Duval County Public Schools

River City Science Academy At Mandarin

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2019-20 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
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	29%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

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, position title, and job duties/responsibilities 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.
Schrank, Alison	School Counselor	Guidance Counselor- 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.

Demographic Information

Principal start date

Monday 8/1/2016, Bek IR Durmus

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

32

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

55

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Combination School KG-8
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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.	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

Date this data was collected or last updated

Monday 8/10/2020

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	
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	

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	
Number of students enrolled	99	108	89	90	92	94	123	115	89	0	0	0	0	899
Attendance below 90 percent	8	10	5	7	3	6	11	7	8	0	0	0	0	65
One or more suspensions	0	0	0	0	2	0	3	5	21	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	1	0	0	1	3	0	0	0	0	5
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	1	0	0	0	0	0	0	0	0	1

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	1	2	0	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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%
	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%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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						
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		
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						

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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	68

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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.

Our greatest decline based on Spring 2019 testing data was our 7th grade advance Math courses Math grade level comparison by 26%. The factors may include teacher experience, student commitment to acceleration programs and data tracking methods.

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%.This is due to experienced teacher, longer investment on student rigorous science course since 3rd grade as the test covers from grades 3,4, and 5th grade and effective data tracking tools.

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?

ELA Lowest 25th Percentile Growth

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

1. ELA Lowest 25th Percentile Growth
2. Middle School Math Acceleration Program Student Performance on Course Passing Rate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Provide targeted, student-specific, data-driven approach to meeting the needs of our bottom quartile students, then academic outcomes for these students will improve.
Measurable Outcome:	The measurable outcome will be to increase the learning gains in the bottom quartile students from 56% to 60% annually.
Person responsible for monitoring outcome:	Ashley Oliver (aoliver@rivercityscience.org)
Evidence-based Strategy:	Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc. to meet the needs of the specific bottom quartile students. Achieve 3000, Iready, IXL and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats will held between the Coach and Reading/ELA teachers to 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.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

1. Math, ELA, and Reading teachers will participate in monthly data chats to discuss data implications for each bottom quartile student
2. Reading/ELA teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.
3. Modified running record collection and analysis on all bottom quartile students
4. Provide training opportunity for all staff members through Kagan instructional practices

Person Responsible	Ashley Oliver (aoliver@rivercityscience.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Provide targeted, student-specific, data-driven approach to meeting the needs of our middle school Math acceleration students, then academic outcomes for these students will improve for 7th grade advanced level math courses (Algebra, and PreAlgebra)
Measurable Outcome:	The measurable outcome will be increase by at least 10 points for 7th grade 7th grade performance advanced student performance will be targeted 64% or higher.
Person responsible for monitoring outcome:	Danielle Hellyer (dhellyer@rivercityscience.org)
Evidence-based Strategy:	Teachers will utilize team meetings, department meetings, data chats, and elements of other professional development sessions to discuss progress, resources, challenges, etc. to meet the needs of the specific 7th and 8th grade math students. Iready, IXL and other progress monitoring data will drive the teachers instruction. Additionally, monthly data chats will held between the math teachers to 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.
Rationale for Evidence-based Strategy:	Data chats with middle school math teachers will focus heavily on the implications that the data results have for the specific 7th and 8th grade math students identified with each teacher.

Action Steps to Implement

1. Middle math teachers will participate in monthly data chats to discuss data implications
2. Middle Math teachers will receive training and coaching in the use and implementation of small group instruction/small group interventions in their classroom.
3. Modified running record collection and analysis

Person Responsible	Danielle Hellyer (dhellyer@rivercityscience.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

RCSA Mandarin participated in GEER program focus on achievement gaps in primary grades K-3 to close achievement gap due to distance education after spring break 2020. The top priority started to be in reading specifically Kindergarten student readiness.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At River City Science Academy Mandarin, students and teachers are held to high standards for teaching and learning. We provide an educational environment that meets the needs of all learners by providing everything from progress monitoring plans to innovative, hands on lessons and advanced classes. Our staff works together as a team to provide this superior education to our students. To ensure our students can meet these high standards, they study different character traits each month. This character trait study helps our students meet high expectations in the classroom and preserve the positive school culture we have worked to improve over the years. As a school, we ask different stakeholder groups to complete surveys that we use to better our school. These stakeholder groups include students, parents, staff, and community members. We have a very active Parent Volunteer Organization that helps bring our community together by coordinating events that provide a positive fun atmosphere. We actively engage our business partners in being part of our school in any way they can. Our school strives to be a light in our area by providing learning opportunities in our buildings and in the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
		Total:	**$0.00**