

Hillsborough County Public Schools

RCMA Wimauma Community Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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RCMA Wimauma Community Academy

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[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, bilingual/biliteracy skills, critical thinking, and habits of mind needed to succeed in school, career and life. Academic, social-emotional, bilingual/bicultural 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. RCMA WCA aims to continue to be a leader in serving the underserved in Florida, and beyond.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Haggett, Mark	Principal	<ol style="list-style-type: none"> 1. Identifies training needs and trains academy faculty and staff on philosophy, vision, student needs/issues, and charter compliance requirements. Assures there is ongoing training provided to meet the educational and other needs of the students (health, social services, etc.). 2. Coordinates with the Director of Charter Academies to plan and implement program activities and components of approved Charter Academy applications. Promotes an atmosphere that encourages continuous improvement of programs, teaching techniques, and administration of the academy. 3. Monitors all classrooms and educational programs including related programs such as before and after school services, parental involvement, academy Advisory Committee, and others. Assures all programs meet RCMA quality standards and relevant accreditation/ certification standards. 4. Establishes, maintains, and builds relationships with community leaders and agencies with particular emphasis on education, child health, and child development agencies. 5. Identifies, develops, and manages the resources/budget of the academy. Based on the academy's individual needs, identify and obtain additional funds, equipment, training, activities, networks, and other support. Drafts applications and proposals to submit to fund granting authorities such as government and foundations under the direction of the Director of Charter Academies. When needed, serves as a liaison and resource to community and school districts in the area of charter academies. Ensures the academy's and related project's implementation and compliance as required by approved contracts. 6. Works as a team leader to develop additional curricula, support services, outreach, discipline policy, and parental involvement. Coordinates with the staff to plan and implement program activities for each academy. Responsible for all charter academy program operations. 7. Maintains student and staff records, and prepares statistical reports to evaluate the performance of instructors and monitor the academy's progress.
Johnson, Mandy	Principal	<ol style="list-style-type: none"> 1. Identifies training needs and trains academy faculty and staff on philosophy, vision, student needs/issues, and charter compliance requirements. Assures there is ongoing training provided to meet the educational and other needs of the students (health, social services, etc.). 2. Coordinates with the Director of Charter Academies to plan and implement program activities and components of approved Charter Academy applications. Promotes an atmosphere that encourages continuous improvement of programs, teaching techniques, and administration of the academy. 3. Monitors all classrooms and educational programs including related programs such as before and after school services, parental involvement,

Name	Position Title	Job Duties and Responsibilities
		<p>academy Advisory Committee, and others. Assures all programs meet RCMA quality standards and relevant accreditation/ certification standards.</p> <p>4. Establishes, maintains, and builds relationships with community leaders and agencies with particular emphasis on education, child health, and child development agencies.</p> <p>5. Identifies, develops, and manages the resources/budget of the academy. Based on the academy's individual needs, identify and obtain additional funds, equipment, training, activities, networks, and other support. Drafts applications and proposals to submit to fund granting authorities such as government and foundations under the direction of the Director of Charter Academies. When needed, serves as a liaison and resource to community and school districts in the area of charter academies. Ensures the academy's and related project's implementation and compliance as required by approved contracts.</p> <p>6. Works as a team leader to develop additional curricula, support services, outreach, discipline policy, and parental involvement. Coordinates with the staff to plan and implement program activities for each academy. Responsible for all charter academy program operations.</p> <p>7. Maintains student and staff records, and prepares statistical reports to evaluate the performance of instructors and monitor the academy's progress.</p>

Professional Development:

1. Writes agendas for faculty meetings
2. Informs teachers of relevant off-site trainings. Leads various on-site trainings.
3. Awards in-service points to teachers for select trainings.
4. Coordinates fees, travel plans, and follows up regarding off-site trainings sponsored by RCMA.
5. Assists teachers in tracking their in-service points.
6. Coordinates training of new teachers.

ESE Compliance:

Hanson, Heather Assistant Principal

7. Leads ESE, 504 Plan, RTL compliance procedures school-wide and schedules related meetings.
8. Coaches ESE Resource Teacher, creates an instructional schedule for ESE Resource Teacher, and revises it as needed.
9. Coordinates schedule and troubleshoots student issues with Speech Language Pathologist; Attends District and Charter ESE Specialist meetings in order to keep RCMA current on ESE regulations; Coordinates with District ESE Specialist.

Assistance with General Academy Compliance:

10. Assists the Principal in developing the SIP.

Name	Position Title	Job Duties and Responsibilities
		<p>11. Assists the Principal and teachers on issues related to Teacher Certification.</p> <p>12. Researches issues of middle school scheduling, required coursework, grading, and credit recovery.</p> <p>13. Assists the Principal on external compliance reviews that relate to ESE academy-wide assessment</p> <p>Academy-wide Assessment & Data Analysis:</p> <p>14. Assists the Principal in the development of a yearly assessment calendar.</p> <p>15. Creates testing and proctoring schedules; coordinates testing accommodations for ESE & ESOL students.</p> <p>16. Assists the Principal in the interpretation of test results at the student, class, and academy levels; assists the Charter Academy Principal with holding Data Chats with teachers.</p>
Madden, Carolyn	Teacher, ESE	<p>1. Safeguards the health and safety of all students.</p> <p>2. Works with ESE Coordinator to develop a weekly schedule to serve the needs of ESE students, in accordance with their current IEP. Follows that schedule in order to meet the required instructional minutes of each ESE student.</p> <p>3. Plans and delivers instructional lessons in accordance with the goals specified in students' IEP, as well as provides support for the students' progress in the general curriculum.</p> <p>4. Collaborates with general education teachers, speech therapist if applicable, and other academy professionals to instruct students according to the IEP, implements any stated accommodations for instruction and/or testing, and if needed collaborates on strategies to counteract behavioral problems.</p> <p>5. Maintains records to support ESE students' progress towards goals specified in the IEP; this usually consists of writing weekly anecdotal notes and keeping copies of relevant student work on file, however, the IEP is the priority document to define record-keeping.</p> <p>6. Documents ESE students' progress towards IEP goals on the quarterly ESE Progress Report. Communicates effectively with parents through the Progress Report, as well as facilitates other meaningful two-way communication with parents.</p> <p>7. Provides data on students' progress toward IEP goals to the ESE Coordinator in advance of annual IEP revisions. Attends and contributes to IEP meetings for ESE students.</p> <p>8. Knows current ESE compliance issues in order to meet students' needs and comply with parents' rights.</p>

Name	Position Title	Job Duties and Responsibilities
Paulsboe, Holly	Teacher, K-12	9. Instructs other below-level students as assigned by the Principal.
		1. Safeguards the health and safety of all students.
		2. Assists students to achieve academically in the areas of language, literacy, math, social studies, science, arts, and physical development through classroom instruction utilizing approved curricula and strategies.
		3. Assists students in developing cognitive, social, emotional, and psychomotor skills appropriate to age, grade, and ability through daily instruction.
		4. Establishes rapport with students and parents. Communicates student progress effectively with parents to as to facilitate meaningful two-way communication.
		5. Establishes classroom routines and procedures. Formulates student behavior standards in the classroom, identifies causes of inappropriate behavior, and works to correct it utilizing available resources.
		6. Selects, develops, plans, implements, and evaluates learning activities, daily lessons, and student performance. Maintains class records and individual progress of each student
		7. Assists in assessing student entry-level, develop and implement Student Achievement Plans, including short and long-term goals.
Roman, Cesar	School Counselor	8. Works as a team to develop curricula, learning and teaching strategies, discipline policy, and resource identification.
		1. Provides direct support services to individual students, small groups, and classrooms.
		2. Completes assessments, referrals, and counseling with students and families.
		3. Completes home visits and assessments.
		4. Provides professional social work skills and initiatives to develop community partnerships to establish a network of accessible services and resources for families to use by referral and direct service (RCMA) in the Family Partnership Agreement for enrolled families.
		5. Plans and provides a variety of parent involvement and education activities that meet the needs of individuals and groups of parents.
		6. Provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students.

Name	Position Title	Job Duties and Responsibilities
		<p>7. Consults with students, parents, teachers, and other academy and community personnel to assist in meeting the needs of students.</p> <p>8. Establishes the academy counseling program and develops activities and resources to implement and evaluate the program. Involves other academy staff in making decisions about the academy counseling program.</p> <p>9. Makes oral presentations of assessments, diagnostics, home visits, and observations.</p> <p>10. Completes written reports as needed or as requested by the Charter Academy Principal.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team and key teachers will meet twice to review the plans and goals for the initial draft of the 2023-24 SIP. After the draft is created, there will be student representatives from each grade level in the middle school who will review the draft and provided comments. Revisions will be made accordingly. There are members of the community who attend quarterly meetings about the school, and they will also have a voice in the SIP development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Leadership Team will meet monthly to review the goals, progress on the goals, and data gathered to monitor the goals. The school counseling coordinator will meet with the team every other month to review and explain DESSA results, and also to cover implementation of Navigator 360.

If the progress on goals is slower than expected, then the School Leadership Team will adjust the plan accordingly.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	51	53	47	51	55	46		
ELA Learning Gains				53			44		
ELA Lowest 25th Percentile				56			29		
Math Achievement*	60	50	55	60	41	42	58		
Math Learning Gains				54			31		
Math Lowest 25th Percentile				50			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	22	48	52	38	48	54	40		
Social Studies Achievement*	82	65	68	80	57	59	58		
Middle School Acceleration	60	70	70	73	51	51	58		
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	50	52	55	48	73	70	49		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	45			
AMI				
ASN				
BLK				
HSP	51			
MUL				
PAC				
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	54			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				
FRL	56			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			60			22	82	60			50
SWD	36			29							3	38
ELL	29			54			16	81	42		7	50
AMI												
ASN												
BLK												
HSP	40			60			22	82	60		7	50
MUL												
PAC												
WHT												
FRL	40			60			22	82	60		7	50

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	53	56	60	54	50	38	80	73			48
SWD	27	60		18	40							30
ELL	44	52	57	58	53	48	34	78	72			47
AMI												
ASN												
BLK												
HSP	47	53	56	60	54	50	38	80	73			48
MUL												
PAC												
WHT												
FRL	47	53	56	60	54	50	38	80	73			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	44	29	58	31	31	40	58	58			49
SWD	38	45		46	45							
ELL	43	40	30	58	31	33	33	58	53			49

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	46	44	30	59	31	32	40	58	61			49
MUL												
PAC												
WHT												
FRL	46	44	29	58	31	31	40	58	58			49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	25%	53%	-28%	54%	-29%
07	2023 - Spring	48%	47%	1%	47%	1%
08	2023 - Spring	53%	44%	9%	47%	6%
04	2023 - Spring	20%	54%	-34%	58%	-38%
06	2023 - Spring	50%	47%	3%	47%	3%
03	2023 - Spring	46%	46%	0%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	69%	53%	16%	54%	15%
07	2023 - Spring	41%	36%	5%	48%	-7%
03	2023 - Spring	80%	55%	25%	59%	21%
04	2023 - Spring	62%	59%	3%	61%	1%
08	2023 - Spring	53%	57%	-4%	55%	-2%
05	2023 - Spring	64%	53%	11%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	41%	-11%	44%	-14%
05	2023 - Spring	14%	47%	-33%	51%	-37%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	55%	3%	50%	8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	49%	45%	48%	46%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	64%	19%	66%	17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Among the school's ESSA categories, students in the ELL program performed at 54% proficiency; those on free-and-reduced lunch resulted in a 56% proficiency. However, the ESE subgroup was at 35%. Scholars who have an IEP are already scholars with challenges in learning and retention, and thus the effects of the pandemic were more profound on them. Also, there was teacher turn-over this school year in fourth and fifth grades, as well as in middle school science. The quality of Tier 1 instruction was not solid in the fourth and fifth grades, even before the change in personnel assigned to the two groups.

The subject area that was low-performing was Science. Again, Gr. 8 had a change in teachers mid-school year. the percent proficient was 30%. Other than the change in teachers, the teaching style of the middle school science teachers has tended to be more book-based and lecture-based, with very little time spent on actual scientific experiments.

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

The data component that showed the greatest decline was Science, which at our school includes both 5th Gr and 8th Gr. The decrease was 16 digits, from 38% proficient in 2022, to 22% proficient in 2023. There was teacher turnover in middle school science from 1st semester to 2nd semester. In addition, there was teacher turnover in the Fifth Grade in the middle of the third quarter, on the English side of our dual language program. There was a lack of base science knowledge from the teacher on the Spanish side, as well as a lack of correlative materials to support the students learning and development in both languages. Hands-on science kits were made available, but were only used sparingly.

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 largest gap between the state and our school was fifth grade science; the fifth grade science proficiency at WCA was only 14%, whereas the state proficiency average was 51%. There were 8 data components in which WCA beat the State average; however, this is a significant gap (37 digit difference) and a definitive concern for our Gr. 5 Science instruction. The administration believes that the lack of teacher cohesion for a dual language model program was a contributing factor to poor student performance in general in this grade level. In addition, one of the two teachers had a significant lack of knowledge on how to teach Science. More hands-on materials had been purchased spring 2022 for Science instruction, however, there wasn't training on how to use the hands-on materials. There is no Science curriculum. The Spanish-side teacher struggled to find correlative materials to what the English-side teacher could find, so much of the instruction turned to English instruction by the Spanish side teacher by mid-third quarter. The English-side teacher resigned in March, and that also contributed to a lack of solid instruction. Historically, our school has not excelled in Science proficiency, and yet, this is lower than we have seen in the past.

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

At the moment, with only proficiency information to compare year-to-year, the Math proficiency component made the most gains. That is, from 60% proficient in 2022, to 62% proficient in 2023. The Math Coach in the Elementary school supported Grades 2-5 with support during grade-level planning, model teaching, and structure of daily review and spiraling of math content via the "customized bell work." In middle school, the math teacher implemented new curriculum from McGraw Hill, called Reveal Math. She also implemented a new digital math program, called Derivita. She also utilized more peer-to-peer collaboration during lessons.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The # of OSS went from Two students in 2021-22, with a total of 3 days of OSS, to Six students in 2022-23, with a total of 11 days of OSS. This reveals a doubling in the # of students who were given an OSS, and over twice the # of total days.

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

- 1) Improve the # of students with IEP's who earn a Level 3 or above on FAST Reading
- 2) Improve the # of students in Gr. 5 who earn a L. 3 or above on State Science test
- 3) Improve the # of students in Gr. 8 who earn a L. 3 or above on State Science test
- 4) Improve school culture which will result in a reduction of the # of OSS

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of Early Warning Systems that we will focus on is behavior. The number of in-house behavior referrals increased last year. Also, the # of ISS and OSS increased. Thus, this resulted in time spent out of instruction for the scholars, plus it resulted in time that admin and teachers spent on documentation and counseling, thus away from more academically-oriented tasks. If the behavior improves, both scholars, teachers and admin can focus more time and mental energy on improving academic outcomes.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

From pre to post-test on the DESSA, 20% or more of the student body will show improvement. The DESSA assessment is a nationally standardized, strength-based behavior rating scale that assesses students' social skills and emotional competence. The DESSA provides a common lens and language for crafting a life and social skills program that involves educators, parents, and students. The DESSA is commonly used to inform the delivery of life and social skills at Tier 1, Tier 2, or Tier 3 as well as measuring the results of that delivery, and supports a variety of educational models.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will track the improvement of the students using the DESSA assessment results (pre- and post), the number of internal behavior referrals, and the number of out-of-school suspensions. We expect that 20% of the students will improve from the pre-test to the post-test on DESSA, due to participating in the life a social skills lessons implemented on our campus.

Person responsible for monitoring outcome:

Cesar Roman (009448@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1) Implement Computer-based learning for emotional wellness and school safety - Navigate 360 offers a model that covers the full spectrum of school climate, including mental health and wellness, threat detection and prevention, and safety management and preparedness. This computer-based program offers a comprehensive and connected suite of wellness, prevention, preparedness, and intervention. The leaders/teachers assign the topics and facilitate the discussion of each topic on a weekly basis.

2) Implement Mindful Morning - All students spend 10 minutes per day on mindful journaling. Breath awareness and body awareness is the first step, and then students write or draw quietly on a given prompt. This is program was created in-house, based on the following: The idea and practices of the Mindful Mornings program is based on the "Mindful School" organization certification program completed by two of our employees. The prompts ideas were obtained from the following books, "Be-My Mindfulness Journal" by Wee Society, "Mindful Kids-50 Mindfulness Activities" by Whitney Stewart and Mina Braun, and " A Year of Mindfulness: A 52-week Guide Journal to Cultivate Peace and Presence".

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The number of in-house referrals increased last year. Also, the # of ISS and OSS increased. Thus, this resulted in time spent out of instruction for the scholars, plus it resulted in time that admin and teachers spent on documentation and counseling, thus away from more academically-oriented tasks. If the

behavior improves, both scholars, teachers and admin can focus more time and mental energy on improving academic outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

There is an onboarding virtual meeting for the counseling coordinator, K-5 Principal and ESE specialist to attend on Aug. 31. Then, the program will need to be rostered. Next, teachers will need to be trained. Their schedules will need to be modified in order to allow for validity of use of this digital program.

Person Responsible: Cesar Roman (009448@hcps.net)

By When: The virtual training will occur on Aug. 31. Training for teachers will occur prior to Sept. 13. The program will be rolled out to students the week of Sept. 18.

The Mindful Morning program has already been implemented and is occurring daily, K-8. Composition notebooks were provided by the school for all students and teachers. The counseling coordinator provided the prompts for an entire school year.

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

By When: In progress now.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last school year, the SWD subgroup demonstrated spring performance on FAST ELA, PM 3, at 35%. The ESE Team and others on the School Leadership Team met, and decided that improving student attendance would result in more learning for these students, and a higher level of retention of new info. Among the # of SWD students who are still in this school 2023-24 year, 5 out of 10 (50%) were below 94% attendance for the 4th Quarter, and 3 out of 10 (30%) were below 94% attendance for the entire year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving student attendance, academic performance will also improve. On the spring 2024 state-mandated test in ELA, 45% or more of the SWD students will achieve a Level 3 or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance is monitored daily by the Office Manager, and personal calls are made to all families of students with an absent child. That personal call is in addition to the robo call that is generated by the school district to absent students' families. When a pattern of poor attendance shows, the Parent Liaison and/or the School Counseling Coordinator call the parent as well. When absences exceed 5 unexcused absences, a letter is sent home about the importance of good school attendance, and it includes the exact number of absences accumulated thus far by the child.

Person responsible for monitoring outcome:

Heather Hanson (006498@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The addition of rewarding House Points to those with perfect attendance creates a group incentive to improve. The House or peer group does positive things at school to earn points, and all points are totalled for each House. The House with the most points at the end of the quarter earns a fun field trip! Thus, there is peer support to improve attendance. In referring to John Hattie's research, Positive Peer Influence has a .53 effect size, which is a medium effect size.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The scholars are already motivated to earn points for their respective Houses. They have a House t-shirt that they are allowed to wear on Friday's, which is a motivation for them. They have a House Meeting on most Friday afternoons, that they enjoy as they get a chance to interact with peers from adjacent grade-levels. Tying in this new incentive with an existing, successful incentive is something we expect to be effective.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The parents of SWD students who ended last school year below 94% attendance will be invited to a meeting at school with the parent liaison, the counseling coordinator, the ESE specialist, and at least one teacher. When the situation involves a middle school student, the student is also invited to the meeting.

Person Responsible: Cesar Roman (009448@hcps.net)

By When: Parents will be invited to these meetings by Thurs., Sept. 7. They will be scheduled within the month of September. They will all be held by Sept. 29.

To increase the incentive for scholars to attend school regularly, middle school students with 100% attendance within a quarter will be awarded "House Points." The House Points tie in to the House Competition; the quarterly House team winners earn a fun field trip, all expenses paid by the school. Students are already highly motivated to help out their House "team" to earn points. Which team is in the lead is announced during each Friday's House Meeting.

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

By When: This incentive will be announced to scholars in morning announcements & ongoing during Friday afternoon House Meetings. Scholars who earn the extra points will be announced during quarterly Awards Ceremony.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be posted on our school's web site. It will also be in a binder in the front office. Parents will be made aware of it being on the web site and in the office in the monthly newsletter. Progress on the SIP will be shared during SAC Meetings. The Charter School Subcommittee that meets quarterly by Zoom includes RCMA Board members, local business partners and volunteers, will have access to it and be given time to ask questions.

Below is the link to the School Report Card. The school's web site is migrating from one company to another company right now, so there is no link at the moment to a former year's SIP. Once the transition fully occurs to the new web site, the SIP will be posted.

<https://edudata.fl DOE.org/ReportCards/Schools.html?school=6615&district=29>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent meetings are held every week for a subset of the parent population. Topics range from how to be prepared for the stages of your child's life, how to be involved in your child's education, internet safety awareness, and academic progress and performance. Meals are always provided, as is child care, which supports working families to be able to attend parent meetings that begin at 6:00 p.m. Our typical parent meetings are attended well, with over 90% attendance.

In elementary grades, student planners go home every day with at least one notation from the teacher; we ask that parents sign and return the following day, to ensure that there is communication between parent and teacher. We issue Progress Reports each quarter for every child K-5, plus the quarterly Report Card. Report Cards are distributed during an Open House format, to allow for teacher/parent communication. Translators are provided for teachers who are monolingual in English. For middle schoolers, Progress Reports are issued twice each quarter, and a robo call system is used to alert parents when there are multiple failing grades of any scholar as noted the Progress Report. Again, Report Cards are distributed in an Open House format to encourage teacher/parent communication. When a middle school scholar experiences challenges in more than one area of the Early Warning systems (behavior, attendance and/or course grades), then a team meeting is set up to discuss supporting the child to improve and the team meeting involves various admin staff, teacher(s), parent(s) and the child.

Personnel to contact in regards to parent relations and school leadership are on the school web site. Also the grievance process is described on the web site.

<https://rcma.org/academies/wca/students-family/#parent-concerns-grievancesand>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school Leadership Team has plans to hold more grade-level PLC's on data this year, and increase the frequency of Principal walk-through's from bi-monthly to weekly. Saturday School will start earlier this year, in September instead of January. After school tutoring will be expanded to more teachers, thus more students. This is our second year with Amplify's CKLA and Caminos as the Language Arts curriculum in the elementary school, and we plan for more professional development at a deeper level than we presented last school year. Also, we anticipate better implementation from returning teachers who would be in their second year of using this program. The 'knowledge' section of the Amplify curriculum has content two grade levels above; thus, it is an enriched curriculum.

In middle school, changes were made to the overall schedule to allow for common periods for teachers to meet. Thus, teachers will not need to stay after school for a monthly PLC, but instead meet weekly and collaborate, co-plan and analyze data. This should improve instruction. Also, this is the first year our middle school has offered Algebra II to 8th graders, and we have additional 7th graders taking Geometry this year. Thus, advanced math offerings are a strong point for our middle school.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

ESSER Funds pay for our after-school tutoring. Title I funds pay for our Saturday School teachers.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No