

Hillsborough County Public Schools

RCMA Leadership Academy



2019-20 Schoolwide Improvement Plan

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RCMA Leadership Academy

18236 S US HIGHWAY 301, Wimauma, FL 33598

[no web address on file]

Demographics

Principal: Mark Haggett

Start Date for this Principal: 9/3/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: B (61%) 2017-18: B (55%) 2016-17: C (52%) 2015-16: C (46%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

School Board Approval

N/A

SIP Authority

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Redlands Christian Migrant Association (RCMA) is to open doors to opportunity through quality childcare and education provided from crib to high school and beyond. Our goal is to enable children and families to participate fully in the same opportunities for education, health, and social development that other Florida families enjoy to help break the cycle of poverty in rural Florida.

RCMA began opening charter schools in 2000 in order to expand upon the high-quality educational services provided by the non-profit organization in the are of child care since 1965. RCMA owns and operates three charter schools: RCMA Wimauma Academy, a Kindergarten through Fifth Grade school in Hillsborough County, RCMA Leadership Academy, a grade Six through Eight school in Hillsborough County, and Immokalee Community School, a K-6 school in Collier County. RCMA Leadership Academy was chartered by Hillsborough County Public Schools in 2012.

Provide the school's vision statement.

The RCMA Leadership Academy's programs are designed to help students master important concepts and skills, develop enduring understandings, critical thinking, and habits of mind needed to succeed in school, career and life. Academic, social-emotional, and leadership skills are developed through our innovative programs. The programs also provide opportunities for parents to build their own confidence, skills, and ability to serve as true partners in educating their students.

We are currently a "B-rated" school, and strive to be an "A-rated" school in 2019-20.

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
Haggett, Mark	Principal	The Principal leads the staff and students at the school in all areas. He oversees the academic performance of the school, all personnel and human resource matters, all budget matters, and the day-to-day functioning of the school.

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	40	32	42	0	0	0	0	114	
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 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	
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)

8

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

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	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 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	

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	46%	51%	54%	40%	50%	52%
ELA Learning Gains	49%	52%	54%	52%	53%	54%
ELA Lowest 25th Percentile	69%	47%	47%	64%	45%	44%
Math Achievement	72%	55%	58%	59%	54%	56%
Math Learning Gains	57%	57%	57%	58%	59%	57%
Math Lowest 25th Percentile	43%	52%	51%	38%	51%	50%
Science Achievement	50%	47%	51%	38%	47%	50%
Social Studies Achievement	74%	67%	72%	53%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	40 (0)	32 (0)	42 (0)	114 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 ()	0 ()	0 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 (0)
Level 1 on statewide assessment	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.

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
06	2019	35%	53%	-18%	54%	-19%
	2018	53%	52%	1%	52%	1%
Same Grade Comparison		-18%				
Cohort Comparison						
07	2019	43%	54%	-11%	52%	-9%
	2018	42%	52%	-10%	51%	-9%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
08	2019	59%	53%	6%	56%	3%
	2018	43%	54%	-11%	58%	-15%
Same Grade Comparison		16%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	49%	19%	55%	13%
	2018	68%	48%	20%	52%	16%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	61%	62%	-1%	54%	7%
	2018	44%	61%	-17%	54%	-10%
Same Grade Comparison		17%				
Cohort Comparison		-7%				
08	2019	54%	31%	23%	46%	8%
	2018	10%	29%	-19%	45%	-35%
Same Grade Comparison		44%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	47%	3%	48%	2%
	2018	30%	48%	-18%	50%	-20%
Same Grade Comparison		20%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	67%	6%	71%	2%
2018	72%	65%	7%	71%	1%
Compare		1%			
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	86%	63%	23%	61%	25%
2018	92%	63%	29%	62%	30%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

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
ELL	27	45	64	60	55	40	28	63	81		
HSP	45	50	69	73	58	44	50	74	89		
FRL	46	49	69	72	57	43	50	74	89		
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	27	27		55	73						
ELL	35	42	30	55	59	53	18	67	87		
HSP	47	47	33	63	66	54	31	72	90		
FRL	46	46	33	63	65	54	30	72	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
ELL	28	42	56	58	55	21		40			
HSP	40	52	64	59	58	38	38	52	67		

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
FRL	40	52	64	60	59	40	40	53	70		

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	60
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	49
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
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.

Our students' performance on Lowest Quarter Math was the furthest off of the district and state average. Our school was 43% proficient, whereas the district average was 52%, and the state average 51%. Also, the 43% was our lowest cell.

As a school with a student body that is largely composed of English Language Learners, last year, we focused on Language Arts. A large portion of our Saturday School time and lunch time tutoring were spent helping the scholars (especially in the 6th grade) work on Language Arts. Saturday School and lunch time tutoring were led by the Math Teacher.

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

Math Lowest Quartile showed the greatest decline from 2018 - 2019: 54% to 43%. The Principal led more data chats last year to raise teacher awareness on bottom quartile students, and how to address their needs. However, this cell slipped.

As stated earlier, the focus (including from the Math teacher) was on Language Arts (primarily from the 6th grade lower quartile). This year, the Math teacher will focus on the students in the lower quartile, and tutor only in Math when she tutors the scholars.

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.

Our school rated at the same or higher on most components, when compared to the state. There were only four components that had a smaller proficiency rate than the state's proficiency average. Those were the following: ELA Achievement, ELA Learning Gains, Math Lowest Quartile, and Science. Science was only one percentage point behind the state, so that will not be a point of elaboration on this question.

ELA Achievement stayed the same from 2018 to 2019. ELA Learning Gains increased from 2018 to 2019 by 3 percentage points. We made a change to our scheduling of teachers from 17-18 to 18-19 that might require one more year to reveal the full, positive impact. We now have our ELA teachers focus on one grade level only. That is continuing this school year, and is expected to reveal better results. In general, our students might not have parents who speak English as their first language, and might not have ample reading material in English in the home. As far as our instructional efforts in ELA, we feel our teachers are doing well. We have a new teacher this year for sixth grade ELA, to replace a teacher who retired. The teacher who retired struggled with keeping up with her teacher duties the last semester of last school year.

Math Lowest Quartile has already been discussed in response to questions a. and b.

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

The School Grade cell that showed the most improvement was ELA Lowest Quartile. There were several changes made in 2018-19 that supported this type of improvement:

- * The Principal led multiple faculty meeting sessions on bottom quartile data analysis.
- * Instead of having two consecutive 50 min. blocks of ELA, the two ELA blocks were separated so that did not occur contiguously in students' schedules.
- * The first block of ELA was labeled ELA, and the second block was labeled Writing. Students and teachers both commented that this helped them to focus on what to work on in each respective period.

* Teachers in the past might have had more than one grade level to teach. Last school year, teachers were given a schedule in which they focused on one grade level only of ELA and Writing courses.

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

Student GPA's as the Progress Report checks were lower. Teacher anecdotally commented that students were less compliant with turning in work on time. That led to lower grades in core classes. Administration and teachers both feel that lots of this relates to lack of organizational skills on their part.

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

1. Earn a School Grade of A. If all cells increase by 1 point, our school will earn an A.
2. Reduce # of students earning at risk grades in core classes.
3. Increase student compliance with turning in school work on time, and being able to keep their school materials organized.
4. Increase the level of social-emotional support in the school. Increase the level of positivity in the school. Increase school spirit.
5. Support Seventh graders with their attitude towards school in general. Seventh grade is a year that students get side-tracked away from school-based goals.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Bottom Quartile Results will increase
Rationale	<p>Math Bottom Quartile results on FSA for 2019 were the lowest cell in the School Grade calculation. They were the lowest for our school when compared among our proficiency cells, and also the furthest from the district average and state average than other cells.</p> <p>Many of our high-achieving students go on to Algebra and Geometry in 7th and 8th graders, thus, are no longer counted in this cell. Nevertheless, the scholars who remain in General Education Math need more attention during instruction to increase their performance.</p>
State the measurable outcome the school plans to achieve	The proficiency of bottom quartile math will increase from 43% to 57%. (It was 54% in 2018).
Person responsible for monitoring outcome	Mark Haggett (mark.haggett@charter.hcps.net)
Evidence-based Strategy	Our strategy for increasing the success of the lowest quartile will be to focus on Math with the scholars who are in the lowest quartile will be to focus both in Saturday school on Math and start tutoring sessions during the day to focus on Math. Also, more data will be kept (in the form of NWEA quick assessments - screening tests) for the lower quartile in prior 6th and 7th grade classes, in addition to the STAR testing and other testing done throughout the curriculum.
Rationale for Evidence-based Strategy	We will closely monitor the scholars using the skills tests in NWEA, then use their platform to have scholars practice on certain skills they appear to be lacking, according to the test. NWEA suggests skills based on their performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule Saturday School (starting 9/14). 2. Constant contact with parents encouraging Saturday School. 3. Have scholars keep Goal Sheets. 4. Test scholars using NWEA's Math tests (Gen Ed Math, Algebra and Geometry) every other month. 5. Test using STAR Math Enterprise every other month. 6. Start tutoring sessions during the school day (Starting in January). 7. Use NWEA to have scholars practice skills they are struggling in according to NWEA.
Person Responsible	Mark Haggett (mark.haggett@charter.hcps.net)
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).

We will focus on strategies to improve our population of ELL strategies, by working with teachers on improving their ELL strategies. We will carefully monitor the scholars who are in the ELL program and use the NWEA testing platform to see increases.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

RCMA Leadership Academy has positive relationships with parents and families. They will continue to be positive relationships and will grow through many positive initiatives:

- * monthly Wed. night parent meetings in which both students and their parents attend together, even though the content is mainly aimed towards the parents; given in both English and Spanish
- * grade-level specific parent meetings that target areas of interest and need for specific grade levels
- * monthly parent newsletter; given mostly in Spanish
- * more frequent parent newsletters, as needed; in English and in Spanish
- * open door policy with administration in which parents don't need an appointment to come talk to administration
- * frequent use of the robocall system, with calls and texts in both English and in Spanish
- * progress reports go home every 3 weeks with scholar's grade averages

RCMA Leadership Academy has many community partnerships, including but not limited to:

- * retired professionals volunteer to tutor students
- * Sun City Community Foundation provides grants
- * Sun City Center's Interfaith Council provides grants
- * Feeding America brings fresh vegetables and other foods periodically for parents to pick up twice per year in conjunction with a parent meeting
- * Suncoast Community Health Care Center provides free dental services for our scholars by bringing their dental coach van to our campus

PFEP Link

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

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

- * There is one school-based "Counseling Coordinator" who is a full-time employee. He is certified as a School Psychologist certification issued from Puerto Rico. As he is bilingual and bicultural, he can better meet the linguistic needs of the school's scholars and their families.
- The school employs a part-time Certified Social Worker to assist with coordination of services between the school, the scholar and their family, and any outside mental health agency being used.
- * School-based counseling occurs with these two staff members. As needs arise, students are referred to one of three community-based organizations for a higher level of counseling.
- All school staff will receive the Youth Mental Health First Aid training by a certified trainer
- School staff can identify students for placement in Tier 2 via the RCMA Internal Referral Form
- Students can self-identify a need using the Student Request for Services form.
- The School Counseling Coordinator will evaluate using the Children's Functional Assessment Rating

Scale (CFARS) screening tool or the Screening, Brief Intervention, and Referral to Treatment (SBIRT) Assessment for substance abuse.

- Scholars will be sorted into different “Houses” to provide emotional support. “Houses” meet weekly. There is a positive reward system associated with the Houses as part of Positive Behavior Intervention & Supports (PBIS). Two to three adults are assigned to each House, to help create mentorship opportunities. Social-emotional lessons occur within the weekly House meetings.
- Scholars see their homeroom teacher for a short, five minute period at the end of the school day so that if a scholar has had a serious issue during the school day, there is an opportunity to talk to a trusted teacher.
- Retired professionals tutor and mentor students during After School.

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

RCMA Leadership Academy sees transition from middle school to high school as a family effort. We have a Padres Comprometidos program for 5th grade scholars moving in to 6th grade. We help them understand the newfound freedom comes with challenges, as well as the increase in responsibility. We also speak about the importance of maintaining grades throughout the three years for the purpose of applying for Magnet schools in the 8th grade. During their eighth grade year, we also hold parent meetings to show them how to apply for Magnet programs, how to open email accounts, so the parent can get information from the Magnet programs. We also have meetings with parents and scholars to discuss the changes from middle school to high school.

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

RCMA Leadership Academy coordinates with federal and state and private programs to integrate services to best meet the needs of students and the school. Title I funds are used to deliver professional development designed to increase student achievement. Title I funds and private grants provide support materials for migrant students, such as bilingual dictionaries, Spanish language reading materials and reading remediation materials.

Title III funds are accessed by linking test results of ELL students’ FSA and WIDA results with purchased instructional materials. The Director of Professional Development and Data Analysis coordinates the expenditures of the Title III funds. The Reading Resource teacher assists with the inventory.

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

RCMA Leadership Academy partners with Berkeley Preparatory School in Tampa for the Berkeley Academy. When scholars are in the sixth grade, they will apply to be chosen for the Berkeley Prep Program. The Berkeley school hosts the scholars for the summer and then for one Saturday a month. They have college students teach their classes and encourage the scholars to push themselves with the intention of earning good grades. Their goal is to stay with the scholars through their middle and high school years, prepping the scholars for college.

All 7th and 8th Grade students are given a guided, college experience field trip on the Hillsborough Community College: South Shore campus, one afternoon per year. This trip is designed to inspire scholars to make goals of attending college. It is also to show them how accessible the college campus

is, because most of them are zoned to attend Lennard High School. Lennard High School and HCC-South Shore are within walking distance of each other.