River City Science Academy At Mandarin

2018-19 Schoolwide Improvement Plan

River City Science Academy At Mandarin

10911 OLD ST AUGUSTINE RD, Jacksonville, FL 32257

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)
Combination School KG-8	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	42%

School Grades History

Year	2017-18	2016-17
Grade	A	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 At Mandarin

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
• 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 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.
-Teachers organize and facilitate after-school clubs for students in areas of interest. Clubs include Chess, Community Service, National Elementary Honor Society, Mathletics, Science Olympiad, Middle School Student Council, Robotics, Yoga, Model UN, Cultural Art, Spanish conversation, Yearbook, Fitness, Drama, Chorus, Soccer, Supporting Heroes and TV Productions.
-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 our 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 homeroom class from the parent drop off line. Disciplinary issues are handled by the dean's office made up of the Dean of Discipline, the safety monitor and one security officer. Video cameras encompass most of the school grounds and are in most classroom and all hallways. Upon dismissal, students are monitored as they head to parent pick-up lines as they depart. After 3:15 pm, the extended day program begins, led by a extended day coordinator, a safety monitor and a security guard.

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 month 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 Academic Deans in place for students to request counseling for academic and social concerns. The Dean's office is divided into Elementary school and Middle school departments in order to meet the individual needs of students across nine grade levels. Deans provide students with a safe haven to air their grievances and come to a resolution.
School contracts with certified counselors to address behavioral, mental health and other issues to call as needed basis. The contracted counselors visit the school and provide professional support. Deans 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.

• 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
• 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.
• Truancy issues are handled by AIT Attendance Intervention Team 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 in middle school is placed into a remedial reading and/or math course for the following academic school year.

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	17	13	19	14	22	16	12	4	0	0	0	0	0	117
One or more suspensions	1	1	0	1	2	1	7	3	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	3	0	5	7	4	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	5	5	7	8	5	0	0	0	0	0	30

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	1	1	0	1	0	0	0	0	0	0	3

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 AIT 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 in middle school is placed into a remedial reading and/or math course for the following academic school year.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

RCSAMandarin is not a Title 1 school however the school maintains a positive relationship with stakeholders through activities organized by Parent Volunteer Organization and school teams.

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:
•Business Partners in Education
• Parent-Volunteer Organization
• 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
Alaaddin, Akgul	Principal
Hellyer, Danielle	Dean
Oliver, Ashley	Dean
Colwell, Kimberly	Dean
Coach, RCSA	Instructional Coach
Lynn, Devon	Teacher, ESE

b. Duties

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

Principal- Aladdin Akgul: 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 maintenance of the school, beautification of the grounds, and general upkeep of the school plant. Identifies and provides in-service opportunities for faculty members. Establishes an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. Makes periodic appraisals of student progress. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, school grounds and community resources.

Middle School Dean of Students- Michele Wakefield: 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.

Elementary Dean of Students- Angela Smith: 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 properclasses for the student body.

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

Curriculum Support- Heather Botelho: Provides curriculum information in classrooms, small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities. Observations and helps teachers formulate and address goals related to their teaching practice, organizing and implementing lesson studies. Coordinates with teachers whose focus is to develop school-wide goals related to literacy and to work with teachers to address those school-wide literacy goals. Updates school ELL program including providing CELLA test to ELL students.

ESE Coordinator- Chanda Wright: 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.

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 Academic Deans and the Curriculum Support facilitator in order to look over both schoolwide 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
Alaaddin Akgul	Principal
Elizabeth Dorrian	Parent
Tonja Boswell	Parent
Marilyn Young	Parent
Elvan Aktas	Business/Community
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
Oliver, Ashley	Dean
Hellyer, Danielle	Dean
Alaaddin, Akgul	Principal
Coach, RCSA	Instructional Coach

b. Duties

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

• Uses Iready, Accelerated Reader, Achieve3000 and RCSA Benchmark/baseline data to implement lessons
• 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, Â§ 1114(b)(7)(A)(iii)(IV).

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

-Every other Wednesday is an 'early release' day in which the entire faculty gathers for instructional meetings and training
-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
-Many team teachers have common planning periods in order to meet and discuss instruction cross-curricular support

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 PD training system as well as

in-house training
-Frequent classroom walkthroughs and give feedback for improvement
-Mentoring program in place for a new teacher to be paired with a veteran teacher
-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)
-Duval Schools Teacher Development & Support -TDS provides a timeline of the action plan and informs PDF - Professional Development FAcilitor in school and school principal about progress through their assigned coordinator to RCSA Mandarin.
-Activities include: mentee/mentor orientation during pre-planning, development of an action plan for Teacher Development & Support TDS folder, and mentee participation in bi-weekly conferences with mentor
-Most mentor pairings are done by grade level or by the 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
-Iready, Accelerated Reader, Achieve3000, Study Island, 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 the testing timeline

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: 9,300

Every school day of the week in elementary school (except Wednesdays), teachers are available for students to come receive tutoring from 3:00-4:00. Tutoring days are designated as follows:
K-2:
Mondays- 2nd grade All subjects
Thursday- Kindergarten All subjects
Friday- 1st grade All subjects
Grades 3-5:
ELA:
Monday-English Language Arts
Thursdays-Math
Fridays-Science
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
Oliver, Ashley, aoliver@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.

Strategy: After School Program

Minutes added to school year: 9,300

Every school day of the week in middle school (except Wednesdays), teachers are available for students to come receive tutoring from 3:00-4:00. Tutoring days are designated as follows:
Mondays-English Language Arts
Tuesdays-Social Studies
Thursdays-Math
Fridays-Science
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
Hellyer, Danielle, dhellyer@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, Â§ 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 Kindergartners are invited to the school during the spring before their first year for a school orientation meeting, giving students and parents an opportunity to tour the campus and meet the Kindergarten teachers.
-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.

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.

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

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

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.

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.

Our strength in the data is the component with the biggest positive gap in state and district comparison. Math and Science achievement are the highest among the seven categorizes our school is above the state and district averages.The data component that showed the most improvement is science achievement by a 13% increase.

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.

Results suggest this is a significant trend due to math and science rigor and the high exposure to science our students encounter everyday. Our data driven approach using iready, Accelerated Reader, Achieve300, RCSA connect benchmarks and mini benchmarks allows stakeholders to access and meet the students needs throughout the year.

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 take a proactive and responsive approach to Civics instruction, by providing rigorous learning opportunities and support for success, then our EOC pass rate will increase.

G2.   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.

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 take a proactive and responsive approach to Civics instruction, by providing rigorous learning opportunities and support for success, then our EOC pass rate will increase. 1a

🔍 G100905

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	77.0

Targeted Barriers to Achieving the Goal 3

- Teachers are new to the Civics curriculum because our Civics program is only in its second year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will utilize team meetings, department meetings, PLCs, and resources, to create rigorous Civics lessons. We have a Dean of Middle School and a coach with of purpose of assisting teachers in a more proactive approach to Civics.

Plan to Monitor Progress Toward G1. 8

Modified running record collection and analysis on all Civics students grades.

Person Responsible
Danielle Hellyer

Schedule
Quarterly, from 10/1/2018 to 5/27/2019

Evidence of Completion

G2. 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

🔑 G100906

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0

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 G2. 8

Iready reading data will be collect and review throughout the year to monitor student growth to determine progress toward the goal.

Person Responsible
RCSA Coach

Schedule
Quarterly, from 10/1/2018 to 5/27/2019

Evidence of Completion
iready Reading, 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.

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 take a proactive and responsive approach to Civics instruction, by providing rigorous learning opportunities and support for success, then our EOC pass rate will increase. `1`

🔑 G100905

G1.B1 Teachers are new to the Civics curriculum because our Civics program is only in its second year. `2`

🔑 B272098

G1.B1.S1 `4`

🔑 S288107

Strategy Rationale

In the past, we did not have a Civics program at our school. Last year was the first year of the program, and teachers are adjusting to the curriculum. We want to continue this process in order to build our program.

Action Step 1 `5`

Civics teachers will receive training and coaching in the use of Civics curriculum.

Person Responsible

Danielle Hellyer

Schedule

Quarterly, from 10/1/2018 to 5/27/2019

Evidence of Completion

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

Classroom observations and walk-throughs.

Person Responsible

Akgul Alaaddin

Schedule

Quarterly, from 10/1/2018 to 5/27/2019

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 G1.B1.S1 7

Additional professional development will be coordinated throughout the year

Person Responsible

RCSA Coach

Schedule

Triannually, from 10/1/2018 to 5/27/2019

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.

G2. 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]

🔑 G100906

G2.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]

🔑 B272099

G2.B1.S1 [4]

🔑 S288108

Strategy Rationale

In the past, data chats sessions with the Curriculum Support facilitator or the academic deans 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]

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

Person Responsible

Ashley Oliver

Schedule

Monthly, from 10/1/2018 to 5/27/2019

Evidence of Completion

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

Action Step 2 `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

RCSA Coach

Schedule

Monthly, from 10/1/2018 to 5/27/2019

Evidence of Completion

Action Step 3 `5`

Modified running record collection and analysis on all bottom quartile students.

Person Responsible

RCSA Coach

Schedule

Semiannually, from 10/1/2018 to 5/27/2019

Evidence of Completion

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

Classroom observations

Person Responsible

Akgul Alaaddin

Schedule

Quarterly, from 10/1/2018 to 5/27/2019

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 G2.B1.S1 `7`

Benchmark results/Iready data for bottom-quartile studens

Person Responsible

Danielle Hellyer

Schedule

Quarterly, from 10/1/2018 to 5/27/2019

Evidence of Completion

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

V. Professional Development Opportunities

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

G1. If we take a proactive and responsive approach to Civics instruction, by providing rigorous learning opportunities and support for success, then our EOC pass rate will increase.

G1.B1 Teachers are new to the Civics curriculum because our Civics program is only in its second year.

G1.B1.S1

PD Opportunity 1

Civics teachers will receive training and coaching in the use of Civics curriculum.

Facilitator

Michele Wakefield/Heather Botelho

Participants

Civics Teachers

Schedule

Quarterly, from 10/1/2018 to 5/27/2019

G2. 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.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.

G2.B1.S1

PD Opportunity 1

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

Facilitator

Angela Smith/Michele Wakefield

Participants

Reading/ELA Teachers

Schedule

Monthly, from 10/1/2018 to 5/27/2019

PD Opportunity 2

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

Facilitator

Heather Botelho/Angela Smith/Michele Wakefield

Participants

Reading/ELA Teachers

Schedule

Monthly, from 10/1/2018 to 5/27/2019

PD Opportunity 3

Modified running record collection and analysis on all bottom quartile students.

Facilitator

Heather Botelho/Angela Smith/Michele Wakefield

Participants

Reading/ELA Teachers

Schedule

Semiannually, from 10/1/2018 to 5/27/2019

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	Civics teachers will receive training and coaching in the use of Civics curriculum.	$0.00
2	G2.B1.S1.A1	ELA and Reading teachers will participate in monthly data chats with an administrator to discuss data implications for each bottom quartile student.	$0.00
3	G2.B1.S1.A2	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
4	G2.B1.S1.A3	Modified running record collection and analysis on all bottom quartile students.	$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.MA1 🔑 M427574	Modified running record collection and analysis on all Civics students grades.	Hellyer, Danielle	10/1/2018		5/27/2019 quarterly
G2.MA1 🔑 M427577	Iready reading data will be collect and review throughout the year to monitor student growth to...	Coach, RCSA	10/1/2018	iready Reading, 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.	5/27/2019 quarterly
G1.B1.S1.MA1 🔑 M427572	Additional professional development will be coordinated throughout the year	Coach, RCSA	10/1/2018	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.	5/27/2019 triannually
G1.B1.S1.MA1 🔑 M427573	Classroom observations and walk-throughs.	Alaaddin, Akgul	10/1/2018	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.	5/27/2019 quarterly
G1.B1.S1.A1 🔑 A390834	Civics teachers will receive training and coaching in the use of Civics curriculum.	Hellyer, Danielle	10/1/2018		5/27/2019 quarterly
G2.B1.S1.MA1 🔑 M427575	Benchmark results/Iready data for bottom-quartile studens	Hellyer, Danielle	10/1/2018	The admin team will review the Benchmark and Iready data to determine if growth is being made by our bottom quartile students.	5/27/2019 quarterly
G2.B1.S1.MA1 🔑 M427576	Classroom observations	Alaaddin, Akgul	10/1/2018	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.	5/27/2019 quarterly
G2.B1.S1.A1 🔑 A390835	ELA and Reading teachers will participate in monthly data chats with an administrator to discuss...	Oliver, Ashley	10/1/2018	Meeting minutes from data chats and evidence of implementation reflected in teacher lesson plans.	5/27/2019 monthly
G2.B1.S1.A2 🔑 A390836	Reading/ELA teachers will receive training and coaching in the use and implementation of small...	Coach, RCSA	10/1/2018		5/27/2019 monthly
G2.B1.S1.A3 🔑 A390837	Modified running record collection and analysis on all bottom quartile students.	Coach, RCSA	10/1/2018		5/27/2019 semiannually