

Hillsborough County Public Schools

RCMA Wimauma Community Academy



2019-20 Schoolwide Improvement Plan

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RCMA Wimauma Community Academy

18240 US HIGHWAY 301 S, Wimauma, FL 33598

[no web address on file]

Demographics

Principal: Mandy Johnson

Start Date for this Principal: 9/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: B (59%) 2015-16: C (51%) 2014-15: C (50%)
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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

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

School Board Approval

N/A

SIP Authority

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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 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 Sixth through Eighth 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 Wimauma 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.

The school is proud to be a "B-rated" school, and strives 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	32	41	35	35	39	39	0	0	0	0	0	0	0	221
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	

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)

15

Date this data was collected or last updated

Thursday 9/12/2019

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	44%	57%	61%	46%	60%	57%
ELA Learning Gains	57%	56%	59%	56%	60%	57%
ELA Lowest 25th Percentile	68%	52%	54%	60%	53%	51%
Math Achievement	78%	55%	62%	88%	60%	58%
Math Learning Gains	62%	57%	59%	61%	60%	56%
Math Lowest 25th Percentile	60%	49%	52%	47%	54%	50%
Science Achievement	33%	50%	56%	57%	54%	53%
Social Studies Achievement	0%	77%	78%	0%	78%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	32 (0)	41 (0)	35 (0)	35 (0)	39 (0)	39 (0)	0 (0)	0 (0)	0 (0)	221 (0)
Attendance below 90 percent	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)
Course failure in ELA or Math	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)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	52%	-12%	58%	-18%
	2018	47%	53%	-6%	57%	-10%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	50%	55%	-5%	58%	-8%
	2018	52%	55%	-3%	56%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
05	2019	42%	54%	-12%	56%	-14%
	2018	55%	51%	4%	55%	0%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				
06	2019	35%	53%	-18%	54%	-19%
	2018	53%	52%	1%	52%	1%
Same Grade Comparison		-18%				
Cohort Comparison		-20%				
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
03	2019	95%	54%	41%	62%	33%
	2018	84%	55%	29%	62%	22%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	68%	57%	11%	64%	4%
	2018	79%	57%	22%	62%	17%
Same Grade Comparison		-11%				
Cohort Comparison		-16%				
05	2019	72%	54%	18%	60%	12%
	2018	75%	54%	21%	61%	14%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
06	2019	68%	49%	19%	55%	13%
	2018	68%	48%	20%	52%	16%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
07	2019	61%	62%	-1%	54%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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
05	2019	33%	51%	-18%	53%	-20%
	2018	45%	52%	-7%	55%	-10%
Same Grade Comparison		-12%				
Cohort Comparison						
08	2019	50%	47%	3%	48%	2%
	2018	30%	48%	-18%	50%	-20%
Same Grade Comparison		20%				
Cohort Comparison		5%				

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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	41	56	65	79	63	60	32				
HSP	44	57	68	78	62	60	33				
FRL	44	57	68	78	62	60	33				
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
ELL	51	56	40	81	68	50	42				
HSP	52	57	39	82	66	47	46				
FRL	53	58	39	81	64	44	46				
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	42	54	59	88	59	50	53				
HSP	45	55	60	88	61	47	57				
FRL	45	55	60	88	61	47	57				

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	59
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	66
Total Points Earned for the Federal Index	468

ESSA Federal Index	
Total Components for the Federal Index	8
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	58
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	59
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

Multiracial Students	
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	59
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 Science Achievement was the furthest off of the district and state average. Our school was 33% proficient, whereas the district average was 50%, and the state average was 53%. Also, the 33% in Science was our lowest cell in the School Grade calculation. {As a side note, we reviewed 5th grade Science scored throughout the district, and at our other charter school in Collier County, we noticed that many schools had a drop in Science proficiency Spring 2019.} At our school, in past years, the 5th grade Science classes employed many hands-on activities (discovery learning). However last school year, the behavior of the scholars in the class interfered with activities early on in the school year, which decreased the amount of hands-on learning. Some challenges with student behavior patterns also decreased the number of field trips.

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

The data component showing the greatest decline from 2018 to 2019 was the Science Achievement cell, which decreased from 46% to 33% which is a 16% decrease. Refer to II, a. That is where we stated factors that we feel contributed to the decline.

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.

The state average for Science Achievement was 53%, while our Science Achievement was 33%, which created the largest gap in comparison (20%). Refer to II, a.

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

The cell for ELA Lowest 25th Percentile increased from 39% to 68%, an increase of 29%. Our school hired a new ESE/Reading Resource teacher Fall 2018, and a former Reading Coach Winter 2018-19 to work for our school as a Reading Resource Teacher. We also had more focused and frequent faculty meetings geared toward the bottom quartile, and strategies to support the scholars in the bottom quartile.

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

Our potential area of concern is the academics, behavior and the social emotional well being of the fifth grade groups. This will help support the full scope of science instruction which will thus help improve Science Achievement.

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 5 points, our school will earn an A.
2. Better support Third Graders on their ELA performance, particularly those who are struggling readers and/or reluctant readers.
3. Better support Fifth graders and their families for the transition to middle school. Better monitor Fifth Grader's attitude and effort towards school-work.
4. Move more quickly with the RtI/MTSS file of who scholars who are receiving Tier 2/3 support and yet still struggle with learning, to the Child Study Team meeting.
5. Further extend and deepen our programs to support social-emotional learning in the school.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Performance will increase
Rationale	Our students' performance on Science Achievement was the furthest off of the district and state average. Our school was 33% proficient, whereas the district average was 50%, and the state average was 53%. Also, the 33% in Science was our lowest cell on our School Grade calculation.
State the measurable outcome the school plans to achieve	Science performance will increase from 33% proficient to 55% (using the 2018 district average as a goal, since our science performance in 2018 was 46%).
Person responsible for monitoring outcome	Mark Haggett (mark.haggett@charter.hcps.net)
Evidence-based Strategy	Our strategy will be to use USA Test Prep Science for both practice and assessing the fifth graders Science skills. This year, we are changing curriculum, and we had a change in one of our Fifth Gr teachers due to a retirement. By using the previously mentioned USA Test Prep, we will focus on finding the scholar's weaknesses in Science, and have them practice in their area of need. Also, Science Fusion, our previous text, went out-of-print. We are adopting National Geographic Science, but, the teachers will also use many other curricular resources. We will also hold more PLC's between administration and teachers about aligning the Science instruction with the Standards. With these changes, we feel that Science performance will improve.
Rationale for Evidence-based Strategy	In the past, we have used other curriculum, so using a new curriculum might bring a fresh new perspective to the teachers as well as the scholars. Using USA Test Prep will allow for practice and growth at a differentiated rate. More team planning with administration will make instruction more strategic. This in combination with the hands on activities will lead to a better prepared scholar.
Action Step	
Description	<ol style="list-style-type: none"> 1. More hands-on science activities to supplement learning. 2. More strategic use of USA Test Prep - Science to help scholars according to their level. 3. Implement National Geographic Science text to replace Science Fusion textbook. Additional materials will also be used. 4. More attention placed on academic language development geared towards the English Language Learner profile, as the majority of the Fifth Graders are English Language Learners. 5. More Teacher Planning with Admin to strategize aligning instructional content with the SSA content.
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).

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 Wimauma 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

RCMA Wimauma 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.

- 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.

We have a middle school on the same campus. Students see middle school students at areas that are common areas such as the cafetorium and in the office. Some of the middle school scholars have a period of "work" in the middle school classrooms as teacher aides, so there is interaction with the students from both schools.

We hold 5 sessions of Padres Comprometidos, and parent education program for parents that are given in Spanish, for the parents of the Fifth Graders in order to help parents help their child to transition to middle 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 Wimauma 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.

At the elementary level, the way our school implements this looks different from the way our middle school implements this.

We have many community partnerships that extend our scholars real-world experiences, and meeting people of different cultural and socio-economic backgrounds. Our school population is rather homogenous in socio-economic, cultural, and linguistic background. We also have four field trips per year per homeroom, which we fund through a grant. We feel these real-world experiences and interactions with people help our scholars imagine a life beyond their current environment. Due to the economic as well as cultural/linguistic challenges of many of our students' families, our students have limited access to many experiences, so our school feels that including these experiences in their schooling, will prepare them to envision more possibilities for careers for themselves.