utilized in the classroom.
6. Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time.
7. Cooperative learning will be used regularly in classes and monitored by instructional coaches for effectiveness (Kagan see #4).

Person Responsible Angela Smith (asmith@rivercityscience.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: If we provide targeted, student-specific, data-driven approaches to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.

Measurable Outcome: The measurable outcome will be to increase the learning gains in the bottom quartile students from 38% to 41% annually.

Monitoring: 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 2022 FSA results.

Person responsible for monitoring outcome: Danielle Hellyer (dhellyer@rivercityscience.org)

Evidence-based Strategy: 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, and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats will held between the math coach and math teachers to engage 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.

Rationale for Evidence-based Strategy: Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher.

Action Steps to Implement

1. Math, ELA, and Reading teachers will participate in monthly data chats to discuss data implications for each bottom quartile student
2. Math teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.
3. Modified running record collection and analysis on all bottom quartile students
4. Provide training opportunity for all staff members through Kagan instructional practices
5. Provide ongoing coaching for teachers from math coach to ensure best practices and strategies are being utilized in the classroom.
6. Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time.
7. Cooperative learning will be used regularly in classes and monitored by instructional coaches for effectiveness.

Person Responsible Angela Smith (asmith@rivercityscience.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Provide targeted, student specific, data driven approach to increase the academic achievement for 8th grade science students. While our 8th grade science score is above the state average, it does not meet our expectations as a STEM focused school.

Measurable Outcome: The measurable outcome for 8th grade science course will increase by 3% with a target of 57% proficiency or higher.

Monitoring: We will monitor this outcome using benchmark 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 2022 FSA results.

Person responsible for monitoring outcome: Jennifer Albertson (jalbertson@rivercityscience.org)

Evidence-based Strategy: We will implement the evidence-based strategies of targeted small group instruction and data chats to attempt to improve our overall proficiency scores. These strategies will be implemented in all our 6th, 7th, and 8th grade science classrooms not only because the test covers an accumulation of standards, but to ensure that our scores will increase consistently overtime. In order to successfully implement these strategies, we will also be putting into place standards-based benchmark assessments and standards-based documentation tools to help the teachers and students increase awareness of achievement as the year progresses.

Rationale for Evidence-based Strategy:

1. 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.
2. 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.

Action Steps to Implement

1. Middle math teachers will participate in monthly data chats to discuss data implications
2. Middle Math teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.
3. Classroom teachers will collaborate with the science coach to support students throughout the year.
6. Weekly tutoring will be available to all students to aid in content mastery and provide additional practice time.
7. Cooperative learning will be used regularly in classes and monitored by instructional coaches for effectiveness.

Person Responsible Jennifer Albertson (jalbertson@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 school year, our suspensions included 1 In School Suspension and 10 Out of School Suspensions. Our numbers for suspensions were down nearly half from the previous school year. Although this may be due to the total number of on-campus students being less due to our virtual option for Covid, we hope to see a similar number for this school year as well. Looking at our incidents, most came from aggression or offensive language towards others. Last year, our students did not transition from class to class as part of our Covid safety protocol. It was not hard to see the students growing restless with each other and friction between classmates started to peak as the school year progressed. This year, we decided that it was best for our students to be able to transition from class to class to be able to have that break and movement in their day. In addition to adding back transitions, we will continue to highlight Character Education. As a school of character, we will continue to focus on infusing character education in our school to help promote acts of kindness and empathy towards others. We have also introduced a program called Calm Classroom as mentioned previously. Teachers have been given these tools and techniques to share with our students at least twice a day but also have the flexibility to use them more often when they feel their students need that break. Calm Classroom includes "The daily practice of mindful breathing, stretching, focusing and relaxation exercises cultivates a greater sense of self-awareness, mental focus and emotional resilience within educational spaces."

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.

At River City Science Academy, all students are involved in a multitude of Character Trait developing activities. The school adopts philanthropies each year to raise money, items, and awareness to several community programs including the Jacksonville Humane society,

Wolfson's Children's Hospital, Mandarin Food Bank, and more. These philanthropies coincide with our monthly character traits. Throughout the school you will find in each classroom a display of our monthly traits that include responsibility & respect, empathy, courage & teamwork, gratitude, generosity, perseverance & leadership, kindness, citizenship, honesty and self-esteem. Students are taught not only the definition of these vital traits, but the acts that express them. Each month teachers focus on these traits and have students that represent these traits well be chosen as our Student Of the Month. The students are recognized with a certificate, special gifts, and breakfast/treats with our admin team. In addition, each classroom sets their space up in a calm and welcoming environment. There is a Cool down corner with proper calming tools and/or reflection papers in every classroom. Students participate in Calm Classroom routines twice a day to focus on their social emotional well being and give them the necessary break they need. This positive culture and environment is felt throughout the halls as students are always greeted by their names, checked in on, given words of affirmation, and positive incentives each day.

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

Our school stakeholders for creating this environment include the teachers, admin team, support staff, and students. In addition our parents play a huge role in the positive culture and environment as we include them just as our school family with decisions and events. As mentioned previously, our school collaborates with several philanthropes and community partnerships to raise money, collect items, and bring awareness to their organizations through our character development programs. Teachers set the tone daily in their classrooms, the administration team works to build relationships with all students, our support staff work hand in hand with our students and teachers to create a positive environment, and our students are given the tools and freedom to express their emotions and empathize with others.