
Roy Chapman Andrew Academy School Improvement Plan Executive Summary



Address: 1225 Fourth St. |Phone: 608-361-3073 |Grades: 6 - 12 |Principal: Jennifer Paepke

Program Focus

Roy Chapman Andrews Academy is a public charter school developed in partnership with the School District of Beloit to provide choice to our students and families. We offer an intimate learning environment for students in grades 6 - 12 who benefit from a self-directed learning style. We work together to foster a safe learning environment that cultivates creative thinking and problem-solving.

Project-based learning is the heart of RCAA. Our students benefit from a learning platform called Summit Learning. Summit is an online platform and curriculum delivery system developed by Summit Public Schools in partnership with Facebook CEO Mark Zuckerberg. The platform includes a comprehensive core curriculum, professional development for teachers, and a mechanism for students to choose and track their learning pathways. The program helps to equip teachers with the tools necessary to provide personalized, project based learning. It empowers students to work through curricula and assessments at their own pace while developing lifelong success skills like problem solving, critical thinking and emotional intelligence.

School Vision / Mission

The Mission of Roy Chapman Andrews Academy is graduating students with the confidence, skills and knowledge to create their own paths.

The Vision of Roy Chapman Andrews Academy is to offer a caring culture that is student-centered fostering creativity, curiosity and independent learning for the 21st century.

RCAA Motto: Never Stop Exploring

Strengths in 2017-2018 (Math, Literacy, Learning Environment)

Math: By implementing the Summit Learning curriculum, students were receiving more direct instruction from a teacher, while in the past, most students accessed math curriculum independently using an online learning system. 75% of all students remained at, or increased, their proficiency in math as measured by MAP.

Literacy: 75% of students achieved scores at or above grade level expectations as measured by MAP, and either maintained or increased their RIT score.

Learning Environment: 1:1 student mentoring using the Summit Learning platform provided individualized goal setting opportunities for students which led to an increase of on-time work completion and success on first attempts of content assessments.

Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

2017-18 was our first year in implementing Summit Learning as our curriculum, so a significant transition took place in how instruction was delivered to students. In the past, most content standards were addressed through independent projects, and math courses were delivered via online platforms. Beginning in the fall of 2017, students received a new, three-pronged approach toward their core content areas: English / Language Arts, Math, Science and Social Studies. Approximately 1/3 each, instruction was delivered through classroom teacher instruction, self-directed learning (Summit Learning online platform) and content specific projects.

Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

Math: More than half of the current students are below expected grade level as measured by the MAP assessment; however, are presented with most of their curriculum through Summit Learning at grade level reading level.

Literacy: More than half of the current students are below expected grade level as measured by the MAP assessment; however, are presented with most of their curriculum through Summit Learning at grade level reading level.

Learning Environment: Implementation of a universal social emotional curriculum, Second Step, as well as implementation of PBIS to provide explicit instruction in expected behaviors will be implemented, coupled with classroom circles and restorative practices. More students will succeed in behavior through explicit instruction and positive feedback, and opportunities for re-teaching will lead to a decrease in repeated offenses for students with 3 or more office discipline referrals.

Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

Math: Students below the grade-level benchmark will increase their RIT score by 150% of their projected growth as measured from Fall 2018 to Spring 2019 on the MAP Math assessment.

Literacy: Students below the grade-level benchmark will increase their RIT score by 150% of their projected growth as measured from Fall 2018 to Spring 2019 on the MAP Reading assessment.

Learning Environment: Students receiving an office discipline referral will participate in restorative practices, and staff will make ongoing contact with families in order to reduce repeated offenses. Students with 6 or more referrals will be no more than 5% of the student body. When a student reaches 3 office discipline referrals, they will begin a tier 2 intervention which may include check in, check out, check & connect, mentoring (separate from summit) or a social academic skills group.

Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

In our core content areas, students will continue to access curriculum through Summit Learning. Teachers will further differentiate instruction to meet the varying needs of students, and provide a structured format to monitor their project process.

Learning Environment: PBIS will be implemented, as well as Second Step for social emotional learning. Students will receive bi-weekly, individual mentoring to keep ongoing communication and support strong from their teacher.

Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

Math and Literacy: Professional development modules available online through the Summit Learning Platform. Staff will attend two, three-day Summit Learning Conferences during the year and one summer institute.

Learning Environment: Staff provided additional resources on Project-Based Learning, PBIS, and restorative practices. District opportunities for staff to attend training on NVCI, PBIS, Restorative Practices, Youth Mental Health First Aid, and Trauma Informed Classrooms provided to all staff through the year.

Family and Community Engagement for 2018-2019

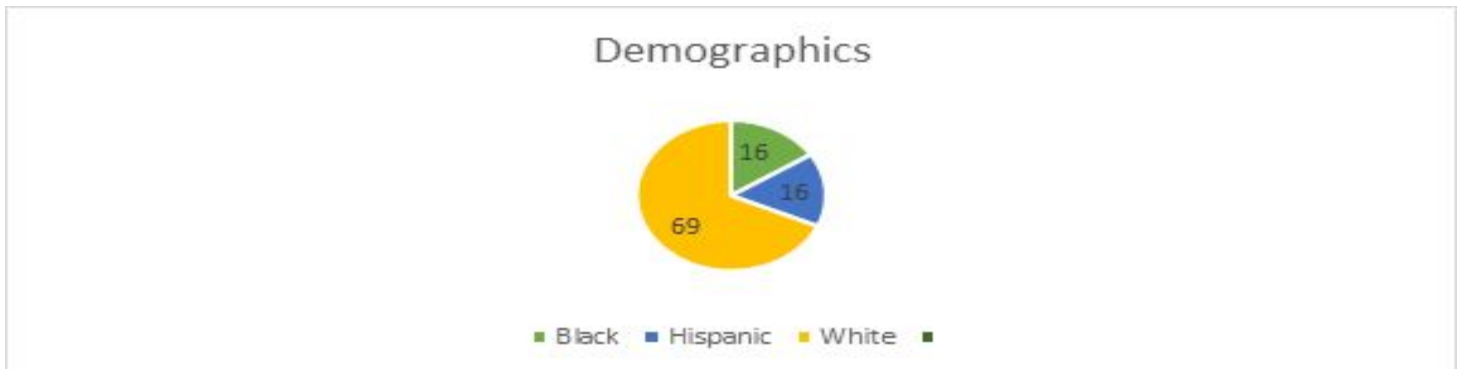
Families will be invited to the school through numerous activities to increase awareness of the school, project-based learning, and the Summit Learning Platform through:

- Quarterly parent-student-teacher conferences
- Monthly Governance Board meetings - site based governance of the charter school
- Semesterly community project nights
- Family nights to learn about the project process
- Open door volunteering opportunities to be actively involved in the classroom

School Name	Address	Developmental Bilingual Education
	Principal	Yes No
	Phone	Dual Language Immersion
	4K	Yes No
	Yes No	AGR
	Title I	Yes No
	Yes No	Attendance Rate
	Report Card Score	97.4 %
	Alternative	Total Enrollment
		40
	Report Card Rating	Satisfactory
	Progress	

2018-19 Data Profile

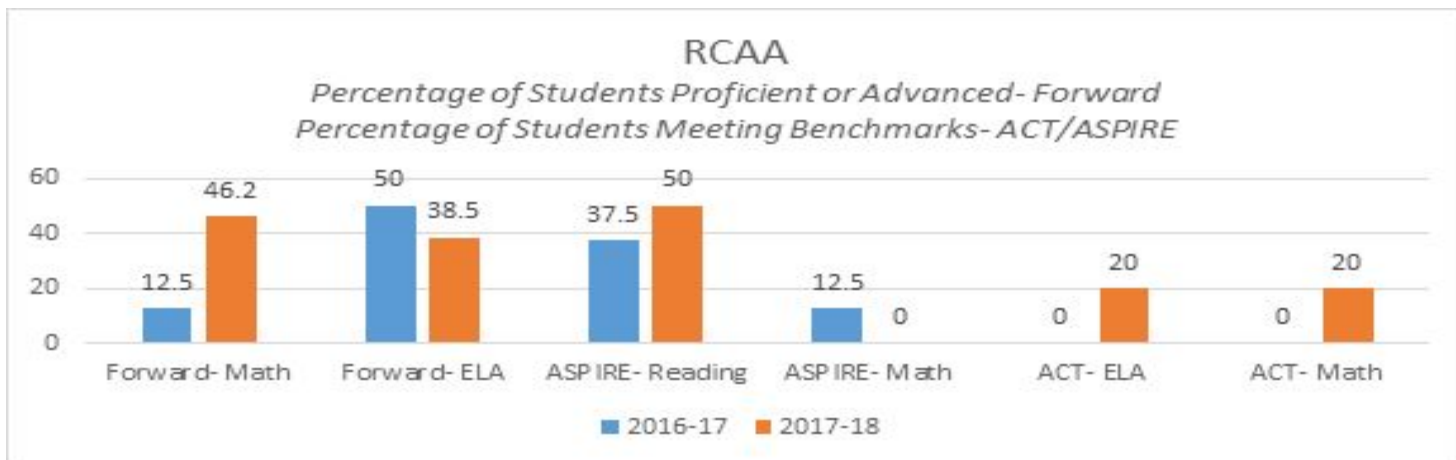
Demographics



Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

Teaching, Learning and Innovation

1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. The number of students scoring proficient or advance in literacy will increase between 5-7% as measured by the ACT/ACT Aspire Exams each year.
3. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.
4. All students will increase in math between 3-5% each year as measured by the ACT.



Learning Environment

9. School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.

Daily advisories of 15 or fewer students will meet to participate in Second Step social emotional learning lessons, classroom community building circles, ongoing training in restorative practices, mindfulness, and self regulation strategies. Students will report feeling safe at school, and that they are connected with peers and adults in the school. Students will have opportunities to participate in small groups to address topics including mental health needs, problem solving, self-advocacy, assertiveness, and more.

Implementation of PBIS will ensure that both minor (classroom managed) and major (office managed) behaviors are addressed in a timely and appropriate manner, parents are included in the process, and students are given strategies to reduce the likelihood of repeating inappropriate behaviors in the classroom. Students who continue to show inappropriate behaviors will receive tier 2 interventions including daily check in check out, check and connect, mentoring and social academic instructional groups. Students needing more intensive tier 2 and tier 3 supports will receive referrals to community partners for more individualized services and supports, including referrals to community counseling agencies.