

Hillsborough County Public Schools

RCMA Wimauma Community Academy



2021-22 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: 1/1/2008

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

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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RCMA Wimauma Community Academy

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[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-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	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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 area 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. The two schools combined in the summer of 2020, to become one school, and the name was slightly revised to: RCMA Wimauma Community Academy. The reference to Community reveals our strong focus on the school as a hub where families can access a series of support service in addition to academic programs. Among the wraparound services provided are a health and wellness initiative, inclusive of nutrition, dental, physical and social-emotional programs. RCMA WCA is able to do this successfully through community partnerships with health providers, arts organization, and local government agencies to address a multitude of family needs.

Provide the school's vision statement.

RCMA Wimauma Community 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 2021-22.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Haggett, Mark	Principal	Identify training needs and train School faculty and staff on philosophy, vision, student needs/issues and charter compliance requirements. Assure that there is on-going training provided to meet the educational and other needs of the students (health, social services, etc.).
		Coordinate with the Director of Charter Schools to plan and implement program activities and components of approved Charter School application. Promote an atmosphere that encourages continuous improvement to programs, teaching techniques and administration of the school.
		Monitor all classrooms and educational programs including related programs such as before and after school services, parental involvement, school Advisory Committee and others. Assure all programs meet RCMA quality standards and relevant accreditation/ certification standards.
		Establish, maintain, and build relationships with community leaders and agencies with particular emphasis on education, child health and child development agencies.
		Identify, develop and manage resources/budget for the school. Based on the school's individual needs identify and obtain additional funds, equipment, training, activities, networks and other support. Draft applications and proposals to submit to fund granting authorities such as government and foundations under the direction of the Director of Charter Schools. When needed, serve as a liaison and resource to community and school districts in the area of charter schools. Ensure school's and related project's implementation and compliance as required by approved contracts.
		Responsible for all charter school program operations. Work as a team leader to develop additional curricula, support services, outreaches, and discipline policy and parental involvement. Coordinate with the staff to plan and implement program activities for each school.
		Maintain student and staff records and prepare statistical reports to evaluate performance of instructors and monitor school progress. Assure all RCMA Fiscal and Human Resources requirements are met and are accomplished in established time frames.

Demographic Information

Principal start date

Tuesday 1/1/2008, Mandy Johnson

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

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

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

343

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

5

Demographic Data

Early Warning Systems

2021-22

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	37	32	39	39	36	35	44	35	43	0	0	0	0	340
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	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
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	5	5	4	1	8	2	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	4	4	3	1	0	0	0	0	17
Number of students with a substantial reading deficiency	7	3	11	9	11	0	4	8	3	0	0	0	0	56

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 10/5/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	57%	61%	53%	59%	60%
ELA Learning Gains				57%	56%	59%	58%	56%	57%
ELA Lowest 25th Percentile				68%	52%	54%	39%	49%	52%
Math Achievement				78%	55%	62%	81%	57%	61%
Math Learning Gains				62%	57%	59%	64%	53%	58%
Math Lowest 25th Percentile				60%	49%	52%	44%	47%	52%
Science Achievement				33%	50%	56%	46%	51%	57%
Social Studies Achievement					77%	78%		79%	77%

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
03	2021					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison						
04	2021					
	2019	50%	55%	-5%	58%	-8%
Cohort Comparison		-40%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-50%				
06	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-42%				
07	2021					
	2019	43%	54%	-11%	52%	-9%
Cohort Comparison		-35%				
08	2021					
	2019	59%	53%	6%	56%	3%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	95%	54%	41%	62%	33%
Cohort Comparison						
04	2021					
	2019	68%	57%	11%	64%	4%
Cohort Comparison		-95%				
05	2021					
	2019	72%	54%	18%	60%	12%
Cohort Comparison		-68%				
06	2021					
	2019	68%	49%	19%	55%	13%
Cohort Comparison		-72%				
07	2021					
	2019	61%	62%	-1%	54%	7%
Cohort Comparison		-68%				
08	2021					
	2019	54%	31%	23%	46%	8%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						
08	2021					
	2019	50%	47%	3%	48%	2%
Cohort Comparison		-33%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	67%	6%	71%	2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA's Primary MAP Reading was used for Kindergarten through Second Grade in 2020-21. NWEA's Primary MAP Math was used for Kindergarten through Second Grade. NWEA's MAP Reading was used for Third Grade - Eighth Grade. NWEA's MAP Math is used for Third - Sixth Grade. The highest two grade levels, Seventh and Eighth, will include scores from MAP Math, MAP Algebra and MAP Geometry. Eighth graders took MAP Science last school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	41	56
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66	57	71
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	31	36
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	22	70
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68	46	49
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55	46	69
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	72	79
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94	94	100
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	45	55
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80	85	73
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	48	45
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	69	62
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	50	55
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	47	53
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	59	59
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	46	39
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	57	70
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

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	45		46	45						
ELL	43	40	30	58	31	33	33	58	53		
HSP	46	44	30	59	31	32	40	58	61		
FRL	46	44	29	58	31	31	40	58	58		
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
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	444
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
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

Asian Students	
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	45
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

The FSA data, MAP and other benchmark assessment data indicate that WCA's 3rd, 4th, and 6th, and 7th grade students' scores exceeded the District and State average Math scores as indicated on the 2021 FDOE FSA reports.

2021 WCA FSA Math Proficiency

3rd grade 62%

4th grade 94%

6th grade 64%

7th grade 44%

This trend has been evident since 2017 and continues to be true. Although cohort data analysis shows a loss in the overall percentage of student proficiency and growth from between the 2019 FSA to 2021 FSA, comparable results with the District and State continue to show WCA's students outscoring the State average by 11% to 41% and 3% to 44% over the Hillsborough District average. This is significant and indicates the strength of the program, particularly in a year characterized by repeated quarantines of classrooms.

WCA had also been evidencing an upward trend in Reading results as indicated in some of the data from 2016 to 2021 FSA. Cohort and grade level data indicated a strength in growth and proficiency among 3rd grade students. 2021 FSA 3rd grade Reading results are the best in the last five years, surpassing both the District and State average. It's important to note that this is the first dual language cohort to enter 3rd grade.

Grade level growth

Reading 2016 2017 2018 2019 2021

3rd grade 39% 44% 47% 40% 59%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

WCA's analysis is based on historical data from the 2018, 2019, and 2021 FSA as well as benchmark assessment data including NWEA-MAP. This was done to avoid over-reliance on 2019 data that while relevant, is not timely and inclusive of the impact Covid had on student-learning during the interim months.

Reading is a focus area across all grades and subgroups.

7th grade - grade level Reading data is inconsistent with the same grade proficiency and growth evidenced in other tested grades in Reading.

Reading Proficiency 2021 2019 2018

33% 43% 42%

2021 2019 2018

School-wide ELA Prof. 46% 45% 50%

School-wide ELA Gains 44% 54% 52%

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

Repeated quarantines and distance learning was detrimental to students who most needed classroom interaction with teachers and classmates during face-to-face instruction. 100% of WCA students are bilingual with 25% of these considered trilingual, speaking an indigenous language at home. Rich use of oral language, supported during class-based instructional activities was

compromised for many students groups during this last disruptive year.

This school year there is added emphasis on creating language rich classrooms, including maximizing use of oral language while keeping students at a safe distance in the classroom. WCA is also resuming parent workshops that focus on supporting language and literacy at home, with activities all parents can implement, no matter their own level of formal education.

Some loss of both gains and momentum came as a result of a scaling down of teacher PD and coaching support. This was particularly evident in an over-reliance by teachers on remediation activities rather than acceleration. More novice teachers required a greater amount of support in making grade level content accessible to all students, without defaulting to remediation, a focus of this year's improvement plan.

There is a need to address current curriculum and instruction for 7th grade and instructional support for 7th graders who have moved to 8th grade this year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th grade Reading shows the most improvement in both achievement and gains. This was true for both same grade and cohort comparisons with grade level comparisons data being the highest in the last four years of State testing. The 2021 8th grade cohort gains were 22%. WCA's 8th grade ELA scores exceeded both District and State averages.

2021 2019 2018
57% 59% 43%

The 8th grade reading results showed the 2nd highest number of students attaining proficiency to date in a grade level analysis of FSA Reading results between 2016 and 2021.

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

There were several components that had a significantly positive impact across all content and in both languages. First is the quality of instruction, beginning with a team who worked collaboratively and cohesively, meeting regularly to reflect on the success of instructional plans and carefully monitor student learning. Second, the 8th grade ELA teacher focused heavily on the craft and structure of the writing process, using the QAPEPEC technique.

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

Focus on helping teachers with activities and strategies necessary to implement acceleration rather than intervention. Some of the instructional intervention strategies have focused on remediation strategies that failed to help students access grade level standards and learning.

WCA will implement acceleration programs and replace remedial classes during before, after school, and Saturday Programming. Teachers will also use technology and others tools during core instruction to support students at all performance levels. Individualized programs in math such as ALEKS and IXL, as well as digital tools from Reading will help students master grade level skills and content.

Reference

<https://www.carnegielearning.com/blog/learning-acceleration-not-remediation/>

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.

Coaching support is key to this work. This includes coaching support for the leadership as well as instructional team. The work will begin with aligning the standards with the curriculum, particularly given the new ELA standards and pacing the standards.

Teachers will work with expert coaches contracted to provide support as well as master teacher/coaches working in our schools.

The school will be more intentional in creating a more cohesive professional learning program with a focus on fundamentals of effective reading instruction and reading in the content area, implementation of what we call the RCMA Johnson Math program successfully used in both RCMA charter campuses, and strategies to accelerate learning. Assessment for learning and close monitoring of all students will be prioritized using data from tools such as classroom walkthroughs/analyzing student work.

Two days of on-site training will occur in order for teachers to be able to implement Leveled Literacy intervention, a Fountas and Pinnell reading intervention program. In addition, WCA has a standing partnership with the University of Central Florida, via a federal grant that is designed to disseminate best practices in dual language education in central Florida. Through this partnership, WCA teachers have received trainings on best practices in language acquisition strategies, access to podcasts of the same, and three teachers have even completed a tuition-free, graduate certificate in Dual Language Education. The WCA Administrators have received mentoring with leading dual language programs, and been provided with opportunities for monthly, collegial conversations with other DL school leaders.

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

1. Using the Understanding by Design framework to develop goals and comprehensively align standards, curriculum, instruction, and assessment and engage in continuous improvement.
2. Continue to build leadership and instructional capacity among our most effective teachers to enable them to lead some of the work within their grade level teams, as well as develop a path for those ready to move to other positions including coaching to do so with the necessary training and support.
3. Leverage partnerships to expand the school's STEM program, with greater focus on project-based learning as a means to strengthen the integration of science, math, and technology. Implement this across grade levels to ensure the curriculum is aligned and skills spiral to help students build prior knowledge
4. Accelerating learning for students in the lowest 25%tile by strengthening the school's student monitoring system.
5. Monthly school-based team meetings focused on the SIP, driven by identifying gaps between planning and implementation to ensure continuous improvement and accountability for all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	While there is no FSA data from the 2019-2020 school year, prior years' data indicated a need to address ELA for achievement and growth in all grade-levels. Comparative data using this year's 2020-2021 FSA, and NWEA/MAP diagnostic for the last two years, indicates a continued need to close the Reading achievement gap between our students and the national norm. COVID has widened the gap in reading, while at the same time impacting students' Social-emotional stability. This directly impacts student efficacy presenting an additional challenge.
Measurable Outcome:	<p>The 2020-21 school year data indicates WCA has not closed all existing gaps in student achievement and growth. The reading objective this year for WCA ELA school goal is improvement in all areas of the School Grade components, with growth Lowest Quartile Gains being the area that needs the most improvement.</p> <p>Our FSA goals include:</p> <ol style="list-style-type: none"> 1. ELA School Achievement - increase from 46% to 51% 2. ELA School Learning Gains - increase from 44% to 50% 3. ELA for Lowest 25% - increase from 29% to 38%
Monitoring:	<p>WCA's Dual Language program will be used from Kindergarten to 4th grade this 21-22 academic school year. While their bilingual-biliteracy achievement and growth will not be fully reflected on the State assessment, it is important when doing school-to-school, District, and State comparisons to note that WCA student data is analyzed to show measurable outcomes in both languages.</p> <p>Collaboration and shared accountability will be a means to ensuring fidelity of implementation and the SIP's success.</p> <ol style="list-style-type: none"> 1. Monthly principal meetings with grade-level teams to provide feedback and support for grade-level goals. 2. Daily classroom walkthroughs (CWT) to observe and monitor instruction and student learning. <p>Data gathered from these CWTs will be used along with student evidence during principal and coaching meetings with teachers.</p> <ol style="list-style-type: none"> 3. Targeted PLCs with small teacher teams for data and instructional reflection using fine-tuning and other protocols. These involve honest reflection, purpose-driven discussions, and are action driven. 4. Grade level teams meet bi-weekly to collaborate on instructional planning, monitor student learning and share ideas. 5. Collaborative leadership meetings, inclusive of teachers and instructional coaches to review the effectiveness of the improvement plan components. 6. Director of Charter Schools will support the principal and meet consistently to ensure success of the plan.
Person responsible for monitoring outcome:	Mark Haggett (mark.haggett@charter.hcps.net)
Evidence-based Strategy:	<p>Program improvement includes activities to be implemented with fidelity across all grade levels.</p> <ol style="list-style-type: none"> 1. Align ELA standards, curriculum, instruction, and assessments to ensure every student can access content and achieve mastery at a high level of rigor. 2. Professional development/coaching, using data to inform "what's taught, when it's taught, and how it's taught."

3. Coaching on use of effective reading instruction focused on explicit, systematic and sequenced teaching of skills, building on student's prior knowledge.
4. Focused support of lowest 25%tile using acceleration strategies. Complement core instruction with implementation of After-school and Saturday School for reinforcement of skills, and make use of digital programs to support learning for both remediation and enrichment.
5. Leverage dual language program that occurs in K-4th this school year. Research indicates the value of bi-literacy and bilingualism in both languages to support student achievement in Reading and content areas.
6. Monitor/adjust plan as needed.

ELA achievement and growth requires instructional capacity building and students armed with tools to master grade level content. Included are:

- 1) Goal setting and monitoring of student and classroom based goals.
- 2) Alignment of priority grade level standards and grade level curriculum to ensure appropriate level of rigor.
- 3) PD and coaching support for teachers and teacher aides on implementation of research-based reading instruction and best practices strategies (e.g. Be GLAD strategies, acceleration vs remediation, etc.) to build instructional capacity
- 3) Differentiated instruction with daily small group and individualized support for all students with additional layer of support for our SWD and lowest 25% students.
- 4) After-school program, Saturday school and use of classroom technology for targeted support of students in the lowest 25%tile.
- 5) Collaborative team and PLC teacher meeting for support and shared accountability. Focus on planning, data analysis, and sharing of effective instructional practices.

**Rationale
for
Evidence-
based
Strategy:**

Action Steps to Implement

Classroom teacher will monitor students and analyze curriculum based-assessment and benchmark data to evaluate student progress on learning growth goals.

Classroom teachers will conference with students to review their growth as well as how together they will address challenge areas indicated in the assessments and identify realistic goals students will work towards.

Data will also be used by teachers to plan student grouping and differentiation, adjust pacing, and plan learning activities.

Teachers will communicate with the after-school director to ensure the program tutors identify students who need more intensive support. Tutors will receive training in strategies for remediation working on grade-level content.

PLC meetings will review data in real time and plan support and interventions. We'll have bi-weekly teacher feedback meeting centered on students data and student work sample to determine level of student mastery and growth, along with additional prescriptive measures.

Person Responsible Mark Haggett (mark.haggett@charter.hcps.net)

Grade level teacher teams, along with ESE and Reading Resource teachers will meet quarterly to review students data. Reflection will lead to collaborative decision-making on curriculum, standards pacing, and instructional decisions for students at all levels. Meetings will help the full team identify necessary corrective actions to address learning gaps. Grade level teams will meet biweekly with the school principal and instructional coaches to review student data. Teachers will bring both data and student work as evidence of progress for the class as a whole and share disaggregated data for targeted sub-groups and lower quartile in these data meetings.

Additionally, grade level teams will meet with data coordinator and school principal to review benchmark quarterly assessment data three times a year, mirroring this process.

Person Responsible Mark Haggett (mark.haggett@charter.hcps.net)

The ELA Leadership Team will provide K-2 classroom teachers with bi-weekly professional learning focused on improving student outcomes in Reading. Professional learning will be focused on using the Standards at grade-level rigor, curriculum alignment and research-based instructional practices. The professional learning will be followed up with classroom walkthroughs, 1:1 coaching, and grade-level team conferences done, as needed.

Person Responsible Mark Haggett (mark.haggett@charter.hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

n/a

Part IV: Positive Culture & Environment

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

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

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

- Four pillars of good character used school-wide - Respect, Responsibility, Citizenship and Caring
- More teacher aides than in a typical school help the staff-to-student ratio in classrooms; the more adults interacting with scholars, the better
- Honor Code orally recited daily over announcements
- Uplift.com program offers staff a way to send positive messages to others in the school
- Incentive afternoon for good grades in middle school every three weeks
- House Meetings are positive; House quarterly reward field trip in middle school
- Mindfulness Memo each week for staff to create positive culture; Principal's Weekly each week
- Dual Language program recognizes the language and culture of the significant majority of the student
- Highly successful sports program that builds both school culture and a sense of community

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

- Principal - excellent leadership skills; treats all staff with same level of regard; demonstrates high level of interaction with scholars and staff; leads Friday Running Club with middle school scholars
- Director of Student Affairs - frequent and high-quality interactions with parents; leads multiple parent meetings/trainings nearly every week, currently held via Zoom
- Counseling Coordinator - highly accessible for scholars and staff; leads content used in House Meetings; provides intensive, one-on-one counseling, as needed
- SEL Grants Coordinator - leads school gardening program, leads school chicken coop, and creates and disseminates Mindfulness Memo each week, etc.
- Berkeley Preparatory School - provides many layers of support for our K-8 school, including the Berkeley Academy which affords scholars in 7th grade and on-going through high school graduation additional learning and mentoring opportunities