Duval County Public Schools

River City Science Academy At Mandarin

2022-23 Schoolwide Improvement Plan

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River City Science Academy At Mandarin

10911 OLD ST AUGUSTINE RD, Jacksonville, FL 32257

www.rivercityscience.org

Demographics

Principal: Alaaddin Akgul

Start Date for this Principal: 7/1/2016

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2021-22 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	2021-22: A (73%) 2020-21: (62%) 2018-19: A (72%) 2017-18: A (68%)
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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Akgul, Alaaddin	Principal	Principal- Alaaddin Akgul: Serves as the educational leader and chief executive of the Mandarin campus. He is 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 programs. 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 up keep 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.
Basford, Crystal	Dean	Elementary Dean of Students - Angela Smith: Monitors lesson plans and provides feedback to department heads concerning Florida Standards (K-5) and B.E.S.T ELA standards (K-2); participates in student data collection; assists 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.
Albertson, Jennifer	Dean	Middle School Dean of Students- Jennifer Albertson: Monitors lesson plans and provides feedback to department heads concerning Florida Standards (grades 6-8); participates in student data collection; assists teachers with providing best practices for their subject

Name	Position Title	Job Duties and Responsibilities	
			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.
Boone, Kimberly	Dean		Dean of Discipline for Elementary - 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 completes 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; Conducts periodic drills
Colwell, Kimberly	Dean		Dean of Discipline for Middle School - Monitors the hallway/restroom along with security in the morning, during class time and during bell change throughout the day - ensures that students are entering and exiting the cafeteria in a safe and orderly manner; Processes referrals and completes 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.
Hellyer, Danielle	Instructional Coach		Curriculum Support (Grades K-4) - Provides curriculum information in classrooms related to, small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities.

Name	Position Title	Job Duties and Responsibilities
		Observations and helping 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
Schrank, Alison	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. Coordinates 504 meetings with parents and teachers. Organizes career, academic and life skill based opportunities to students. Trains staff on mental health. Testing coordinator: organizes all state and school-wide assessments. ESOL Coordinator. Updates school ELL program including providing WIDA test to ELL students.
Lynn, Devon	Teacher, ESE	ESE Coordinator - 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 Multidisciplinary Response Team meetings; provides list of ESE students and their accommodations for classroom teachers.
Oliver, Ashley	Instructional Coach	Curriculum Support (Grades 5-8) - Provides curriculum information in classrooms related to small groups, or individual settings: promotion requirements, EOC/FSA score information, safety net/tutoring opportunities. Observations and helping 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

Demographic Information

Principal start date

Friday 7/1/2016, Alaaddin Akgul

Number of teachers with a 2022 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.*

38

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

909

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	106	100	88	94	92	115	106	101	0	0	0	0	909
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 2022 statewide FSA ELA assessment	0	0	0	0	15	11	7	12	7	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	9	17	9	4	10	0	0	0	0	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 8/25/2022

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	102	98	105	96	89	88	105	108	85	0	0	0	0	876
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	10	11	8	8	7	8	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	12	9	9	10	10	0	0	0	0	67
Number of students with a substantial reading deficiency	0	1	7	3	6	12	30	24	16	0	0	0	0	99

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	0	0	0	0	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	0	1	0	4	0	1	0	0	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	102	98	105	96	89	88	105	108	85	0	0	0	0	876
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	10	11	8	8	7	8	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	12	9	9	10	10	0	0	0	0	67
Number of students with a substantial reading deficiency	0	1	7	3	6	12	30	24	16	0	0	0	0	99

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	0	0	0	0	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	0	1	0	4	0	1	0	0	1	0	0	0	0	7
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 Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%			71%			73%	54%	61%
ELA Learning Gains	62%			65%			65%	56%	59%
ELA Lowest 25th Percentile	50%			48%			56%	53%	54%
Math Achievement	77%			72%			78%	57%	62%
Math Learning Gains	70%			52%			62%	57%	59%
Math Lowest 25th Percentile	65%			38%			68%	52%	52%
Science Achievement	78%			66%			85%	50%	56%
Social Studies Achievement	96%			89%			99%	76%	78%

Grade Level Data Review - State Assessments
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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	51%	16%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	73%	52%	21%	58%	15%
Cohort Comparison		-67%				
05	2022					
	2019	81%	50%	31%	56%	25%
Cohort Comparison		-73%				
06	2022					
	2019	72%	47%	25%	54%	18%
Cohort Comparison		-81%				
07	2022					
	2019	66%	44%	22%	52%	14%
Cohort Comparison		-72%				
08	2022					
	2019	76%	49%	27%	56%	20%
Cohort Comparison		-66%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	61%	20%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	94%	64%	30%	64%	30%
Cohort Comparison		-81%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	89%	57%	32%	60%	29%
Cohort Comparison		-94%				
06	2022					
	2019	81%	51%	30%	55%	26%
Cohort Comparison		-89%				
07	2022					
	2019	56%	47%	9%	54%	2%
Cohort Comparison		-81%				
08	2022					
	2019	48%	32%	16%	46%	2%
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	89%	49%	40%	53%	36%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-89%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	40%	20%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	100%	67%	33%	67%	33%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	99%	69%	30%	71%	28%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	57%	7%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	44	68	53	41	55	50	50				
ELL	55	66	55	71	70	75	65	92			
ASN	78	62		86	79		92				
BLK	72	51	35	65	69	57	85	100	87		
HSP	66	65	63	70	63	54	67	91	75		
MUL	88	78		85	89		75	100			
WHT	80	62	53	81	69	72	79	96	82		
FRL	66	60	52	69	63	54	71	94	65		

2021 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 2019-20	C & C Accel 2019-20
SWD	38	50	42	35	48	43	40				
ELL	43	56	54	58	41	36	12	80			
ASN	80	68		83	63		67				
BLK	64	60	36	54	40	23	46	76	50		
HSP	64	65	57	67	52	27	61	100	35		
MUL	80	78		77	50						
WHT	73	63	43	77	54	49	75	90	67		
FRL	62	58	48	67	46	36	56	86	48		

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						

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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
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	53
Total Points Earned for the Federal Index	709
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
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	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
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	67
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	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	75
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	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA: All of our grade levels, 3-8, showed an increase in achievement with the exception of 4th grade which decreased by 1% between 2019-2022. Students with Disabilities and English Language Learner subgroups all showed an increase in achievement in ELA in the categories of achievement, learning gains, and learning gains of the bottom quartile.

Math: For Math, grade levels 3-5, had a decrease in the achievement percentage from 2019-2022, where grade 6-8 had an increase. Students with Disabilities and English Language Learner subgroups all showed an increase in achievement in Math in the categories of achievement, learning gains, and learning gains of the bottom quartile.

Science: Grade 5 had a decrease from 89%-81% and 8th grade had a decrease from 60%-56% between 2019-2022.Students with Disabilities and English Language Learner subgroups all showed an increase in achievement in Science in the category of achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement would be the ELA learning gains. As a school the learning gains in ELA decreased by 3% from 65% to 62%. The ELA learning gains for the bottom 25% only increased by 2% from 48% to 50%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year we had an increase focus on our math learning gains. We hired a math interventionist for middle school and also had a K-8 math coach. This year our focus is going to be on the learning gains for ELA. We have hired a reading interventionist for middle school and also have ELA specific paraprofessionals in grades 3-5.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area showing the most improvement was our Math learning gains. Our overall learning gains in math increased from 52% to 70% and also increased for the bottom quartile from 38% to 65%. This was one of our areas of focus last year and we exceeded our goal.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors for the improvement in math learning gains include the addition of math interventionists to our staff. These staff members provided extra support to our struggling students by pushing into the classrooms and also pulling students out to provide extra support. Last year was also our first year with a math coach on staff to support teachers in their mathematical instruction.

What strategies will need to be implemented in order to accelerate learning?

Data chats throughout the year for students to discuss their current level and how they can improve. Individualized learning opportunities during tutoring. The bottom quartile in K-5 classes will attend

Learning Labs once a week with a focus on ELA skills. These will be data driven based on their iReady diagnostic data and Progress Monitoring assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Once a month, teachers will participate in early release trainings based on the new standards and best practices. Paraprofessionals, teachers, coaches, interventionists, and administrators will meet to discuss areas of need and ways they can best support their students individual needs. Teachers are encouraged to take professional development courses through the county to improve their instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This year we have added a paraprofessional to each grade level for additional support. Every teacher will receive support in ELA and Math several times during the week.

Our bottom quartile students will be pulled once a week by a certified teacher to participate in a Learning Lab. Learning Labs will be 45 minutes with a focus on students' individual needs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year's area of focus for ELA is achievement level for grades 3-8. Our school's achievement percentage last year was 76% based on the FSA. Due to the state moving to FAST testing, we are unsure of the correlation between scores and we are setting a goal of 70%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome will be for 70% of students in grades 3-8 to achieve proficiency on the ELA FAST test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this outcome using several data points. iReady data and state-required Progress Monitoring Assessments (PMA) will be administered three times throughout the school year. These tests will be administered at the beginning, middle, & end of the year. Final monitoring will come from the spring Progress Monitoring Assessment which will be cumulative of all the standards taught for the year.
Person responsible for monitoring outcome:	Crystal Basford (cbasford@rivercityscience.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction is required in K-5 this year. Teachers will analyze iReady & PMA data and group students by ability level to focus on data-driven instruction. In addition to small group instruction, we will also implement Learning Labs for bottom quartile students in K-5. This is an additional 45 minutes per week of intensive instruction based on individual needs. Each grade level (K-5) has been assigned a paraprofessional to provide additional support in the classroom. K-5 classrooms will have additional ELA support from a paraprofessional twice per week. Grades 3-5 will also participate in fluency checks once a month. Middle school teachers will pull their bottom quartile students during their planning period 2-3 times per week to focus on individualized student deficits. We will also be providing additional ELA support through a reading interventionist who will push-in to the Reading/ELA classrooms every day. All grade levels will provide tutoring once a week to those students who need extra support in ELA.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In past years, small group instruction was not required in the K-5. Evidence has shown teachers who did implement small group, data-driven instruction, had more student growth. This year we are requiring all K-5 teachers to implement small group instruction within their classrooms, along with providing an extra session of support to the bottom quartile students through Learning Labs. In middle school, teachers will host data chats with their students to discuss the results of the iReady diagnostic and progress monitoring assessments. Data chats will happen when teachers pull students during their planning period to discuss progress and come up with a plan for improvement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Reading/ELA teachers will participate in quarterly data chats after each iReady diagnostic assessment Progress Monitoring assessment (PMA) with coaches and deans to discuss progress and deficits.
2. ELA/Reading teachers will have more frequent data chats with bottom quartile students to discuss classroom grades and performance.
3. Reading/ELA teachers will receive training and coaching in using and implementing small group, data-based instruction in their classrooms.
4. Documentation and discussion of all bottom quartile students with the MTSS Team. This team will monitor student progress, communicate with teachers and paraprofessionals providing small group instruction, enter MTSS data into Focus, and provide resources to staff as needed on a weekly basis.
5. Weekly tutoring will be available to all bottom quartile students to aid in content mastery and provide additional practice time.
6. Learning labs with the bottom quartile once a week with a certified teacher.

Person Responsible	Crystal Basford (cbasford@rivercityscience.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year's area of focus for science is the 8th grade science achievement level. We did not meet this goal last year. Our goal was for 57% of our 8th graders to score an achievement level of 3 or above, but only 56% of our 8th graders met the proficiency level of scoring a 3 or higher.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome for 8th grade science will increase by 3% with 59% proficiency or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this area of focus through IXL, USA Test Prep, and benchmark testing from the curriculum at the beginning, middle, and end of the year. After each assessment, teachers will analyze their data and have a data chat with their academic coach/dean to discuss the results. Plans will be put into place for those students performing below grade level.
Person responsible for monitoring outcome:	Jennifer Albertson (jalbertson@rivercityscience.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Middle school has a designated science interventionist who will push into the 8th grade science classes. This person will provide the students with instructional support within the classroom whether it be in a small group or one-on-one. Students who are working below grade in science will be invited to weekend studies. We have been provided with a grant to implement a science tutoring program. We will be inviting students who scored significantly below grade level on the beginning of the year benchmark assessment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In an effort to support science instruction this year, we hired a science interventionist. Last year we had a math interventionist and our math learning gains drastically increased. This allows us to provide the teachers and students with extra support through the implementation of someone who has expertise in science. The weekend science tutoring session will be a small group of students in which the teacher can provide individualized interventions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

At River City Science Academy Mandarin, all students are involved in a multitude of Character Trait developing activities. The school adopts philanthropies each year to raise money, items, and awareness to several community programs including the Jacksonville Humane society, Healing Hearts Wolfson's Children's Hospital, Mandarin Food Bank, and more. These philanthropies coincide with our monthly character traits. Throughout the school you will find in each classroom a display of our monthly traits that include responsibility & respect, empathy, courage & teamwork, gratitude, generosity, perseverance & leadership, kindness, citizenship, honesty and self-esteem. Students are taught not only the definition of these vital traits, but the acts that express them. Each month teachers focus on these traits and have students that represent these traits well be chosen as our Student Of the Month. The students are recognized with a certificate, special gifts, and breakfast/treats with our admin team. In addition, each classroom sets their space up in a calm and welcoming environment. There is a Cool down corner with proper calming tools and/or reflection papers in every classroom. This positive culture and environment is felt throughout the halls as students are always greeted by their names, checked in on, given words of affirmation, and positive incentives each day. River City Science Academy Mandarin has also begun the implementation of PBIS (Positive behavior intervention & support). Students have very clear expectations set in the beginning of the year, are reminded daily/weekly and rewarded with our ticket system when showing great examples of this. All students recognize our slogan "Rockets are respectful, responsible and safe."

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our school stakeholders for creating this environment include the teachers, admin team, support staff, and students. In addition our parents play a huge role in the positive culture and environment as we include them just as our school family with decisions and events. As mentioned previously, our school collaborates with several philanthropes and community partnerships to raise money, collect items, and bring awareness to their organizations through our character development programs. Teachers set the tone daily in their classrooms, the administration team works to build relationships with all students, our support staff work hand in hand with our students and teachers to create a positive environment, and our students are given the tools and freedom to express their emotions and empathize with others.