Duval County Public Schools

River City Science Academy At Mandarin

2019-20 Schoolwide Improvement Plan

Table of Contents

River City Science Academy At Mandarin

10911 OLD ST AUGUSTINE RD, Jacksonville, FL 32257

www.rivercityscience.org

Demographics

Principal: Bek IR Durmus

Start Date for this Principal: 8/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (68%) 2016-17: A (70%) 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17
Grade	A	A	A

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Alaaddin, Akgul	Principal	Principal- Alaaddin 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
Hellyer, Danielle	Dean	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.
Oliver, Ashley	Dean	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

Name	Title	Job Duties and Responsibilities
		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.
Colwell, Kimberly	Dean	Dean of Discipline Middle School- Kimberly Colwell: Monitors the hallway/ restroom along with security in the morning, during class time and during bell change throughout the day - ensuring that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and 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.
Albertson, Jennifer	Dean	Dean of Discipline Elementary School- Jennifer Albertson: 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.

Name	Title	Job Duties and Responsibilities
Coach, RCSA	Other	Curriculum Support, Testing Coordinator, ESOL Coordinator- 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 content matter and to work with teachers to address those school-wide goals. Updates school ELL program including providing WIDA test to ELL students. Organizes all state assessments.
Lynn, Devon	Teacher, ESE	ESE Coordinator- Chanda Wright: Participates in student data collection; pulls weekly administrative grade report, identifying problem areas and possible solutions; prepares yearly IEP reviews on all ESE students; ensures correct matrix coding for ESE students; attends monthly district Multi-disciplinary Response Team meetings; provides list of ESE students and their accommodations for classroom teachers.
Rose, Katie	School Counselor	Guidance Counselor- Katie Rose: Assists and advises students about academic and personal decisions. Provide private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. Coordinators 504 meetings with parents and teachers. Organizes career, academic and life skill based opportunities to students. Trains staff on mental health.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	108	89	90	92	94	123	115	89	0	0	0	0	899
Attendance below 90 percent	10	14	17	10	7	8	15	4	0	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Thursday 6/27/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	2	2	3	3	2	0	0	0	0	0	14

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	2	2	3	3	2	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	54%	61%	64%	50%	57%
ELA Learning Gains	65%	56%	59%	51%	54%	57%
ELA Lowest 25th Percentile	56%	53%	54%	55%	47%	51%
Math Achievement	78%	57%	62%	85%	52%	58%
Math Learning Gains	62%	57%	59%	87%	52%	56%
Math Lowest 25th Percentile	68%	52%	52%	86%	46%	50%
Science Achievement	85%	50%	56%	61%	47%	53%
Social Studies Achievement	99%	76%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	99 (0)	108 (0)	89 (0)	90 (0)	92 (0)	94 (0)	123 (0)	115 (0)	89 (0)	899 (0)
Attendance below 90 percent	10 (17)	14 (13)	17 (19)	10 (14)	7 (22)	8 (16)	15 (12)	4 (4)	0 (0)	85 (117)
One or more suspensions	0 (1)	0 (1)	0 (0)	0 (1)	0 (2)	0 (1)	0 (7)	2 (3)	0 (0)	2 (16)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (3)	0 (0)	0 (5)	0 (7)	0 (4)	0 (0)	0 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (5)	0 (5)	0 (7)	0 (8)	0 (5)	0 (0)	0 (30)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	51%	16%	58%	9%
	2018	74%	50%	24%	57%	17%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	73%	52%	21%	58%	15%
	2018	69%	49%	20%	56%	13%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	81%	50%	31%	56%	25%
	2018	63%	51%	12%	55%	8%
Same Grade Comparison		18%				
Cohort Comparison		12%				
06	2019	72%	47%	25%	54%	18%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	67%	44%	23%	52%	15%
Same Grade Comparison		5%				
Cohort Comparison		9%				
07	2019	66%	44%	22%	52%	14%
	2018	69%	41%	28%	51%	18%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
08	2019	76%	49%	27%	56%	20%
	2018					
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	81%	61%	20%	62%	19%
	2018	86%	59%	27%	62%	24%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	94%	64%	30%	64%	30%
	2018	99%	60%	39%	62%	37%
Same Grade Comparison		-5%				
Cohort Comparison		8%				
05	2019	89%	57%	32%	60%	29%
	2018	75%	61%	14%	61%	14%
Same Grade Comparison		14%				
Cohort Comparison		-10%				
06	2019	81%	51%	30%	55%	26%
	2018	78%	42%	36%	52%	26%
Same Grade Comparison		3%				
Cohort Comparison		6%				
07	2019	56%	47%	9%	54%	2%
	2018	82%	50%	32%	54%	28%
Same Grade Comparison		-26%				
Cohort Comparison		-22%				
08	2019	48%	32%	16%	46%	2%
	2018					
Cohort Comparison		-34%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	89%	49%	40%	53%	36%
	2018	75%	56%	19%	55%	20%
Same Grade Comparison		14%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	60%	40%	20%	48%	12%
	2018					
Cohort Comparison		-15%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	67%	33%	67%	33%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	69%	30%	71%	28%
2018	73%	84%	-11%	71%	2%
Compare		26%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	57%	7%	61%	3%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	56	52	41	50	60	73				
ELL	52	70	56	63	68	71	67				
ASN	83	63		70	56						
BLK	66	65	56	73	56	58	76	100	67		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	72	73	57	80	68	78	83	100	73		
MUL	79	63		83	67		73				
WHT	74	63	54	79	62	63	89	100	59		
FRL	64	63	54	75	60	63	79	100	69		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	52	75	64	67	64					
ELL	33	42	42	67	74						
ASN	58	70		100	80						
BLK	71	61		82	65						
HSP	63	63	50	71	61	62					
MUL	79	62		89	62						
WHT	70	56	54	85	68	68	78	73			
FRL	63	56	56	81	69	75	75	78			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	40		64	73						
ELL		40			90						
BLK	56	47		70	72						
HSP	64	67		86	83						
WHT	63	46		89	96	82	69				
FRL	51	48	47	71	85	82	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	719
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest component was ELA Lowest 25th Percentile Growth. This group of students has large academic gaps due to various factors such as language acquisition in ESOL students. This group of students faces challenges in reaching their grade level expectations but any growth is celebrated. Students worked in tutoring sessions and small group sessions to increase growth. Trends in inconsistent participation in extra resources provided to students was a contributor to the low growth performance.

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

No data component declined.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement had the largest positive gap by 29%.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement increased by 27%. Social Studies was part of our School Improvement Plan. Teachers will utilized team meetings, department meetings, PLCs, and resources, to create rigorous Civics lessons. We have a Dean of Middle School to coach with of purpose of assisting teachers in a more proactive approach to Civics.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Middle School Acceleration participation and Algebra EOC pass rate.

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

1. Middle School Acceleration
2. Algebra EOC
3. ELA Lowest 25th Percentile Growth

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Middle School Acceleration
Rationale	The school had a 60% participation rate in the middle school acceleration category for school grade calculation.
State the measurable outcome the school plans to achieve	To increase the number of middle school students qualifying for advanced academic opportunities.
Person responsible for monitoring outcome	Akgul Alaaddin (akgul@rivercityscience.org)
Evidence-based Strategy	1. Analyze the FSA scores for ELA and Mathematics. 2. Determine which students could attempt an accelerated course. 3. Meet with the parents/guardians to explain the meaning and impact of taking an accelerated course. 4. Enroll students in the accelerated course. 5. Monitor progress and provide support to any student experiencing difficulty
Rationale for Evidence-based Strategy	State calculated participation percentile.
Action Step	
Description	1. Formal progress monitoring three times per year. 2. Monthly data checkpoints. 3. Intervention and support for struggling students. 4. Placement adjustments as needed.
Person Responsible	Danielle Hellyer (dhellyer@rivercityscience.org)

#2	
Title	Middle School Algebra EOC
Rationale	In order to increase proficiency in math and Middle school Algebra EOC scores specifically, teachers will implement highly effective strategies of instruction (Modeling,Reinforcement, Reflection, Engagement Activities) and work as a department to coach and collaborate to ensure data and assessments reflect growth.
State the measurable outcome the school plans to achieve	Increase Algebra EOC scores
Person responsible for monitoring outcome	Akgul Alaaddin (akgul@rivercityscience.org)
Evidence-based Strategy	1. Monthly Mentor/Coaching of teachers through lesson planning and delivery to implement highly effective collaborative strategies for engagement and student success conducted by academic dean Michele Wakefield. 2. Math Department meet to locate and analyze the test item specifications and identify the critical concepts with vertical alignment. Members will analyze data individually and collaboratively to create goals and develop high quality proficiency scales. Successes will be celebrated upon completion of goals. The data used will consist of Test item specification, school wide student data, and specific grade level data at least quarterly.
Rationale for Evidence-based Strategy	State Algebra scores.
Action Step	
Description	1. Classroom observations, lesson plan monitoring/feedback, student progress monitoring, teacher growth plan. Documentation will occur through department meeting notes will be uploaded to the share drive at least quarterly. 2. Teachers will plan innovative, rigorous, standards-based lessons 3. Collaborate monthly to monitor student progress, (specifically targeted groups) in order to drive instructional practices. Individual team members will continuously analyze student data to make decisions that will increase achievement.
Person Responsible	Danielle Hellyer (dhellyer@rivercityscience.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).