



# Table of Contents

- SIP Authority ..... 1
- I. School Information..... 3
  - A. School Mission and Vision..... 3
  - B. School Leadership Team..... 3
  - C. Stakeholder Involvement and Monitoring ..... 6
  - D. Demographic Data ..... 9
  - E. Early Warning Systems ..... 10
- II. Needs Assessment/Data Review ..... 13
  - A. ESSA School, District, State Comparison..... 14
  - B. ESSA School-Level Data Review ..... 15
  - C. ESSA Subgroup Data Review ..... 16
  - D. Accountability Components by Subgroup ..... 19
  - E. Grade Level Data Review..... 22
- III. Planning for Improvement ..... 23
- IV. Positive Culture and Environment ..... 29
- V. Title I Requirements (optional) ..... 33
- VI. ATSI, TSI and CSI Resource Review..... 41
- VII. Budget to Support Areas of Focus ..... 42

## School Board Approval

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

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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The mission of River City Science Academy Middle High 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

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The vision of River City Science Academy Middle High is:

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

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Yakup Ustaomer

#### Position Title

Principal

#### Job Duties and Responsibilities

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The principal is responsible for providing educational leadership and ensuring a positive school environment that promotes student learning and achievement. The principal's primary responsibilities consist of overseeing school operations, curriculum development and implementation, recruiting and maintaining staff, communication with staff, parents, and the community, budget management,

compliance, and fostering a safe and supportive school environment.

## **Leadership Team Member #2**

### **Employee's Name**

Jamey Hough

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The assistant principal supports the principal in managing the school and enhancing the educational environment, focusing on student achievement, staff development, and school operations. The assistant principal's key responsibilities are assisting the principal in daily operations and decision-making, scheduling and organization of school events, academic oversight, staff development, promoting open lines of communication between administration, staff, students, and parents, crisis management, data analysis, and community engagement.

## **Leadership Team Member #3**

### **Employee's Name**

Gretchen Schumacher

### **Position Title**

Academic Dean (Middle School)

### **Job Duties and Responsibilities**

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The Academic Dean is responsible for the overall academic direction of RCSA, ensuring high standards of teaching and learning. This role involves leadership in curriculum development, faculty oversight, and academic policy implementation. The Academic Dean's primary responsibilities are academic leadership, curriculum development, student support, policy implementation, assessment and improvement, and collaboration.

## **Leadership Team Member #4**

### **Employee's Name**

Jason Dalton

### **Position Title**

Academic Dean (High School)

### **Job Duties and Responsibilities**

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The Academic Dean is responsible for the overall academic direction of RCSA, ensuring high

standards of teaching and learning. This role involves leadership in curriculum development, faculty oversight, and academic policy implementation. The Academic Dean's primary responsibilities are academic leadership, curriculum development, student support, policy implementation, assessment and improvement, and collaboration.

## **Leadership Team Member #5**

### **Employee's Name**

Alyssa Ruvoli

### **Position Title**

Dean of Students (Middle School)

### **Job Duties and Responsibilities**

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The Dean of Students is responsible for enhancing the overall student experience by providing leadership in student affairs, promoting student engagement, and ensuring a safe and supportive campus environment. The Dean of Students primarily oversees student discipline, parent communication, crisis management, school safety, policy compliance and implementation, and facilitating effective communication between students, families, and administration.

## **Leadership Team Member #6**

### **Employee's Name**

Andrea Mauldin

### **Position Title**

Dean of Students (High School)

### **Job Duties and Responsibilities**

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The Dean of Students is responsible for enhancing the overall student experience by providing leadership in student affairs, promoting student engagement, and ensuring a safe and supportive campus environment. The Dean of Students primarily oversees student discipline, parent communication, crisis management, school safety, policy compliance and implementation, and facilitating effective communication between students, families, and administration.

## 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.*

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RCSA Middle-High works diligently to ensure various stakeholders (school leadership team, teachers and school staff, parents and families, and students) play a part in structuring the School Improvement plan. Communication is key in ensuring these parties are informed about RCSA's mission, vision and SIP development process. Newsletters, social media posts, and emails are sent out with meetings being held to discuss the purpose and goals. Meetings (both informal and formal), surveys, questionnaires, and focus groups are used to gather input from a variety of stakeholders. Feedback is consistently requested and welcomed until clear goals are established and it is refined. Roles and responsibilities are then outlined. Ongoing feedback allows RCSA to adapt and improve the SIP as needed.

### 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))

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To ensure the effective implementation of the School Improvement Plan (SIP) and its impact on increasing student achievement—especially for those facing the greatest achievement gaps—a systematic monitoring and revision process is essential.

#### Establish Clear Metrics

- **Academic Performance Data:** Use standardized test scores, classroom assessments, and progress monitoring tools to evaluate student performance against state academic standards.
- **Participation Rates:** Track attendance in programs designed to support students with achievement gaps, such as tutoring or intervention programs.
- **Behavioral Indicators:** Monitor discipline referrals and engagement levels to assess the overall school climate.

#### b. Frequent Data Collection

- **Quarterly Assessments:** Conduct regular assessments (e.g., quarterly) to gauge student progress and identify areas needing attention.



- **Formative Assessments:** Utilize ongoing assessments in the classroom to provide immediate feedback on student learning.

#### c. Stakeholder Check-Ins

- **Regular Meetings:** Schedule regular meetings with teachers, school leaders, and staff to discuss implementation progress, challenges, and strategies.
- **Student Feedback:** Collect input from students through surveys or focus groups about their learning experiences and needs.

### 2. Evaluating Impact on Student Achievement

#### a. Analyze Data Trends

- **Data Reviews:** Conduct periodic reviews of academic performance data to identify trends, particularly for students in vulnerable groups.
- **Disaggregated Data Analysis:** Examine data by subgroups (e.g., race, socioeconomic status, special education) to pinpoint achievement gaps.

#### b. Program Effectiveness

- **Assess Intervention Programs:** Evaluate the effectiveness of specific programs aimed at closing achievement gaps by analyzing their impact on student outcomes.

### 3. Revision of the SIP Based on Feedback

#### a. Stakeholder Engagement in Revisions

- **Feedback Loops:** Establish formal mechanisms (e.g., surveys, focus groups) for stakeholders to provide feedback on the SIP's effectiveness and suggest improvements.
- **Collaborative Review Sessions:** Hold workshops or meetings with stakeholders to collaboratively review progress and discuss potential adjustments to the SIP.

#### b. Responsive Adjustments

- **Data-Driven Revisions:** Use the collected data and stakeholder feedback to make informed decisions about necessary changes in strategies, programs, or resources.
- **Flexible Planning:** Allow for adaptations in the SIP throughout the academic year, ensuring that it remains responsive to emerging needs.

### 4. Continuous Improvement Culture

#### a. Professional Development

- **Ongoing Training:** Provide professional development for teachers and staff based on identified areas of need to enhance instructional practices and support student achievement.

#### b. Communication of Progress

- **Regular Updates:** Keep all stakeholders informed about progress and changes to the SIP, reinforcing transparency and accountability.

#### c. Celebrating Successes

- **Acknowledge Improvements:** Celebrate milestones and achievements to motivate and engage stakeholders in the continuous improvement process.

Conclusion

By implementing a structured monitoring and revision process, the school can ensure that the SIP remains relevant and effective in increasing student achievement, particularly for those facing the greatest challenges. Continuous stakeholder engagement will be key to fostering a collaborative environment focused on achieving academic excellence for all students.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 6-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>50.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>54.1%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: A 2019-20:</b>

## 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							35	38	53	126
One or more suspensions							5	17	21	43
Course failure in English Language Arts (ELA)							0	3	3	6
Course failure in Math							0	0	1	1
Level 1 on statewide ELA assessment							15	13	16	44
Level 1 on statewide Math assessment							7	10	6	23
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
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										0

#### 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							0	0	0	0
Students retained two or more times										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)

### 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
	9	10	11	12	
Absent 10% or more school days	48	49	61	74	232
One or more suspensions	5	11	8	4	28
Course failure in English Language Arts (ELA)	10	6	6	0	22
Course failure in Math	6	4	5	0	15
Level 1 on statewide ELA assessment	12	11	5	0	28
Level 1 on statewide Algebra assessment	2	4	8	9	23

### 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
	9	10	11	12	
Students with two or more indicators					0

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **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 *	73	49	55	64	46	50	76	45	51
ELA Grade 3 Achievement **									
ELA Learning Gains	69	54	57				65		
ELA Learning Gains Lowest 25%	67	53	55				49		
Math Achievement *	78	48	45	76	44	38	79	37	38
Math Learning Gains	63	49	47				58		
Math Learning Gains Lowest 25%	68	50	49				62		
Science Achievement *	65	65	68	67	62	64	75	43	40
Social Studies Achievement *	87	72	71	86	66	66	87	53	48
Graduation Rate	94	90	90	95	88	89	98	50	61
Middle School Acceleration	76			77			64	52	44
College and Career Readiness	74	78	67	80	77	65	81	63	67
ELP Progress	32	46	49	42	37	45	42		

\*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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	846
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	72%	70%	64%		68%	69%

\* 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	54%	No		
English Language Learners	59%	No		
Asian Students	87%	No		
Black/African American Students	68%	No		
Hispanic Students	64%	No		
Multiracial Students	77%	No		
White Students	72%	No		
Economically Disadvantaged Students	67%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	55%	No		
English Language Learners	42%	No		
Asian Students	89%	No		
Black/African American Students	71%	No		
Hispanic Students	76%	No		
Multiracial Students	81%	No		
White Students	73%	No		
Economically Disadvantaged Students	71%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
English Language Learners	49%	No		
Native American Students				
Asian Students	76%	No		
Black/African American Students	71%	No		
Hispanic Students	67%	No		
Multiracial Students	80%	No		
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	67%	No		

# D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG 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	73%		69%	67%	78%	63%	68%	65%	87%	76%	94%	74%	32%
Students With Disabilities	46%		64%	67%	48%	56%	59%	36%	58%				
English Language Learners	40%		69%	66%	68%	67%	59%	38%	63%		90%		32%
Asian Students	89%		71%	90%	94%	80%		75%	96%	100%			
Black/African American Students	71%		63%	67%	77%	59%	69%	47%	88%	63%	90%	56%	
Hispanic Students	63%		64%	54%	65%	62%	63%	43%	90%	59%	91%	81%	33%
Multiracial Students	79%		73%		76%	61%	80%	67%	100%				
White Students	74%		71%	70%	81%	62%	68%	80%	82%	81%	98%	70%	27%
Economically Disadvantaged Students	68%		66%	63%	75%	60%	66%	56%	83%	68%	88%	73%	33%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%				76%			67%	86%	77%	95%	80%	42%
Students With Disabilities	33%				57%			50%	47%		100%	40%	
English Language Learners	31%				58%			30%	60%				33%
Asian Students	78%				86%			82%	100%	100%			
Black/African American Students	58%				68%			57%	83%	67%	95%	68%	
Hispanic Students	62%				73%			63%	79%	71%	100%	81%	
Multiracial Students	72%				83%			75%	93%				
White Students	65%				77%			69%	88%	76%	92%	80%	36%
Economically Disadvantaged Students	59%				75%			63%	83%	78%	96%	82%	33%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS														S
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS	
All Students	76%		65%	49%	79%	58%	62%	75%	87%	64%	98%	81%	42%	
Students With Disabilities	54%		57%	49%	63%	63%	62%	69%	60%					
English Language Learners	45%		50%	37%	60%	61%	57%	28%	60%				42%	
Native American Students														
Asian Students	80%		59%		87%	73%		71%	87%					
Black/African American Students	71%		59%	38%	75%	55%	67%	78%	80%	78%	100%	77%		
Hispanic Students	71%		67%	44%	75%	44%	52%	60%	91%	56%	100%	75%		
Multiracial Students	81%		58%		85%	76%		86%	93%					
Pacific Islander Students														
White Students	78%		68%	54%	80%	60%	67%	79%	88%	62%	97%	83%	55%	
Economically Disadvantaged Students	73%		61%	50%	76%	55%	64%	70%	80%	56%	96%	70%	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	10	78%	46%	32%	53%	25%
Ela	6	72%	45%	27%	54%	18%
Ela	7	68%	42%	26%	50%	18%
Ela	8	69%	45%	24%	51%	18%
Ela	9	73%	46%	27%	53%	20%
Math	6	83%	44%	39%	56%	27%
Math	7	69%	36%	33%	47%	22%
Math	8	92%	46%	46%	54%	38%
Science	8	38%	37%	1%	45%	-7%
Civics		82%	62%	20%	67%	15%
Biology		77%	68%	9%	67%	10%
Algebra		81%	51%	30%	50%	31%
Geometry		58%	54%	4%	52%	6%
History		92%	68%	24%	67%	25%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		29%	20%	9%	16%	13%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		45%	21%	24%	17%	28%



### 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?

---

ELA achievement scores show the most improvement, moving from 64% proficiency to 73%.

##### Lowest Performance

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

---

ELP progress faced challenges, with a 32% gain amidst an increase in English Language Learner (ELL) students and program inconsistencies. This situation often requires targeted strategies to support diverse learners.

##### Greatest Decline

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

---

Eighth Grade Science proficiency scores declined considerably from the previous year, with the contributing factor primarily being that the majority of students took Biology, leaving the lowest quartile students to be tested.

##### 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.

---

RCSA's ELP data showed the greatest gap at 32% proficiency, while the state average was 49%. Contributing factors include an increase in English Language Learner (ELL) students and program inconsistencies.

##### EWS Areas of Concern

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

---

Reflecting on EWS data, potential areas of concern include:

1. ELP Proficiency
2. Lowest 25% in ELA

These concerns require immediate attention through strategic planning, targeted interventions, and resource allocation to help support affected students.

**Highest Priorities**

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

---

ESOL Curriculum and Resources

Lowest 25% in ELA

ELA Achievement

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

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

### Area of Focus #1

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

### ESSA Subgroups specifically relating to English Language Learners (ELL)

#### Area of Focus Description and Rationale

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

---

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

Description:

ESOL achievement refers to the academic progress of students whose primary language is not English. This area focuses on providing effective language support and instructional strategies to enhance English language proficiency while ensuring access to the broader curriculum. Effective ESOL programs incorporate language development in reading, writing, speaking, and listening, tailored to the needs of diverse learners.

Impact on Student Learning:

ESOL achievement significantly affects student learning by enabling non-native English speakers to fully engage with academic content and participate in classroom activities. When ESOL students receive targeted support, they are more likely to improve their language skills, which directly correlates to better academic performance across subjects. Enhanced English proficiency allows these students to access grade-level materials, communicate effectively with peers and teachers, and build confidence in their abilities, all of which are critical for their overall success in school.

Rationale:

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

#### Measurable Outcome

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

---

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

Current Situation:

Currently, our English Language Proficiency (ELP) score stands at 32%. This score reflects the percentage of ESOL students who meet or exceed the expected benchmarks for language proficiency.

Goal:

The goal is to increase the ELP score to 40% within the next academic year.

Impact on Student Learning:

Achieving this goal will have a significant positive impact on student learning. Increasing the ELP score means that more ESOL students will demonstrate improved language proficiency, allowing them to better engage with the curriculum and access grade-level content. Enhanced language skills will facilitate greater participation in classroom discussions, improved academic performance across subjects, and increased confidence in their abilities. This progress will not only support individual student success but also contribute to a more inclusive learning environment for all students.

Rationale:

The decision to focus on improving the ELP score to 40% was informed by a thorough analysis of data from the previous year. This analysis revealed that many ESOL students were not making adequate progress in their language acquisition, which was reflected in their academic performance. Additionally, feedback from educators highlighted the need for more targeted interventions and resources to support these learners. By setting a clear goal of increasing the ELP score, we aim to implement focused strategies that address the specific needs of our ESOL population, thereby fostering both language development and academic success. Strategies may include differentiated instruction, targeted professional development for teachers, and the integration of culturally relevant materials that engage students in their learning journey.

## Monitoring

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

---

Monitoring ESOL Achievement at RCSA

Monitoring Plan:

The RCSA ESOL Coordinator will play a pivotal role in monitoring progress and ensuring the effectiveness of our initiatives to increase the ELP score from 32% to 40%. The monitoring plan includes the following components:

- 1. FAST PM Data Monitoring:**

- The ESOL Coordinator will regularly analyze FAST PM (Formative Assessment System for Teachers Progress Monitoring) data to track student progress in language proficiency. This data will help identify students who are on track, those needing additional support, and trends in overall performance.

**2. Oversight of ESOL Tutoring Implementation:**

- The coordinator will oversee the implementation of targeted ESOL tutoring sessions. This includes ensuring that tutoring is aligned with individual student needs and assessing the effectiveness of these sessions through ongoing feedback and data collection.

**3. Management of ESOL Intervention Programs:**

- The coordinator will supervise ESOL intervention programs, ensuring that they are effectively addressing the diverse needs of students. Regular assessments will be conducted to evaluate the impact of these programs on student learning and progress.

**4. Facilitation of Family Engagement Programs:**

- The ESOL Coordinator will lead initiatives to engage families in the educational process. This may include workshops, informational sessions, and resources aimed at helping families support their children's language development at home. Engaging families will foster a supportive community around the students' learning journeys.

**Person responsible for monitoring outcome**

Katrina Williamson

**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:**

Evidence-Based Interventions for ESOL Achievement Interventions Being Implemented: Imagine Learning: Description: Imagine Learning is an interactive language and literacy program designed specifically for English language learners. It provides personalized learning experiences through engaging, age-appropriate content that focuses on vocabulary, reading comprehension, and language skills. Target Grade Levels: K-8. Tutoring by Certified Teachers: Description: Certified teachers will provide targeted tutoring sessions to ESOL students. These sessions will focus on individual needs, integrating language development with core subject matter. Target Grade Levels: K-12, with an emphasis on students needing additional support in language proficiency and academic content. Rationale for Selecting These Strategies: Imagine Learning: Research-Based Effectiveness: Studies have shown that Imagine Learning significantly improves language proficiency and literacy skills among ESOL students. The program's adaptive learning technology ensures that each student receives instruction tailored to their unique needs, making it an effective tool for diverse learners. Engagement and Motivation: The interactive nature of Imagine Learning keeps students engaged and motivated, fostering a positive learning environment that encourages language acquisition. Tutoring by Certified Teachers: Personalized Instruction: One-on-one or small group tutoring allows for personalized instruction that can directly address the specific challenges faced by each ESOL student, making learning more relevant and impactful. Expert Guidance: Certified teachers bring a wealth of knowledge and pedagogical skills, ensuring that instruction is grounded in best practices for language acquisition and content learning. Monitoring of Interventions: Monitoring Imagine Learning: Data Tracking: Progress will be monitored through the platform's built-in reporting features, which

track student engagement, completed lessons, and proficiency gains. Regular reports will help identify trends and areas needing further attention. Benchmark Assessments: Periodic benchmark assessments will be conducted to measure language proficiency gains. These assessments will help determine the effectiveness of the program and inform any necessary adjustments to instructional strategies. Monitoring Tutoring Sessions: Session Documentation: Tutors will document each session, noting specific skills targeted and student progress. This documentation will provide insights into individual student growth and areas where further support may be needed. Regular Check-Ins: Monthly meetings will be held with tutors and the ESOL Coordinator to review student progress, discuss challenges, and share successful strategies. This collaborative approach ensures ongoing support and adjustments as needed. Overall Program Evaluation: Comprehensive Data Review: At the end of each grading period, a comprehensive review of ELP data, Imagine Learning progress reports, and tutoring outcomes will be conducted. This analysis will provide a holistic view of student progress and the overall effectiveness of the interventions. Stakeholder Feedback: Surveys will be administered to students and families to gather feedback on the interventions, ensuring that all voices are heard and informing future program adjustments. By implementing and monitoring these evidence-based interventions, we aim to effectively support our ESOL students in achieving the targeted increase in ELP scores and enhancing their overall academic performance.

### **Rationale:**

**Rationale for Selecting These Strategies:** Imagine Learning: Research-Based Effectiveness: Studies have shown that Imagine Learning significantly improves language proficiency and literacy skills among ESOL students. The program's adaptive learning technology ensures that each student receives instruction tailored to their unique needs, making it an effective tool for diverse learners. Engagement and Motivation: The interactive nature of Imagine Learning keeps students engaged and motivated, fostering a positive learning environment that encourages language acquisition. Tutoring by Certified Teachers: Personalized Instruction: One-on-one or small group tutoring allows for personalized instruction that can directly address the specific challenges faced by each ESOL student, making learning more relevant and impactful. Expert Guidance: Certified teachers bring a wealth of knowledge and pedagogical skills, ensuring that instruction is grounded in best practices for language acquisition and content learning.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Identify students in need of Tier III instruction.

#### **Person Monitoring:**

Gretchen Schumacher

#### **By When/Frequency:**

Quarter 1

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

Identifying Students in Need of Tier III Instruction Tier III instruction is designed for students who demonstrate significant difficulties in language acquisition and academic performance despite receiving Tier I and Tier II interventions. Here's how we can identify students who require this level of

support: 1. Data Analysis: Assessment Scores: Review results from standardized assessments, including ELP assessments and state assessments. Students who score significantly below grade level in language proficiency or core subjects should be flagged for Tier III support. FAST PM Data: Analyze FAST PM data to identify students who consistently perform in the lowest percentile for their grade level, particularly in language-related areas such as reading and writing. 2. Progress Monitoring: Response to Interventions: Monitor student progress in response to Tier I and Tier II interventions. Students who show minimal or no improvement over a defined period (e.g., six to eight weeks) may need Tier III support. Regular Check-Ins: Utilize formative assessments and regular check-ins to track student engagement and performance in both language and content areas.

**Action Step #2**

Intensive, Individualized ELA Instruction through Imagine Learning.

**Person Monitoring:**  
Katrina Williamson

**By When/Frequency:**  
45 minutes/week

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

Imagine Learning is a robust, interactive platform designed to support English language learners (ELLs) through personalized, engaging, and adaptive instruction. It focuses on developing critical language skills in reading, writing, speaking, and listening, making it an ideal tool for Tier III instruction for students who need intensive support. Implementation of Intensive Instruction: Personalized Learning Paths: Adaptive Content: Imagine Learning provides customized learning experiences based on each student's current language proficiency level and learning pace. As students engage with the platform, it adapts to their responses, ensuring that they receive targeted instruction that meets their specific needs. Skill Focus: The program covers essential language skills, including vocabulary development, phonemic awareness, grammar, and comprehension strategies, allowing for a well-rounded approach to language acquisition.

**IV. Positive Culture and Environment**

**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

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

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PBIS is a framework aimed at promoting positive behavior in schools to enhance academic and social outcomes. It provides a structured approach to support students' behavioral needs and create a positive school climate.

Grade Level Descriptions:

**1. Middle School Grades (6-8)**

- **Description:** For middle school, PBIS includes more structured interventions and peer mentoring programs. It emphasizes the development of self-regulation and social skills,

with a focus on maintaining a supportive community.

- **Impact on Student Learning:** As students navigate transitional challenges, a strong PBIS framework helps them develop resilience and coping strategies. This support leads to improved academic performance and reduces incidents of disruptive behavior.

## 2. High School Grades (9-12)

- **Description:** At the high school level, PBIS might incorporate more individualized interventions and supports tailored to diverse student needs. It can include mentorship programs and a focus on social-emotional learning.
- **Impact on Student Learning:** By addressing behavioral issues early, PBIS helps create a culture of respect and responsibility. This positively influences attendance, participation, and ultimately graduation rates.

Rationale for Identifying PBIS as a Crucial Need:

- **Data Review Findings:** The prior year's data indicated high rates of disciplinary actions and absenteeism, particularly among specific grade levels. Many students were struggling with behavior that affected their academic performance.
- **Alignment with Goals:** Implementing PBIS aligns with the school's broader goals of improving student engagement and academic achievement while fostering a positive school culture.

Overall, PBIS serves as a critical framework to address behavioral challenges and enhance student learning across all grade levels. By proactively teaching and reinforcing positive behaviors, the school aims to create an environment where all students can thrive academically and socially.

### Measurable Outcome

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

---

#### Measurable Outcome:

- **Goal:** Reduce disciplinary referrals by 10% (to 640) by the end of the school year.

Middle School Grades (6-8)

#### Prior Year Data:

- **Disciplinary Referrals:** 711 referrals for behavioral incidents

### Monitoring

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

---

#### Data Collection:

- **Behavioral Incidents:** Track the number of disciplinary referrals and types of incidents on a monthly basis through Focus.

#### Regular Review Meetings:

- **PBIS Team Meetings:** Hold monthly meetings with the PBIS leadership team to review data



trends, assess the effectiveness of implemented strategies, and identify areas needing adjustment.

- **Professional Development Sessions:** Incorporate findings into ongoing training for staff to ensure everyone is equipped to support PBIS goals.

### **Surveys and Feedback:**

- Conduct regular surveys for students, staff, and parents to gather feedback on the school climate and the perceived effectiveness of PBIS strategies. This qualitative data will complement quantitative metrics.

### **Person responsible for monitoring outcome**

Alyssa Ruvoli

### **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:**

Description of PBIS Implementation PBIS is a comprehensive, evidence-based framework that promotes positive behavior across all school settings. Key components of PBIS include: Clear Expectations: Establishing and teaching a small set of behavioral expectations for students in all settings (e.g., classrooms, hallways, cafeterias). Positive Reinforcement: Implementing a system of rewards to acknowledge and reinforce positive behaviors. This could include praise, privileges, such as Fun Friday, and rewards (Rockets on the Rise). Data-Driven Decision Making: Regularly collecting and analyzing data related to behavior incidents, attendance, and academic performance to inform practices and interventions. Tiered Interventions: Providing varying levels of support based on student needs, with Tier 1 addressing the majority of students, Tier 2 offering targeted interventions, and Tier 3 focusing on intensive, individualized support. Monitoring the Identified Interventions Behavioral Data Tracking: Utilize a data management system to record and analyze disciplinary referrals, ensuring that data is disaggregated by grade level, type of Feedback Mechanisms: Conduct surveys and focus groups with students, staff, and families to gather qualitative feedback on the effectiveness of PBIS strategies. This will inform future adjustments and enhancements. By implementing and closely monitoring these evidence-based PBIS strategies, the school aims to foster a positive environment that supports academic achievement and behavioral success for all students.

#### **Rationale:**

Rationale for Selecting PBIS Research Support: PBIS has a robust body of research demonstrating its effectiveness in improving student behavior, academic outcomes, and overall school climate. Studies show that schools implementing PBIS see reductions in disciplinary incidents and improvements in academic performance. Alignment with School Goals: PBIS directly aligns with the school's goals of enhancing student engagement, reducing disciplinary referrals, and improving attendance, making it a strategic choice. Flexibility and Scalability: PBIS can be tailored to fit the unique needs of the school community and can scale across all grade levels, making it suitable for a diverse student population.

#### **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**

PBIS Planning &amp; Implementation

**Person Monitoring:**

Andrea Mauldin

**By When/Frequency:**

Monthly

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

Action Steps for PBIS Implementation Monthly PBIS Meetings: Action: Hold monthly meetings with the PBIS team, including teachers, administrators, and support staff, to review data, discuss strategies, and plan initiatives. Purpose: These meetings will focus on analyzing behavioral data, identifying trends, and determining the effectiveness of current PBIS practices. Monthly Rewards: Action: Implement a monthly rewards system where students demonstrating positive behavior can earn incentives, such as extra recess time, special events, or recognition in school assemblies. Purpose: This rewards system is designed to reinforce positive behaviors and motivate students to adhere to school expectations. Weekly Recognition for Positive Behavior: Action: Establish a system for weekly recognition of students who exhibit exemplary behavior, such as "Student of the Week" awards or shout-outs during morning announcements. Purpose: Regular recognition helps build a culture of positivity and encourages students to model appropriate behaviors consistently. Monitoring the Impact of Action Steps Data Analysis: Behavioral Incident Reports: Track the number of disciplinary referrals before and after implementing the action steps. This data will help determine if there's a reduction in negative behaviors following monthly meetings and rewards. Attendance Records: Monitor attendance rates to see if increased recognition and positive reinforcement lead to improved attendance, particularly among students with previous absenteeism. Feedback Surveys: Student and Staff Surveys: Conduct periodic surveys to gather feedback from students and staff about the perceived effectiveness of the monthly rewards and recognition systems. This feedback will help assess engagement and the overall school climate. Participation Rates: Engagement in Rewards Programs: Track participation in the monthly rewards program to gauge student interest and involvement. An increase in participation would suggest that students are motivated by the recognition system. Review Meeting Outcomes: Follow-Up on Meeting Action Items: Document the outcomes and action items from each monthly PBIS meeting. Assess the implementation of these items and their impact on behavior and academic performance over time. Quarterly Data Review: Comprehensive Data Analysis: At the end of each quarter, conduct a thorough review of behavioral data, attendance records, and feedback results. This will provide insight into the overall effectiveness of the PBIS strategies and inform any necessary adjustments. By systematically implementing these action steps and monitoring their impact, the school can ensure that PBIS strategies are effectively contributing to a positive school environment and improved student outcomes.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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

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

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<https://www.rivercityscience.org/governing-board-rcsa>

To effectively share the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Plan (SWP) with all stakeholders—students, families, school staff and leadership, and local businesses and organizations—we will implement a comprehensive dissemination strategy that ensures transparency and accessibility. This plan includes multiple methods to reach diverse audiences and will prioritize clear communication.

#### 1. Digital Platforms:

- **School Website:** The SIP will be published on the school's official website in a dedicated section for stakeholders.
- **Email Newsletters:** Weekly newsletters will include summaries of the SIP and updates on progress. Links to full documents will be provided for those interested in more details.

#### 2. Meetings and Workshops:

- **Stakeholder Meetings:** Scheduled meetings will be held to present the SIP to parents, staff, and community members. These meetings will include Q&A sessions to encourage dialogue and feedback.

#### 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))

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To fulfill the school's mission, support student needs, and keep parents informed about their child's progress, we are implementing a comprehensive strategy focused on building strong, positive relationships with parents, families, and community stakeholders. This approach includes the following components:

### 1. Regular Communication:

- **Weekly Updates:** The school will provide weekly newsletters or emails to parents, highlighting important announcements, upcoming events, and resources available to support their child's learning.
- **Parent-Teacher Conferences:** Scheduled conferences will allow for face-to-face discussions about student progress, fostering a collaborative environment for setting academic goals and addressing concerns.

### 2. Family Engagement Programs:

- **Workshops and Information Sessions:** We will host workshops that educate parents about the curriculum, instructional strategies, and tools like Imagine Learning. These sessions will empower families to support their children's learning at home.
- **Cultural Events:** Organizing events that celebrate diverse cultures will create an inclusive atmosphere, inviting families to share their traditions and enhancing community bonds.

### 3. Collaborative Decision-Making:

- **Parent Advisory Committees:** Establishing committees that include parent representatives will give families a voice in school policies and practices, fostering a sense of ownership and collaboration in the educational process.

## 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))

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To enhance the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, the school will implement a comprehensive strategy that includes targeted initiatives in our identified Area of Focus: **ESOL Achievement**.

### 1. Enhanced Curriculum Design:

- **Differentiated Instruction:** Curriculum will be designed to accommodate diverse learning needs, with specific strategies for ESOL students to ensure they can access grade-level content while developing language skills. This includes the integration of scaffolding techniques and culturally relevant materials.
- **STEM and Arts Integration:** Expand the curriculum to include more STEM (Science, Technology, Engineering, and Mathematics) and arts integration, promoting critical thinking and creativity. This approach will be particularly beneficial for engaging students and enhancing problem-solving skills.

**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))

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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))

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To ensure that students receive holistic support that extends beyond academics, the school has developed a multifaceted approach encompassing counseling, mental health services, specialized support services, mentoring, and various extracurricular strategies. Here's how we implement these services:

#### 1. Counseling Services:

- **School Counselors:** The school employs counselors who provide assistance in choosing appropriate courses and track student performance and provide interventions for those who may be struggling academically.

#### 2. School-Based Mental Health Services:

- **Mental Health Awareness Programs:** FUN-da-MENTAL Fridays are held monthly to promote mental health awareness and educate students about available resources.

#### 3. Specialized Support Services:

- **Individualized Education Programs (IEPs):** For students with special needs, the school develops IEPs that provide tailored educational plans and support services, ensuring their unique needs are met.
- **Response to Intervention (RTI):** Implementing an RTI framework allows for early identification and support for students struggling academically or behaviorally, providing targeted interventions at varying levels of intensity.

#### 4. Mentoring Services:

- **Peer Mentoring Programs:** The school facilitates peer mentoring initiatives (IGNITE Peer Mentorship Program) that connect upper-grade students with younger students, fostering relationships that promote academic and social support.
- **Adult Mentoring:** Programs that pair students with community volunteers or staff members provide additional guidance, encouragement, and positive role models to help students navigate challenges.

#### 5. Extracurricular Activities:

- **Clubs and Organizations:** A variety of clubs, such as art, music, sports, and cultural organizations, provide students with opportunities to explore their interests, develop new skills,

and build friendships outside of the classroom.

- **Leadership Programs:** Opportunities for leadership development through student councils, service projects, and workshops help students cultivate essential life skills such as teamwork, communication, and problem-solving.

### **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))

To effectively prepare students for postsecondary opportunities and the workforce, the school implements a comprehensive approach that includes career and technical education (CTE) programs, access to advanced coursework, and resources to help students explore various pathways. Here's how we facilitate this preparation:

#### **1. Career and Technical Education (CTE) Programs:**

- **CTE Course Offerings:** The school provides a CTE program that equip students with practical skills. These programs combine classroom instruction with hands-on experience.
- **Industry Partnerships:** Collaborations with local businesses and organizations ensure that CTE curricula remain relevant to industry standards and provide students with real-world learning opportunities, such as internships and job shadowing.

#### **2. Broadening Access to Advanced Coursework:**

- **Dual Enrollment Programs:** The school partners with local colleges and universities to offer dual enrollment courses, allowing students to earn college credit while still in high school. This program helps students get a head start on their postsecondary education.
- **Advanced Placement (AP) Courses:** Students have the opportunity to take AP courses that challenge them academically and prepare them for college-level work. Successful completion of these courses can result in college credit.

#### **3. Career Exploration and Counseling:**

- **Career Counseling Services:** School counselors provide individualized career counseling to help students identify their interests, strengths, and potential career paths. This includes discussions about CTE, vocational training, and college options.

### **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)).

To effectively prevent and address problem behavior within the school, we have implemented a schoolwide tiered model that aligns with the principles of Positive Behavioral Interventions and Supports (PBIS). This model integrates early intervening services, ensuring that students receive the

appropriate level of support based on their individual needs, particularly in coordination with services outlined under the Individuals with Disabilities Education Act (IDEA).

### 1. Tiered Support Framework:

- **Tier 1: Universal Prevention**
  - **Schoolwide Expectations:** Establish clear, positive behavior expectations for all students, communicated through assemblies, classroom instruction, and visual reminders throughout the school.
  - **Proactive Strategies:** Implement schoolwide strategies to reinforce positive behavior, such as recognition programs, positive reinforcement systems, and classroom management techniques that promote a positive learning environment.
  - **Data Monitoring:** Utilize behavioral data (e.g., office referrals, attendance records) to identify trends and monitor the overall effectiveness of Tier 1 interventions.
- **Tier 2: Targeted Interventions**
  - **Small Group Interventions:** Provide targeted support for students who exhibit at-risk behavior but do not require intensive support. This may include social skills groups, mentoring programs, or check-in/check-out systems.
  - **Behavioral Contracts:** Develop individualized behavior contracts that outline specific goals and expectations for students, involving both the student and their families in the process.
  - **Progress Monitoring:** Regularly assess the effectiveness of Tier 2 interventions through data collection, adjusting strategies as necessary based on student response.
- **Tier 3: Intensive Support**
  - **Individualized Interventions:** For students with significant behavioral challenges, develop individualized support plans that may include counseling, behavioral therapy, and academic support tailored to their specific needs.
  - **Collaboration with Specialists:** Involve school psychologists, social workers, and special education staff to provide comprehensive support and ensure that interventions align with the needs of students with disabilities.
  - **Crisis Intervention Plans:** Create and implement crisis intervention plans for students who require immediate and intensive support to address severe behavioral issues.

### 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)).

To enhance instruction and improve the use of data from academic assessments, the school is committed to ongoing professional learning and targeted activities for teachers, paraprofessionals, and other school personnel. Additionally, we focus on strategies to recruit and retain effective



educators, especially in high-need subjects. Here's a comprehensive overview of our approach:

### 1. Professional Development Programs:

- **Data-Driven Instruction Workshops:** Regular workshops focused on how to analyze and use data from academic assessments to inform instructional practices. These sessions include training on assessment tools, interpreting data reports, and adjusting teaching strategies based on student performance.
- **Collaborative Learning Communities:** Establish professional learning communities (PLCs) where educators can collaborate, share best practices, and discuss data-driven decision-making. This peer support encourages continuous improvement and shared accountability for student outcomes.

### 2. Instructional Coaching:

- **On-Site Coaches:** Employ instructional coaches who provide personalized support to teachers in high-need subjects. Coaches work alongside educators to model effective teaching strategies, assist with lesson planning, and analyze student data.
- **Feedback and Reflection:** Coaches facilitate reflective practices by providing constructive feedback on teaching methods and helping teachers set professional growth goals based on observed practices.

### 3. Targeted Training for High-Need Subjects:

- **Content-Specific Workshops:** Offer specialized training for teachers in high-need subjects (e.g., math, science, special education) that addresses the unique challenges and instructional strategies relevant to these areas.
- **Partnerships with Higher Education:** Collaborate with local universities to provide subject-specific training and professional development opportunities, ensuring teachers have access to the latest research and methodologies.

### 4. Recruitment and Retention Strategies:

- **Incentives for High-Need Areas:** Develop incentive programs such as signing bonuses, relocation assistance, and professional development stipends to attract teachers to high-need subjects and areas.
- **Mentorship Programs:** Establish mentorship programs for new teachers, pairing them with experienced educators who can provide guidance, support, and resources during their transition into the teaching profession.
- **Career Advancement Opportunities:** Create pathways for career advancement within the school system, such as leadership roles in curriculum development or mentoring, to encourage teachers to stay long-term.

### 5. Paraprofessional Training and Support:

- **Ongoing Training for Paraprofessionals:** Provide targeted professional development for paraprofessionals that focuses on supporting classroom instruction, using data to assist students, and understanding instructional strategies.

- **Collaboration with Teachers:** Foster collaborative practices between teachers and paraprofessionals, ensuring that paraprofessionals are integral members of the instructional team and understand their roles in supporting student learning.

**6. Family and Community Engagement:**

- **Workshops for Families:** Offer workshops that involve families in the educational process, helping them understand academic assessments and how they can support their children's learning at home.
- **Community Partnerships:** Collaborate with community organizations to provide additional resources and professional development opportunities, enhancing the support network for teachers and staff.

**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))

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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.

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## VII. Budget to Support Areas of Focus

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

**No**

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