

Duval County Public Schools

RIVER CITY SCIENCE ACADEMY



2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

yustaomer@rivercityscience.org

Position Title

Principal

Job Duties and Responsibilities

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

jough@rivercityscience.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

gschumacher@rivercityscience.org

Position Title

Academic Dean (Middle School)

Job Duties and Responsibilities

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

jdalton@rivercityscience.org

Position Title

Academic Dean (High School)

Job Duties and Responsibilities

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

aruvoli@rivercityscience.org

Position Title

Dean of Students (Middle School)

Job Duties and Responsibilities

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

Belicia Brannon

bcurtis@rivercityscience.org

Position Title

Dean of Students (High School)

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

1. Evaluating Impact on Student Achievement

2. 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.

1. Program Effectiveness

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

1. Revision of the SIP Based on Feedback

2. 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.

1. 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.

1. Continuous Improvement Culture

2. 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.

1. **Communication of Progress**

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

1. **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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							156	146	143	445
Absent 10% or more school days							4	5	5	14
One or more suspensions							2	29	18	49
Course failure in English Language Arts (ELA)									3	3
Course failure in Math								2	1	3
Level 1 on statewide ELA assessment							6	11	6	23
Level 1 on statewide Math assessment							8	3	6	17
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 2025-26

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							6	3	6	15

Current Year 2025-26

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

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

Prior Year (2024-25) 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							35	38	53	126
One or more suspensions							5	17	21	43
Course failure in English Language Arts (ELA)								3	3	6
Course failure in Math									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

Prior Year (2024-25) 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	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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 (2025-26)

Using 2024-25 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	
School Enrollment	167	141	136	135	579
Absent 10% or more school days					0
One or more suspensions	8	9	12	3	32
Course failure in English Language Arts (ELA)			2	5	7
Course failure in Math			2		2
Level 1 on statewide ELA assessment	21	7	3		31
Level 1 on statewide Algebra assessment	5				5

Current Year (2025-26)

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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		22
Course failure in Math	6	4	5		15
Level 1 on statewide ELA assessment	12	11	5		28
Level 1 on statewide Algebra assessment	2	4	8	9	23

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	79	54	59	73	49	55	64	46	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	56	58	69	54	57			
ELA Lowest 25th Percentile	62	55	56	67	53	55			
Math Achievement*	89	52	49	78	48	45	76	44	38
Math Learning Gains	72	48	47	63	49	47			
Math Lowest 25th Percentile	77	48	49	68	50	49			
Science Achievement	72	70	72	65	65	68	67	62	64
Social Studies Achievement*	91	76	75	87	72	71	86	66	66
Graduation Rate	98	93	92	94	90	90	95	88	89
Middle School Acceleration	87			76			77		
College and Career Acceleration	71	79	69	74	78	67	80	77	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	47	52	32	46	49	42	37	45

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	922
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
77%	71%	72%	70%	64%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	55%	No		
English Language Learners	69%	No		
Asian Students	89%	No		
Black/African American Students	80%	No		
Hispanic Students	75%	No		
Multiracial Students	83%	No		
White Students	77%	No		
Economically Disadvantaged Students	76%	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.

F	2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
	All Students	79%		64%	62%	89%	72%	77%	72%	91%	87%	98%	71%	60%
	Students With Disabilities	52%		55%	54%	65%	65%	63%	21%	68%				
	English Language Learners	61%		62%	55%	83%	73%	74%	60%	85%	62%	100%	50%	60%
	Asian Students	91%		73%		98%	82%		93%	95%	92%			
	Black/African American Students	78%		67%	83%	92%	72%	83%	69%	92%	93%	100%	56%	
	Hispanic Students	75%		62%	63%	82%	63%	69%	70%	90%	91%	96%	77%	57%
	Multiracial Students	88%		63%		88%	88%			89%				
	White Students	79%		62%	59%	90%	74%	78%	70%	90%	83%	99%	73%	61%
	Economically Disadvantaged Students	76%		62%	63%	88%	71%	79%	70%	91%	86%	98%	67%	59%
15/2025														

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 PROGR
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	84%	53%	31%	58%	26%
ELA	6	81%	48%	33%	60%	21%
ELA	7	73%	48%	25%	57%	16%
ELA	8	75%	47%	28%	55%	20%
ELA	9	80%	50%	30%	56%	24%
Math	6	94%	47%	47%	60%	34%
Math	7	67%	43%	24%	50%	17%
Math	8	95%	47%	48%	57%	38%
Science	8	45%	37%	8%	49%	-4%
Civics		88%	66%	22%	71%	17%
Biology		82%	73%	9%	71%	11%
Algebra		85%	53%	32%	54%	31%
Geometry		87%	57%	30%	54%	33%
History		92%	71%	21%	71%	21%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	22%	-8%	16%	-2%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		27%	17%	10%	29%	-2%

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		31%	23%	8%	18%	13%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The data component showing the most improvement was our ELL subgroups. In ELA, achievement improved from 40% to 61%. In Math, achievement improved from 68% to 73%. In Science, achievement improved from 38% to 60%.

Several actions were taken in this area to improve ELL scores:

FAST PM Data Monitoring to identify those in need of interventions.

Oversight of ESOL Tutoring Implementation.

Management of ESOL Intervention Programs (with regular assessments)

Facilitation of Family Engagement Programs (informational sessions and resources)

Lowest Performance

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

The data component showing the lowest performance was our SWD Group, specifically in Science. Achievement in the group declined from 36% to 21%. A contributing factor is the push-in services for those students are typically provided in ELA and Math.

Greatest Decline

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

The data component showing the greatest decline was our SWD Group, specifically in Science. Achievement in the group declined from 36% to 21%. A contributing factor is the push-in services for those students are typically provided in ELA and Math.

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.

N/A

EWS Areas of Concern

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

One key area of concern identified from the EWS data is student attendance. Chronic absenteeism continues to impact overall academic performance, engagement, and student success. Even more pressing is the issue of tardiness, which appears to be an even greater challenge. Frequent tardies result in consistent loss of instructional time, disrupting not only the learning of the tardy student but also the flow of classroom instruction.

Highest Priorities

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

Top Priorities for School Improvement

- 1. Students with Disabilities (SWD) – Science Achievement**

Improving science outcomes for SWD is a top priority. Focus will be placed on differentiated instruction, access to hands-on learning, and support strategies aligned with IEP goals to close the achievement gap in science.

- 2. Attendance**

Chronic absenteeism and frequent tardiness hinder student progress. Increasing daily attendance and on-time arrival through parent outreach, incentives, and accountability measures will be critical for academic success.

- 3. English Language Learners (ELL)**

Enhancing support for ELL students is essential for equity and progress. Priority will be given to language development strategies, sheltered instruction, and professional development for staff to better meet the needs of multilingual learners.

- 4. Classroom Engagement**

Increasing student engagement is key to improving academic outcomes and behavior. This includes fostering active participation, incorporating culturally responsive teaching, and using data to inform instructional strategies.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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.

RCSAMH will focus on targeted Science interventions for students with Exceptional Student Education (ESE) needs. While push-in services are not provided in Science Class, the intervention strategy will include pulling students in small groups (during intervention block) and utilizing grade-level science texts and materials to address both science content and relevant reading standards. This integrated approach ensures students receive academic support aligned to the general education curriculum while simultaneously reinforcing literacy skills essential for success in science.

Measurable Outcome

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.

RCSA will implement targeted small group science interventions for SWD students, using grade-level science materials that also address reading standards. The goal is to reverse the declining trend and improve Science proficiency for this group.

- **Goal:** Increase the percentage of Grade 5 SWD students scoring **Level 3 or above** on the 2026 Statewide Science Assessment from **21% to 40%**.

This goal represents a **19-percentage-point increase**, grounded in a strategic intervention plan and informed by the previous year's data. Progress will be monitored quarterly through science benchmark assessments and formative reading checks aligned to science content.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure progress toward the desired outcome, RCSAMH will implement a structured monitoring process that tracks both the **implementation** of science interventions and their **impact** on student performance.

Monitoring Implementation:

- **Small Group Intervention Logs:** Teachers will document the frequency, focus, and student participation in targeted science intervention sessions for SWD students. Logs will be reviewed monthly by the academic leadership team.
- **Lesson Plan Reviews:** Instructional coaches and administrators will review lesson plans to ensure grade-level science texts and reading standards are being integrated effectively during intervention time.
- **Classroom Walkthroughs:** Administration will conduct biweekly walkthroughs with a specific look-for checklist aligned to science instruction for SWD students.

Monitoring Impact:

- **Progress Monitoring (PM1 to PM2):**
RCSAMH will analyze data from the **State Progress Monitoring Assessments** (PM1 and PM2) to assess growth in science-related standards, with a focus on SWD subgroup performance. Comparison of PM1 to PM2 will highlight trends in comprehension, content knowledge, and vocabulary development.
- **Data Meetings:** Grade-level teams will meet monthly to review data, adjust intervention groups, and identify additional supports or instructional strategies needed for SWD students not making adequate progress.

This multi-tiered monitoring approach ensures fidelity of implementation and supports timely adjustments, increasing the likelihood of meeting the measurable outcome goal of raising SWD proficiency in science from 21% to 40% by the end of the 2025-2026 school year.

Person responsible for monitoring outcome

Jamey Hough

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Graphic Organizers and Visual Supports Tools such as concept maps, flowcharts, and visual aids will be regularly used to support content organization and comprehension for SWD.

Rationale:

This evidence-based approach supports differentiated, inclusive instruction that addresses specific barriers to learning in science for SWD.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring & Data Chats

Person Monitoring:

ESE Coordinator - Kimberly Connahey

By When/Frequency:

Monthly

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

Teachers will implement quarterly progress monitoring for ESE students in science using formative assessments, science journals, and exit tickets aligned to grade-level standards and IEP goals. In addition, graphic organizers (e.g., Venn diagrams, flowcharts, concept maps) will be integrated consistently into science instruction to support comprehension, vocabulary development, and retention of key concepts. Monthly data chats will be conducted between ESE teachers, general education teachers, and Academic Deans to analyze student performance data, identify trends, and make informed decisions about instructional adjustments and interventions. Graphic organizer usage will be a focus of these data chats to evaluate instructional effectiveness.

IV. Positive Learning 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.

Area of Focus:

Decrease student conduct points by reducing the number of tardies in Grades 6–12.

Description:

This area of focus is aimed at improving student behavior, academic engagement, and time-on-task by addressing the high rate of tardiness among students in Grades 6–12. Excessive tardies—particularly during first period and class transitions—have been linked to increased classroom disruptions and elevated conduct point totals. By targeting tardiness, the school seeks to improve learning conditions and reduce behavior-related incidents that interfere with instruction.

Measurable Outcome

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

The school will decrease the total number of student conduct points by **10%** by the end of the

2025–2026 school year for students in **Grades 6–12**, as compared to the total conduct points recorded during the 2024–2025 school year.

This outcome will be measured using student discipline data from the school's behavior tracking system, with quarterly progress checks to monitor trends and identify students in need of additional support. The reduction in conduct points is expected to result from targeted efforts to reduce tardiness, increase classroom engagement, and implement proactive behavior supports.

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.

This Area of Focus will be monitored through ongoing review of conduct and attendance data using **RCSA Connect**. RCSAMH's Deans of Students will run **monthly conduct logs** to track the number of tardies and conduct points per student in Grades 6–12. This data will be used to identify trends, monitor progress toward the 10% reduction goal, and intervene early with students demonstrating repeat infractions.

To reinforce positive behavior, students who avoid tardies and conduct referrals during designated timeframes will be eligible for **incentives**, including:

- **Student-selected seating at lunch**
- **Recognition during morning announcements**
- **Monthly raffle entries**
- **Positive phone calls home**

These incentives are designed to promote student accountability and build a school culture focused on responsibility and respect.

Ongoing monitoring will impact student achievement by increasing time-on-task, reducing instructional disruptions, and improving classroom climate. As students arrive on time and receive fewer conduct referrals, they are more likely to stay engaged in learning and maintain consistent academic progress.

Leadership will review data during administrative team meetings and adjust strategies as needed based on student response and data trends.

Person responsible for monitoring outcome

Alyssa Ruvoli; Belicia Brannon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To support the goal of decreasing conduct points by 10% in Grades 6–12, the school will implement the following evidence-based interventions targeting tardiness and student conduct: 1. Progressive Discipline Cycle A tiered system of interventions will be used to address repeated tardiness through clear and consistent consequences. This structure encourages early intervention and provides opportunities for student reflection and behavioral correction: 3 Tardies – Parent contact and student conference with a behavior interventionist or administrator 4 Tardies – After-school detention and restorative reflection This progressive model is supported by research on tiered behavior frameworks such as Positive Behavioral Interventions and Supports (PBIS), an ESSA Tier I intervention, which emphasizes consistent expectations, early intervention, and positive reinforcement. 2. Use of Clear Backpacks Students are required to use clear backpacks to eliminate the need for locker visits during passing periods. This reduces hallway congestion and increases the likelihood of students arriving to class on time, supporting both safety and time management goals. This structural intervention aligns with strategies supported by school-wide time-on-task and behavioral management research, improving transitions and minimizing distractions (ESSA Tier III evidence). 3. Positive Reinforcement & Incentives Students who meet tardy-free goals during designated timeframes will earn positive incentives, including: Student-selected seating at lunch Recognition in school-wide communications Eligibility for raffles or rewards This is grounded in PBIS and behavior reinforcement theory, which shows that consistent positive reinforcement improves student self-regulation and reduces behavior infractions (ESSA Tier I).

Rationale:

1. Progressive Discipline Cycle This progressive model is supported by research on tiered behavior frameworks such as Positive Behavioral Interventions and Supports (PBIS), an ESSA Tier I intervention, which emphasizes consistent expectations, early intervention, and positive reinforcement. 2. Use of Clear Backpacks This structural intervention aligns with strategies supported by school-wide time-on-task and behavioral management research, improving transitions and minimizing distractions (ESSA Tier III evidence). 3. Positive Reinforcement & Incentives This is grounded in PBIS and behavior reinforcement theory, which shows that consistent positive reinforcement improves student self-regulation and reduces behavior infractions (ESSA Tier I).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Positive School Culture Initiative: Expectations, Incentives, and Engagement

Person Monitoring:

Alyssa Ruvoli; Belicia Brannon

By When/Frequency:

Monthly

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

As part of the Positive School Culture Initiative, the school will implement a multi-faceted approach to promote responsible behavior, increase student engagement, and build stronger relationships with

families. Key actions include: Pre-teaching school-wide and classroom expectations during the first week of school through dedicated lessons and routines to ensure students understand behavioral and academic expectations across settings. Launching a School Store, where students can redeem points or tokens earned for positive behavior, attendance, and academic effort. Rewarding positive behavior consistently through praise, public recognition, tangible incentives, and classroom-based celebrations. Increasing positive parent contact by encouraging teachers and staff to communicate good news about student behavior and achievements regularly, including phone calls, emails, and postcards home.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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.

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.
- **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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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:

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.
- **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.
- **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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**.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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:

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.
- **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.
- **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.
- **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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.

1. 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.

1. 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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.

1. **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.

1. **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.

1. **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.

1. **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.

1. 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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