River City Science Academy

2018-19 Schoolwide Improvement Plan

River City Science Academy

7565 BEACH BLVD, Jacksonville, FL 32216

www.rivercityscience.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for River City Science Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of River City Science Academy is to ensure all students reach their maximum potential in a diverse, structured and nurturing environment and to prepare students for a future in the areas of science, technology, engineering, and math

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

-River City Science Academy hosts an International Day each spring representing countries and cultural backgrounds from all six habitable continents. The event showcases the language, culture, and cuisine of each country represented in the International Day activities.
-RCSA students participate in cultural activities in many formats including after school clubs made up of Turkish and Hispanic dance teams. The teams compete against other charter schools from Orlando, Tampa, and Atlanta in regional contests. The cultural competition clubs meet once a week after school. The teams compete in three categories: Folk Dance, Singing, and Poetry. The teams are able to showcase their native cultures and become more engaged students.
-The school homecoming committee (made up of students and faculty) have a designated 'home country' day during homecoming spirit week in which students and staff dress in outfits from their home cultures.
-RCSA teachers and administrators have 'home visits' to students' homes in the community. Teachers spend at least 30 minutes with each family answering parent and student questions and letting the families know that they care about student success.
-The school participates in various weekend camps in which faculty members mentor students at campsite locations around Florida. Camp activities include 100 SAT word memorization, testing skills, team building skills, and Leadership 101.
-Teachers organize and facilitate after school clubs for students in areas of interest. Clubs include Hockey, Chess, Community Service, Guitar, National Honor Society, National Junior Honor Society, Math Olympiad, Science Olympiad, Middle School Student Council, Robotics, Turkish Conversation/Poetry/Singing, Book Club, and Fitness Club.
-RCSA devised a College Mentorship Program (CMP) to help students explore and develop skills with the help of an assigned mentor. We strongly believe that the students can achieve and go above and beyond their education goals. Our goal is to empower and enable our students to reach top colleges. The CMP program is a full school year long program. It covers academics, athletics, character education, and career building. Depending on the grade level, some of these areas will be more emphasized than others. This program is designed to prepare our selected students for the best colleges at every level. Each student in this program will be assigned a mentor along with three or

four other students. Students and mentors will study and participate in programs together such as reading/math/leadership cabin camps, weekend studies/activities, weekly progress monitoring meetings, personal development programs/leadership seminars, volunteer community service programs, college visits, and family picnics/dinners, etc.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students are greeted by security staff, administrators, and teachers as they progress to their first period class from either the parent drop off line or the bus drop off zone. The middle school guidance office is available during the school day for any issues that may evolve in grades six through eight. The high school guidance office is available during the school day for issues in grades nine through twelve. Disciplinary issues are handled by the dean's office made up of the Dean of Discipline and three security officers. Video cameras encompass most of the school grounds and are in every classroom and hallway. Upon dismissal, students are monitored as they head to parent pick-up lines or the bus loading zone as they depart. After 3:15 pm, the extended day program begins, led by a teacher and a member of the security staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At the beginning of each school year, every student receives the RCSA Student Code of Conduct. This includes a student behavioral contract with expectations and classroom procedures for every class. Students attend grade level assemblies the first week of each school year in which the dean and security staff outline school policies and procedures. During the classes, teachers are able to access and administer conduct log points via the internal school progress monitoring system known as RCSA Connect. The school's Dean of Discipline run reports of these conduct points on a regular basis to administer various disciplinary actions based on the number of conduct points that a student receives.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

RCSA has a guidance department in place for students to request counseling for academic and social concerns. The counseling office is divided into middle school and high school departments in order to meet the individual needs of students across seven grade levels. School counselors provide students with a safe haven to air their grievances and come to resolution. Guidance counselors also are able to make requests for school district services and evaluations by the school district psychologist. RCSA faculty members also complete an online course on procedures for reporting child abuse and neglect.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

• Students who are marked absent in any class period via RCSA Connect and school district system (FOCUS) receive an auto call to their home phone number to inform the parents that the student was not in a specific class period for that particular day.
• An administrative grade report is pulled from RCSA Connect each week of the school year. Faculty members are notified of the students who are earning less than 60% in one or more courses.

Students who are failing more than one class are counseled by the MTSS coordinator. Students are asked the cause of the low grades and are advised on solutions that will improve the grades.
• Progress reports/current grades are emailed to all parents every Friday night through RCSA Connect, the school-wide internal progress monitoring system
• Daily attendance report is pulled by CRT and teachers are notified of any discrepancies so they can accurately maintain attendance
• Truancy issues are handled by the guidance staff in charge of attendance and turned over to the district truancy staff as warranted
• Discipline issues are handled by the Dean of Discipline and security staff. Parents are notified of behavior consequences
• RCSA has a College Mentoring Program (CMP) in place as a safety net to students who have been identified as at-risk.
• Any student receiving a Level 1 or Level 2 score on the Florida State Assessment (FSA) Reading and/or FSA Math is placed into a remedial reading and/or math course for the following academic school year. The remedial reading course counts as an elective towards graduation at the high school level. Any student who does not pass the Algebra I end of course exam (EOC) is placed into a remedial Algebra course to prepare the student for passing the exam the following year. The remedial Algebra course counts as an elective towards graduation at the high school level.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	11	19	16	27	24	42	57	196
One or more suspensions	0	0	0	0	0	0	9	6	8	12	7	6	3	51
Course failure in ELA or Math	0	0	0	0	0	0	2	8	2	3	22	4	3	44
Level 1 on statewide assessment	0	0	0	0	0	0	19	13	21	23	36	23	11	146

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	4	9	9	13	18	13	4	70

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

-Intervention strategies are covered in Part I, A,3,a. Interventions are repeated here in a summary: Students who are marked absent in any class period via RCSA Connect and school district system (FOCUS) receive an auto call to their home phone number to inform the parents that the student was not in a specific class period for that particular day.
-An administrative grade report is pulled from RCSA Connect each week of the school year. Faculty members are notified of the students who are earning less than 60% in one or more courses. Students who are failing more than one class are counseled by the MTSS coordinator. Students are asked the cause of the low grades and are advised on solutions that will improve the grades.
-Progress reports/current grades are emailed to all parents every Friday night through RCSA Connect, the school-wide internal progress monitoring system
-Daily attendance report is pulled by CRT and teachers are notified of any discrepancies so they can accurately maintain attendance

-Truancy issues are handled by the guidance staff in charge of attendance and turned over to the district truancy staff as warranted
-Discipline issues are handled by the Dean of Discipline and security staff. Parents are notified of behavior consequences
-At-risk students are placed into the College Mentorship Program (CMP)
-Any student receiving a Level 1 or Level 2 score on the Florida State Assessment (FSA) Reading and/or FSA Math is placed into a remedial reading and/or math course for the following academic school year. The remedial reading course counts as an elective towards graduation at the high school level. Any student who does not pass the Algebra I end of course exam (EOC) is placed into a remedial Algebra course to prepare the student for passing the exam the following year. The remedial Algebra course counts as an elective towards graduation at the high school level.
-In addition, those students scoring Level 1 or Level 2 receive pull out support one day a week starting in November/December and continues until testing season is over in April/May.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/643517.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The ways in which our school builds and sustains partnerships to support the school and student achievement include:
• Parent-Volunteer Organization
• Parent support in athletics offered (girls volleyball; boys/girls basketball; boys soccer)
• Ninth grade Open House for prospective eighth grade students in the spring
• College financial aid sessions provided by high school guidance office
• School tours for parents who may want to enter their students into RCSA
• Weekly newsletter emailed to parents describing the calendar of events
• RCSA Connect grade reports sent to parents every Friday evening

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ozdil, John	Principal
Kuvatov, Alisher	Assistant Principal
Wakefield, Michelle	Instructional Coach
Williamson, Katrina	School Counselor
Jackson, Megan	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal- Ozan Sipahioglu: Serves as the educational leader and chief executive of the school; responsible for direction of the instructional program, operation of the school plant, participates in staff and student activities along with community leadership. Sets the general tone of the school; coordinates parent groups and school advisory committee; represents the school to the community at large. Works with assistant principals, counselors and faculty to establish and maintain educational program. Prepares school budgets; approves expenditures within the school; responsible for the financial solvency of the school. Interviews, selects, supervises and evaluates all school personnel. Establishes rules and regulations for proper student conduct; maintains student discipline; prosecute discipline cases of a serious nature. Assesses strengths of the school, identifies its weaknesses and takes corrective action. Oversees maintainence of the school, beuatification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunties for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. Makes periodic apprisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.

Assistant Principal- Alisher Kuvatov: Monitors lesson plans and provides feedback to department heads concerning Florida Standards; participates in student data collection; assists math teachers with providing best practices for their subject area; leads 'data chats' with all teachers sharing their individual student data and examining areas that need improvement; participates in classroom walkthroughs looking for areas to improve curriculum; participates in official teacher evaluations throughout the school year; ensures statewide assessments are scheduled properly and within prescribed time constraints; organizes student schedules during the summer to ensure proper classes for the student body.

Literacy Coach- Robert Rose: The Literacy Coach is responsible for coordinating school wide professional development, overseeing the mentor-mentee induction of all new teachers, conducting classroom observations and helping teaching formulate and address goals related to their teaching practice, organizing and implementing lesson studies and action research, and leading observation lessons as needed. He also coordinates the Literacy Leadership team, whose focus is to develop school-wide goals related to literacy and to work with teachers to address those school-wide literacy goals.

MTSS Coordinator/ESE Director- Hollie Johnson: Participates in student data collection; pulls weekly administrative grade report and identifies students earning less than 60% average in one or more courses; notifies grade level teams of how many students are working below grade level; provides team leaders with the names of students working below grade level for team meeting discussions; interviews students that are habitually below 60% average, identifying problem areas and possible solutions; prepares yearly IEP reviews on all ESE students; ensures correct matrix coding for ESE

students; attends monthly district Multi-disciplinary Response Team meetings; provides list of ESE students and their accommodations for classroom teachers

Guidance Counselor- Katrina Williamson: Provides curriculum information in classrooms, small groups, or individual settings: promotion requirements, graduation requirements, EOC/FSA score information, safety net/tutoring opportunities. Assists students with acquiring the necessary attitudes, knowledge, and skills that contribute to effective learning in school and across their lifespan. Supports students to complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options. Assists students with understanding the relationship of academics to the world of work, life at home, and in the community. Assist students to acquire the knowledge, attitudes, and interpersonal skills, to help them understand and respect self and others. Supports students to make good decisions, set goals, and take necessary actions to achieve goals. Counsels individual students or small groups with their personal concerns. Provides follow up counseling for bullying referrals. Facilitate or follow up abuse reports. Meets with school district 504 team to determine students who may need 504 plans. Updates 504 plans on a yearly basis; Leads school ELL program including providing CELLA test to ELL students

Dean of Discipline- Megan Jackson: Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and complete investigations of various student situations; Speaks with students that are having issues with other students (co-counsel with Ms. Lewis); Handles any bus referrals to ensure the safety of bus riders; Run discipline report weekly to assess consequences; Monitors the cafeteria; After school/Saturday detention-organizing and running detention; Building security- assists in walking the building and the campus grounds to ensure the safety of the school, students and staff; Conducts monthly fire drills in accordance with the district regulations; Issues lockers and handles any issues that may arise; Conducts periodic drills to make sure students are wearing their ID

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

-This process begins for us with department level data chats and individual teacher data chats where teachers sit down with the Assistant Principal and Literacy Coach in order to look over both school-wide and classroom level data from both the FSA and Progress-Monitoring Benchmark Assessments. Teachers worked to develop individual goals related to their students and the gaps in learning that they saw in the data. The SIP team then meets to look over the school-wide aggregate data and to develop school-wide goals that will be executed by the department-level teams. This group identified both the school-wide goals as well as the barriers that exist that to hinder students from reaching those goals. Department level teams then crafted Action Plans in order for their respective departments to reach the goals that they had set and to utilize the resources that are currently available at the school.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ozan Sipahioglu	Principal
Elizabeth Dorrian	Parent
Tonja Boswell	Parent
Elvan Aktas	Business/Community
Marilyn Young	Parent
Dogan Tozoglu	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members conducted a review and provided input for school improvement.

b. Development of this school improvement plan

SAC members work closely with school admin and get update on school in regular meetings.

c. Preparation of the school's annual budget and plan

SAC members review the budget and provide input.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Wakefield, Michelle	Instructional Coach
Houston, Priscilla	Teacher, K-12
Kuvatov, Alisher	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

• Uses Achieve3000 and RCSA Benchmark/baseline data to implement lessons
• Incorporates Write-to-Learn program into the curriculum

• Lesson studies incorporated into planning periods
• Common planning to identify areas of concern and share best practices for success
• Monthly benchmark assessments and data chats
• Goal-setting to personalize student growth
• Cross-curricular planning with grade level teams

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

-Many teachers have common planning periods by departments in order to meet and discuss instruction.
-Every other Wednesday is an 'early release' day in which the entire faculty gathers for instructional meetings and trainings.
-Each subject area department meets at least monthly to collaborate
-Each grade level team meets at least monthly to coordinate grade level policies, procedures, and collective approaches

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

-Review college transcripts and areas of certification for qualifications and content knowledge
-Provide professional development opportunities through the district ERO PD training system as well as in-house trainings
-Frequent classroom walkthroughs and give feedback for improvement
-Mentoring program in place for a new teacher to be paired with a veteran teacher
-Coaching cycles with all teachers are tied to in-house PD and coordinated by the school's Literacy Coach
-Various outlets for professional growth occur throughout the year as well, such as book studies and lesson studies.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

-All mentor teachers are trained through the Clinical Educator Training (CET) program
-New teachers are paired with veteran teachers from the same department (when possible)
-Activities include: mentee/mentor orientation during pre-planning, development of an action plan for TDS folder, and mentee participation in bi-weekly conferences with mentor.
-Most mentor pairing are done by grade level or by department and attempt to connect new teachers with someone that is in close physical proximity to their mentor, when possible.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

-Core teachers' lesson plans are required to post the Florida Standards for the unit
-Subject area benchmarks are based on the Florida Standards
-Administrative team performs classroom walkthroughs to ensure Florida Standards are being taught

-Department heads review teachers' weekly lesson plan to ensure conformity and implementation of the Florida Standards in each classroom.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

-Data chats are provided to teachers to identify students in need of differentiated instruction
-Achieve3000 and RCSA benchmark and mini-benchmark data shows instructional staff areas that students are struggling
-Modified running records are collected in fall and spring on all bottom quartile students and that data is discussed in ongoing data chats in order to target the specific needs of these struggling readers.
-Small group pull-out support is held on a weekly basis for all bottom quartile students in both reading and math, starting in winter and continuing through testing season.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,300

Every school day of the week (except Wednesdays), teachers are available for students to come receive tutoring from 3:00-4:00. Tutoring days are designated as follows:
Mondays-Language Arts
Tuesdays-Math
Thursdays-Science
Fridays-Social Studies
In other words, students have the opportunity to receive after school tutoring services four out of five days per week.

Strategy Rationale

Struggling students will have the opportunity for one-on-one and or small group instruction in areas of need

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wakefield, Michelle, mwakefield@rivercityscience.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers record student attendance in tutoring sessions. Teachers monitor student progress and grades to determine effectiveness of after school tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

-Upcoming sixth graders are invited to the school during the spring of their fifth grade year for a middle school orientation meeting, giving students and parents an opportunity to tour the campus and meet the sixth grade teachers, middle school counselor, and the middle school administrative team
-Upcoming ninth graders are invited to the school during the spring of their eighth grade year for a high school orientation meeting, giving students and parents a chance to meet the ninth grade teachers, high school counselors, and the high school administrative team.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

-High school guidance counselors meet with students in the spring to select courses for the following school year
-High achieving students are encouraged to apply for Advanced Placement (AP) courses
-College and financial aid night for seniors to educate students and parents on college options
-Tours of colleges are organized by the high school guidance department
-Local college admissions representatives are brought into the school to speak with seniors
-Career Day for students to view career fields of community stakeholders; this provides students with real world viewpoints of banking, finance, bill paying, and money management
-Freshman, Sophomore, Junior, and Senior Nights
-RCSA utilizes Naviance to offer students, parents and staff to keep data and offer services. Naviance offers Holland-based career test. Career test is offered yearly and utilized in one on one meetings with the counselor. Parent and student have access to career test. Career test results are matched with related majors. Naviance offers a personality test as a part of annual counseling plan. Career test, personality test, input from staff, individual meetings attached to related ASCA standards are collected in one main system, Naviance. Collected data enables to inform college guidance plans, meetings with the individual students and helps school's administration's to modify school's academic curriculum and master schedule. Based on year's data, RCSA college acceptance for the class of 2017 increased 4 times compared to the previous year to 66% and the graduation rate increased to 94%.
-College and Career visits are also part of the school counseling program.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

-At the middle school level, we currently offer a CTE course leading to industry certification after students sit for and pass the certification exam.The name of the course is Digital Information Technology and certification is titled CIW Internet Business Associate. This course includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.
-At the high school level, we offer a number of CTE courses leading to industry certification, including the following:
1. Digital Design 2 and Digital Design 3, whose purpose is to prepare students for employment in digital publishing positions, such as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multi-Media Designers. The successful completion of the exam for Digital Design 2 leads to industry certification in Adobe Photoshop and Digital Design 3 result in certification in Adobe Illustrator.
2. We also offer a high school elective version of Digital Information Technology, whose description can be seen above

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

-High school students may sit for the Armed Services Vocational Aptitude Battery (ASVAB) in order to gauge interest in career and technical education
-High school guidance staff put on a 'career day' for students in which members of the community come into the school and give the students a real world example of their career fields
-In the last year, an emphasis has been placed on encouraging student completion of the CTE courses listed in the question above in both middle and high school. Currently, we 226 students enrolled in these CTE courses leading to industry certification.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

-Advanced Placement classes for high-achieving students including: AP Biology, AP US History, AP Environmental Science, AP English Literature, AP Physics, AP Calculus, AP Chemistry, AP English Composition, AP Spanish, and AP Psychology
-We are now offering courses that lead up to the AP Capstone Diploma from the College Board. These two courses include AP Seminar, which is being offered this year as well as AP Research, which is being offered this year for the first time. The current senior class of 2019 will be the first class with students eligible to receive the AP Capstone diploma.
-Notifications of SAT/ACT test dates placed on bulletin boards on high school hallways
-Analysis of the High School Feedback Report shows River City Science Academy significantly above the district and state average of students taking the SAT and ACT exams.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.

G2. If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase.

G3. If we take a proactive and responsive approach to discipline issues and safety risks, then our disciplinary referrals will decrease.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve. `1a`

🔍 G100876

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal `3`

- In past years, teachers' lesson planning, lesson delivery, and data chats usually focused heavily on what the teachers were doing for the "whole group" and didn't pay enough attention to the individual needs that exist for bottom quartile students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Teachers will utilize team meetings, department meetings, data chats, PLCs, and even the application element of PD sessions to discuss progress, resources, challenges, etc. to meet the needs of the specific bottom quartile students they see in class.

Plan to Monitor Progress Toward G1. `8`

Achieve 3000/Benchmark/progress monitoring data

Person Responsible

Michelle Wakefield

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Achieve 3000, Benchmark/progress monitoring data will be reviewed and discussed with teachers to ensure that adequate growth is being made by our bottom quartile students and to determine what changes need to made in the course of instruction as a result.

G2. If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase. 1a

🔑 G100877

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0

Targeted Barriers to Achieving the Goal 3

- Finding solutions to the causes that lead individual students to drop out are often deeper issues and require more extensive involvement than a traditional classroom teacher is able to address.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The use of faculty guidance counselors to address and remedy the situations that cause students to contemplate dropping out can help us to continue the success we have seen and even increase our graduation rate closer to 100%.

Plan to Monitor Progress Toward G2. 8

Number and progress of students who are deemed "at-risk"

Person Responsible
Alisher Kuvatov

Schedule
Quarterly, from 11/5/2018 to 5/24/2019

Evidence of Completion
While we can't ultimately know what the final graduation rate will be until the end of the school year, the number of students who are flagged for being "at-risk" is an indicator of where this rate my end up falling and should ideally decrease as action plans are put into placed and monitored with fidelity, resulting in students getting on track for fulfilling graduation requirements.

G3. If we take a proactive and responsive approach to discipline issues and safety risks, then our disciplinary referrals will decrease. `1a`

🔍 G100878

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	330.0

Targeted Barriers to Achieving the Goal `3`

- It is often the case that more discipline issues arise in classes where teachers are newer or have less experience in management strategies and proactive interventions for resolving discipline-related issues.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- We have a discipline dean, a coach, and three assistance deans that can be used for the purpose of assisting teachers in a more proactive approach to management in order to help those teachers gain the skills that may help in this area.

Plan to Monitor Progress Toward G3. `8`

The data for review will be the number of discipline incidents that occur over the course of this school year.

Person Responsible
Megan Jackson

Schedule
Monthly, from 10/1/2018 to 5/31/2019

Evidence of Completion
Last year, the number of discipline referrals was 367 for the full school year. This year, we are hoping to reduce that number by 10%, or to only have 330 referrals over the course of this year. As this data is reviewed on a monthly basis, we should ideally see trends that are moving us at a pace to meet this goal by the end of the year.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve. [1]

🔑 G100876

G1.B1 In past years, teachers' lesson planning, lesson delivery, and data chats usually focused heavily on what the teachers were doing for the "whole group" and didn't pay enough attention to the individual needs that exist for bottom quartile students. [2]

🔑 B272029

G1.B1.S1 Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher. [4]

🔑 S288046

Strategy Rationale

In the past, data chats sessions with a coach or AP have spent more time thinking about the implications that the data has for the whole group, whole class, or some select groups of students. While that can still be a point of conversation in these data chats, we want to use these meetings to name our bottom quartile students, to look at their progress or struggles student-by-student, and to draw conclusions and develop next steps for individual students.

Action Step 1 [5]

Math, ELA, and Reading teachers will participate in monthly data chats with an administrator to discuss data implications for each bottom quartile student.

Person Responsible

Michelle Wakefield

Schedule

Monthly, from 10/1/2018 to 4/15/2019

Evidence of Completion

Meeting minutes from data chats and evidence of implementation reflected in teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom observations

Person Responsible

Michelle Wakefield

Schedule

Quarterly, from 10/15/2018 to 5/24/2019

Evidence of Completion

Classroom observations by admin will monitor the fidelity of implementation regarding interventions that are designated and plans that are created for bottom quartile students during data chat sessions.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Benchmark results/Achieve data for bottom-quartile studens

Person Responsible

Michelle Wakefield

Schedule

Quarterly, from 10/1/2018 to 5/24/2019

Evidence of Completion

The admin team will review the Benchmark and Achieve 3000 data to determine if growth is being made by our bottom quartile students.

G1.B1.S2 Professional development and coaching support will be provided for reading teachers to better utilize outlets of small group instruction in their classroom. 4

🔍 S288047

Strategy Rationale

As noted above, much of the strategies that are used for our bottom quartile students are practiced through a whole-class approach, unless they are highlighted for RtI (which is true for some but not all). We want to make sure we are taking this intervention approach for not just those students who are flagged for RtI into Tier II or III, but for all of our students who fit into this bottom-quartile category.

Action Step 1 5

Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.

Person Responsible

Michelle Wakefield

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations

Person Responsible

Michelle Wakefield

Schedule

Monthly, from 11/5/2018 to 5/24/2019

Evidence of Completion

Classroom observations with both a coach of other admin will monitor the implementation and effectiveness of small group instruction and other small group interventions that are being used to meet the needs of bottom quartile students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Additional professional development will be coordinated throughout the year

> **Person Responsible**
>
> Michelle Wakefield
>
> **Schedule**
>
> Quarterly, from 10/15/2018 to 5/24/2019
>
> *Evidence of Completion*
>
> This additional PD will be developed to train teachers based on the results witnessed in the classroom observations and other teacher and administrator feedback. This may include one-on-one support between the coach and individual teachers and including modeling or co-teaching, in addition to broader PD opportunities for all teachers in this department.

G1.B1.S3 Modified running record data will be collected and analyzed in order to better determine the source of reading disparities and to develop an intervention plan for bottom quartile, struggling readers. `4`

🔑 S288048

> **Strategy Rationale**
>
> We went through this process last year for all of our bottom quartile students and engaged conversation around this data in all of our data chats throughout the year. This was one factor that certainly led to the bottom quartile growth that we saw in last years test scores. We want to continue this process in order to build on this success, but also pay more attention to the creation of individual remediation plans for these students that take their strengths and weaknesses into consideration.

Action Step 1 `5`

Modified running record collection and analysis on all bottom quartile students

> **Person Responsible**
>
> Michelle Wakefield
>
> **Schedule**
>
> Semiannually, from 10/8/2018 to 5/24/2019
>
> *Evidence of Completion*
>
> The running record data will be collected through individual sessions with students and either the Literacy Coach or the reading teacher. This data will be available to all teacher through One Drive and use during data chats and other meetings with teachers in order to determine a plan of action for these students.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monthly data chats

Person Responsible

Michelle Wakefield

Schedule

Monthly, from 10/15/2018 to 5/24/2019

Evidence of Completion

The monthly data chats that are held between the Coach and Reading/ELA teachers will engage discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom observations

Person Responsible

John Ozdil

Schedule

Quarterly, from 10/15/2018 to 5/24/2019

Evidence of Completion

The use of classroom observations and post-conferencing conversations will address the classroom practices that are being put into place and used by teachers in order meet the needs of these bottom quartile students. The observations and conferences will monitor whether or not the initial action plans that were developed during the initial data chats are being implemented with fidelity.

G2. If we provide responsive and pro-active guidance counseling and support, then our four-year graduation rate will increase. 1

🔍 G100877

G2.B1 Finding solutions to the causes that lead individual students to drop out are often deeper issues and require more extensive involvement than a traditional classroom teacher is able to address. 2

🔍 B272030

G2.B1.S1 Rigorous and extensive intervention on the part of guidance counselors, including regular individual student meetings, detailed monitoring and tracking of at-risk students, even including home visits to help move these students to graduation. 4

🔍 S288049

Strategy Rationale

In the area of guidance counseling, we want to do more for our high school students than just offering annual check-ins for scheduling/credit purposes and offering opportunities for college visits. Particularly, for those students who are flagged by our faculty and/or administration as being considered "at risk," we intend for our guidance counselors to take a pro-active approach, visiting with students and families in home visits to establish their own goals and plans for earning their diploma, and then working on a regular basis with students and teachers to make sure there is follow-through with the plans to order to make sure every one of our students make it to graduation.

Action Step 1 5

Individualized monitoring and tracking (with an action plan) for students deemed "at-risk" for dropping out

Person Responsible

Alisher Kuvatov

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Those students will be identified through factors such as GPA, attendance rate, behavioral referrals, and teacher feedback. The student identification and action plan development will be an ongoing agenda item on the admin meetings for review.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration will review and revise action plans for these "at-risk" students in order to measure progress against goals and proposed steps that were developed between the guidance counselor, student, and parent.

Person Responsible

John Ozdil

Schedule

Monthly, from 11/5/2018 to 5/24/2019

Evidence of Completion

Evidence of the whether the steps are being taken and goals are being met by the student will be documented by the guidance counselor on at least a monthly basis.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Annual evaluation of graduation rate

Person Responsible

John Ozdil

Schedule

Annually, from 5/20/2019 to 6/7/2019

Evidence of Completion

Annual tracking of the graduation rate should show an increase in our graduation rate as a result of this plan.

G3. If we take a proactive and responsive approach to discipline issues and safety risks, then our disciplinary referrals will decrease. 1

🔑 G100878

G3.B1 It is often the case that more discipline issues arise in classes where teachers are newer or have less experience in management strategies and proactive interventions for resolving discipline-related issues. 2

🔑 B272031

G3.B1.S1 Students who are flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of Discipline. 4

🔑 S288050

Strategy Rationale

This intervention can be a guide for some teachers to help them identify and implement classroom interventions for students with behavioral challenges. Students will be flagged for a behavioral RtI following their first referral.

Action Step 1 5

Students flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of Discipline

Person Responsible

Megan Jackson

Schedule

Weekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

The evidence will consist of the list of names of students who currently have and are using a behavioral RtI plan.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monthly team meeting between the grade level team leaders and the Dean of Discipline

Person Responsible

Megan Jackson

Schedule

On 5/31/2019

Evidence of Completion

Team leaders and the Dean of Discipline will review the behavioral RtI plans that students have at each grade level and teacher feedback on the plans in order to both monitor the plans' effectiveness as well as the fidelity of its implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review of the rate at which students with behavioral RtI plans are receiving new referrals.

Person Responsible

Megan Jackson

Schedule

Biweekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

This data for evidence can come in the form of a simple percentage of the number of students with RtI plans who are reoffending. Ideally, if those plans are effective and teacher feedback is that they don't need to be revised or revisited, we should see a decreasing number of these students being written up for referrals on more than one occasion.

G3.B1.S2 Teachers who write an excessive number of referrals will be offered coaching guidance and support in order to develop proactive management strategies that help address behavioral issues in a positive way and reduces the reliance on referrals as a management strategy. 4

🔑 S288051

Strategy Rationale

Often, teachers who write an excessive number of referrals only do so because they don't have enough "tools in their tool belt" to handle discipline issues when they arise, so they go to the only tool they know the intention of this intervention is to add more tools to their belt in their handling of classroom management-related concerns.

Action Step 1 5

Teachers in need management support and guidance will be offered coaching support to help develop proactive strategies for their classroom.

Person Responsible

Michelle Wakefield

Schedule

Biweekly, from 9/17/2018 to 5/24/2019

Evidence of Completion

The names of the teachers in need of and receiving this type of support will be reviewed by the Dean of Discipline, Literacy Coach, and Admin team. Teachers will be flagged for potentially needing support if more than one referral is written in a nine-week period.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observations and walk-throughs

Person Responsible

Michelle Wakefield

Schedule

Biweekly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Classroom visits and walk-throughs can help get picture of how well the management strategies are being implemented or whether another approach needs to be tried to address the behavioral concerns.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Review the behavioral incidents that occur in each teacher's classroom who is receiving this support

Person Responsible

Megan Jackson

Schedule

Biweekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Ideally, the number of behavioral incidents that occur in a given teachers classroom should decrease as they are learning and implementing proactive management strategies. As a result, the review of the actual number of behavioral incidents reported in each of these classrooms are the real substance behind whether or not it is actually working.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.

G1.B1 In past years, teachers' lesson planning, lesson delivery, and data chats usually focused heavily on what the teachers were doing for the "whole group" and didn't pay enough attention to the individual needs that exist for bottom quartile students.

G1.B1.S1 Data chats with teachers will focus heavily on the implications that the data results have for the specific bottom-quartile students identified with each teacher.

PD Opportunity 1

Math, ELA, and Reading teachers will participate in monthly data chats with an administrator to discuss data implications for each bottom quartile student.

Facilitator

Rob Rose/Alisher Kuvatov

Participants

Reading/ELA/Math teachers

Schedule

Monthly, from 10/1/2018 to 4/15/2019

G1.B1.S2 Professional development and coaching support will be provided for reading teachers to better utilize outlets of small group instruction in their classroom.

PD Opportunity 1

Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.

Facilitator

Rob Rose

Participants

All Language Arts and Reading teachers.

Schedule

Monthly, from 10/1/2018 to 5/24/2019

G1.B1.S3 Modified running record data will be collected and analyzed in order to better determine the source of reading disparities and to develop an intervention plan for bottom quartile, struggling readers.

PD Opportunity 1

Modified running record collection and analysis on all bottom quartile students

Facilitator

Rob Rose

Participants

Reading/ELA teachers

Schedule

Semiannually, from 10/8/2018 to 5/24/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

		VII. Budget	
1	G1.B1.S1.A1	Math, ELA, and Reading teachers will participate in monthly data chats with an administrator to discuss data implications for each bottom quartile student.	$0.00
2	G1.B1.S2.A1	Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.	$0.00
3	G1.B1.S3.A1	Modified running record collection and analysis on all bottom quartile students	$0.00
4	G2.B1.S1.A1	Individualized monitoring and tracking (with an action plan) for students deemed "at-risk" for dropping out	$0.00
5	G3.B1.S1.A1	Students flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of Discipline	$0.00
6	G3.B1.S2.A1	Teachers in need management support and guidance will be offered coaching support to help develop proactive strategies for their classroom.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A1 🔑 A390757	Math, ELA, and Reading teachers will participate in monthly data chats with an administrator to...	Wakefield, Michelle	10/1/2018	Meeting minutes from data chats and evidence of implementation reflected in teacher lesson plans.	4/15/2019 monthly
G1.MA1 🔑 M427418	Achieve 3000/Benchmark/progress monitoring data	Wakefield, Michelle	10/1/2018	Achieve 3000, Benchmark/progress monitoring data will be reviewed and discussed with teachers to ensure that adequate growth is being made by our bottom quartile students and to determine what changes need to made in the course of instruction as a result.	5/24/2019 monthly
G2.MA1 🔑 M427421	Number and progress of students who are deemed "at-risk"	Kuvatov, Alisher	11/5/2018	While we can't ultimately know what the final graduation rate will be until the end of the school year, the number of students who are flagged for being "at-risk" is an indicator of where this rate my end up falling and should ideally decrease as action plans are put into placed and monitored with fidelity, resulting in students getting on track for fulfilling graduation requirements.	5/24/2019 quarterly
G1.B1.S1.MA1 🔑 M427412	Benchmark results/Achieve data for bottom-quartile studens	Wakefield, Michelle	10/1/2018	The admin team will review the Benchmark and Achieve 3000 data to determine if growth is being made by our bottom quartile students.	5/24/2019 quarterly
G1.B1.S1.MA1 🔑 M427413	Classroom observations	Wakefield, Michelle	10/15/2018	Classroom observations by admin will monitor the fidelity of implementation regarding interventions that are designated and plans that are created for bottom quartile students during data chat sessions.	5/24/2019 quarterly
G2.B1.S1.MA1 🔑 M427420	Administration will review and revise action plans for these "at-risk" students in order to measure...	Ozdil, John	11/5/2018	Evidence of the whether the steps are being taken and goals are being met by the student will be documented by the guidance counselor on at least a monthly basis.	5/24/2019 monthly
G2.B1.S1.A1 🔑 A390760	Individualized monitoring and tracking (with an action plan) for students deemed "at-risk" for...	Kuvatov, Alisher	10/1/2018	Those students will be identified through factors such as GPA, attendance rate, behavioral referrals, and teacher feedback. The student identification and action plan development will be an ongoing agenda item on the admin meetings for review.	5/24/2019 monthly
G1.B1.S2.MA1 🔑 M427414	Additional professional development will be coordinated throughout the year	Wakefield, Michelle	10/15/2018	This additional PD will be developed to train teachers based on the results witnessed in the classroom observations and other teacher and administrator feedback. This may include one-on-one support between the coach and individual teachers and including modeling or co-teaching, in addition to broader PD opportunities for all teachers in this department.	5/24/2019 quarterly
G1.B1.S2.MA1 🔑 M427415	Classroom observations	Wakefield, Michelle	11/5/2018	Classroom observations with both a coach of other admin will monitor the implementation and effectiveness of small group instruction and other small group interventions that are being used to meet the needs of bottom quartile students.	5/24/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 🔍 A390758	Reading/ELA teachers will receive training and coaching in the use and implementation of small...	Wakefield, Michelle	10/1/2018	Meeting minutes	5/24/2019 monthly
G3.B1.S2.A1 🔍 A390762	Teachers in need management support and guidance will be offered coaching support to help develop...	Wakefield, Michelle	9/17/2018	The names of the teachers in need of and receiving this type of support will be reviewed by the Dean of Discipline, Literacy Coach, and Admin team. Teachers will be flagged for potentially needing support if more than one referral is written in a nine-week period.	5/24/2019 biweekly
G1.B1.S3.MA1 🔍 M427416	Classroom observations	Ozdil, John	10/15/2018	The use of classroom observations and post-conferencing conversations will address the classroom practices that are being put into place and used by teachers in order meet the needs of these bottom quartile students. The observations and conferences will monitor whether or not the initial action plans that were developed during the initial data chats are being implemented with fidelity.	5/24/2019 quarterly
G1.B1.S3.MA1 🔍 M427417	Monthly data chats	Wakefield, Michelle	10/15/2018	The monthly data chats that are held between the Coach and Reading/ELA teachers will engage discussion around the initial data that was collected, the initial action plan that was developed for these students, and the subsequent, less formal classroom data that helps to determine if adequate progress is being made toward the goals for these students.	5/24/2019 monthly
G1.B1.S3.A1 🔍 A390759	Modified running record collection and analysis on all bottom quartile students	Wakefield, Michelle	10/8/2018	The running record data will be collected through individual sessions with students and either the Literacy Coach or the reading teacher. This data will be available to all teacher through One Drive and use during data chats and other meetings with teachers in order to determine a plan of action for these students.	5/24/2019 semiannually
G3.MA1 🔍 M427426	The data for review will be the number of discipline incidents that occur over the course of this...	Jackson, Megan	10/1/2018	Last year, the number of discipline referrals was 367 for the full school year. This year, we are hoping to reduce that number by 10%, or to only have 330 referrals over the course of this year. As this data is reviewed on a monthly basis, we should ideally see trends that are moving us at a pace to meet this goal by the end of the year.	5/31/2019 monthly
G3.B1.S1.MA1 🔍 M427422	Review of the rate at which students with behavioral RtI plans are receiving new referrals.	Jackson, Megan	10/1/2018	This data for evidence can come in the form of a simple percentage of the number of students with RtI plans who are reoffending. Ideally, if those plans are effective and teacher feedback is that they don't need to be revised or revisited, we should see a decreasing number of these students being written up for referrals on more than one occasion.	5/31/2019 biweekly
G3.B1.S1.MA1 🔍 M427423	Monthly team meeting between the grade level team leaders and the Dean of Discipline	Jackson, Megan	10/1/2018	Team leaders and the Dean of Discipline will review the behavioral RtI plans that students have at each grade level and teacher feedback on the plans in order to both monitor the plans'	5/31/2019 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				effectiveness as well as the fidelity of its implementation.	
G3.B1.S1.A1 🔑 A390761	Students flagged for discipline intervention will be placed on a behavioral RtI plan by the Dean of...	Jackson, Megan	10/1/2018	The evidence will consist of the list of names of students who currently have and are using a behavioral RtI plan.	5/31/2019 weekly
G3.B1.S2.MA1 🔑 M427424	Review the behavioral incidents that occur in each teacher's classroom who is receiving this support	Jackson, Megan	10/1/2018	Ideally, the number of behavioral incidents that occur in a given teachers classroom should decrease as they are learning and implementing proactive management strategies. As a result, the review of the actual number of behavioral incidents reported in each of these classrooms are the real substance behind whether or not it is actually working.	5/31/2019 biweekly
G3.B1.S2.MA1 🔑 M427425	Classroom observations and walk-throughs	Wakefield, Michelle	9/17/2018	Classroom visits and walk-throughs can help get picture of how well the management strategies are being implemented or whether another approach needs to be tried to address the behavioral concerns.	5/31/2019 biweekly
G2.B1.S1.MA1 🔑 M427419	Annual evaluation of graduation rate	Ozdil, John	5/20/2019	Annual tracking of the graduation rate should show an increase in our graduation rate as a result of this plan.	6/7/2019 annually