

Citrus County Schools

Srmi @ Renaissance Center



2019-20 Schoolwide Improvement Plan

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Srmi @ Renaissance Center

3630 W EDUCATIONAL PATH, Lecanto, FL 34461

<http://www.srmischool.com/id9.html>

Demographics

Principal: Christina Thrasher

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Citrus County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At SRMI/ Renaissance Center, our mission is to provide a positive, educational environment that empowers the at-risk youth of Citrus County.

SRMI at Renaissance Center offers a highly structured, mentor-focused, behavior modification program as an avenue for positive change and healthy decision making and emphasizes self-awareness, self-respect, and self-discipline.

SRMI staff promote student accountability for actions and decisions made in the past, while maintaining a focus on recovery and forward thinking to achieve future goals and establish continuous growth.

Provide the school's vision statement.

The vision of SRMI at Renaissance Center is to promote the increase of life-long learners. With a focus on developing skills in problem solving, decision making, critical thinking, relationship building, and communication. SRMI students will be well prepared to function as successful learners in the classroom, as well as responsible, productive citizens within our community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Thrasher, Christina	Principal	<p>SRMI's Leadership Team is headed by Principal, Christina Thrasher. The team as a whole works very closely to monitor progress of each student, as well as that of the school. Mrs. Thrasher oversees this process and facilitates needs assessments, data collection and analysis, and the development of strategic plans for school improvement.</p> <p>Mrs. Thrasher supervises administrative, instructional, support, and service personnel and oversees the development and implementation of professional development, coaching, and evaluation of staff members at SRMI/ Renaissance. She provides leadership via a continuous improvement model and fosters other leaders to assist in management of the instructional process and behavior modification program at SRMI.</p> <p>In addition to providing leadership for instructional and support staff, Principal Thrasher manages the organizational functions of the school, including facility needs, safety and security of the school campus, and supervision of all activities occurring on campus. Leadership for student disciplinary procedures/ policies and coordination of support services for students are also responsibilities of Mrs. Thrasher. As a liaison between school and community providers, Mrs. Thrasher maintains positive relationships with wrap-around service providers and other stakeholders, which contribute positively to a school environment that is conducive to teaching and learning.</p>
Lazaro, Erika	Instructional Coach	<p>Under the direction of the Principal, the Academic Coordinator (Instructional Coach) works to support teachers as they develop in their instructional practices. In addition to facilitating professional development, modeling, and mentoring of teachers, Ms. Lazaro assists instructional staff in designing standards based, differentiated lesson plans and both formative and summative assessments.</p> <p>The Academic Coordinator is also responsible for leading teachers in progress monitoring, continuous analysis of assessment data, and identifying of student needs for interventions. Ms. Lazaro also assists the principal with allocating curriculum resources, selecting programs for student learning, and guiding teachers in instructional practices that support all needs of students attending SRMI at Renaissance.</p>
Pabon, Raphael	Other	<p>As Director of Operations, Raphael Pabon supervises the behavior modification and mental health/ wellness programs at SRMI/ Renaissance Center. Mr. Pabon leads staff in the implementation of prevention strategies, health education, behavioral interventions, counseling services, and student disciplinary actions, as needed.</p> <p>The Director of Operations plays a dynamic role in merging instructional needs with behavioral needs to form an operational system that is conducive to the academic success of all students. He also leads staff in progress monitoring of behavior data and development of Behavior Intervention Plans/ social-emotional wellness for all students.</p>

Name	Title	Job Duties and Responsibilities
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Mr. Pabon is also essential in maintaining a safe and secure school campus and is the first point of contact for SRMI's School Resource Officer and support service providers. In addition to the overseeing student transitions, safety drills, and various other campus activities, Mr. Pabon contributes greatly to ensuring that daily operations and discipline procedures are supportive of student learning and instructional goals.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	7	19	11	9	7	18	71
Attendance below 90 percent	0	0	0	0	0	0	0	7	16	7	8	7	10	55
One or more suspensions	0	0	0	0	0	0	0	4	13	6	6	5	14	48
Course failure in ELA or Math	0	0	0	0	0	0	0	2	11	1	7	5	12	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	13	11	7	6	13	53

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	7	19	11	9	7	18	71

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	2	12	3	4	5	9	35
Students retained two or more times	0	0	0	0	0	0	1	4	5	2	3	2	2	19

FTE units allocated to school (total number of teacher units)

6

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide 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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	0%	61%	0%	0%	57%
ELA Learning Gains	0%	0%	59%	0%	0%	57%
ELA Lowest 25th Percentile	0%	0%	54%	0%	0%	51%
Math Achievement	0%	0%	62%	0%	0%	58%
Math Learning Gains	0%	0%	59%	0%	0%	56%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	50%
Science Achievement	0%	0%	56%	0%	0%	53%
Social Studies Achievement	0%	0%	78%	0%	0%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	7 (0)	19 (0)	11 (0)	9 (0)	7 (0)	18 (0)	71 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	7 ()	16 ()	7 ()	8 ()	7 ()	10 ()	55 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	4 (0)	13 (0)	6 (0)	6 (0)	5 (0)	14 (0)	48 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	11 (0)	1 (0)	7 (0)	5 (0)	12 (0)	38 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	13 (0)	11 (0)	7 (0)	6 (0)	13 (0)	53 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	52%	-52%	54%	-54%
	2018	15%	55%	-40%	52%	-37%
Same Grade Comparison		-15%				
Cohort Comparison		0%				
07	2019	0%	55%	-55%	52%	-52%
	2018	0%	49%	-49%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
08	2019	4%	54%	-50%	56%	-52%
	2018	5%	60%	-55%	58%	-53%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	51%	-51%	55%	-55%
	2018	8%	58%	-50%	52%	-44%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
07	2019	0%	62%	-62%	54%	-54%
	2018	18%	59%	-41%	54%	-36%
Same Grade Comparison		-18%				
Cohort Comparison		-8%				
08	2019	0%	49%	-49%	46%	-46%
	2018	13%	48%	-35%	45%	-32%
Same Grade Comparison		-13%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	13%	52%	-39%	48%	-35%
	2018	27%	53%	-26%	50%	-23%
Same Grade Comparison		-14%				
Cohort Comparison		13%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	74%	-74%	71%	-71%
2018	25%	71%	-46%	71%	-46%
Compare		-25%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	75%	-75%	70%	-70%
2018	0%	71%	-71%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	61%	-61%
2018	0%	65%	-65%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	52%	-52%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT											
FRL											

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

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	

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	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on data included in SRMI's Early Warning Systems review, as well as raw data for state assessment scores, student performance is lower in reading than in math. Overall academic performance is in need of improvement for SRMI's at-risk student population.

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

Attendance has decreased from the 2017-2018 school year to the 2-18-2019 school year. The SRMI School Improvement Team believes this to be a direct correlation to lack of student motivation and feelings of success.

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.

When compared to the state average, students in 6th grade reading (-54%) and as well as 6th grade mathematics (-55%), have the greatest gaps. One factor that may contribute to this trend is the rate of 6th grade students referred SRMI/ Renaissance for noteworthy behavior issues. In addition, the recent transition to middle school and the significant developmental stage of this age group may affect student confidence and motivation to perform academically.

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

SRMI student data reflects improvement in recidivism. In comparison to past years, more students have remained in zoned schools after release from the SRMI program at Renaissance Center.

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

Two potential areas of concern based on the EWS data are student course failures and student attendance.

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

1. Improve student behavioral and overall health/ wellness by providing ongoing prevention and intervention strategies for students exhibiting enhanced needs.
2. Increase the number of students obtaining proficiency level of 3 on English/Language Arts Florida State Assessment.
3. Increase individual student attendance rates.
4. Decrease the number of out of school suspensions assigned to students enrolled at SRMI.
5. Decrease the number of core course failures among SRMI students, which will in turn decrease student retentions and likely reduce the frequency of student drop-outs.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance Renaissance Center’s Early Warning Systems data for the 2018-2019 school year, identifies 77% of students as having below 90% attendance rate. Raw data for SRMI/ Renaissance student attendance reveals an average daily attendance of 86.4%.
Rationale	It is also worth noting that Early Warning Systems data identifies 68% of students at Renaissance as having two or more suspensions during the 2018-2019 school year. Raw data indicates that students were out of school a total of 695 days as a result of out of school suspension disciplinary actions. Suspension rate was discussed among SRMI/ Renaissance administrators and determined to be one contributing factor to the attendance rate. Therefore, an objective in this areas is included in the action plan for decreasing student absenteeism.

State the measurable outcome the school plans to achieve	The percentage of students maintaining a 90% or greater attendance rate will increase from 23% to 50%.
Person responsible for monitoring outcome	Christina Thrasher (thrasher@citruschools.org)
Evidence-based Strategy	SRMI at Renaissance Center will utilize a three tiered approach to address chronic absenteeism, as outlined by Attendance Works, as well as the PBIS system as an avenue for providing incentives for attendance. The national initiative, Attendance Works, places emphasis on individual student attendance rates, targeting “chronic absences” (defined as missing more than 10% of school) as a means for addressing the negative correlation between student attendance and academic achievement.
Rationale for Evidence-based Strategy	In addition to analyzing average daily attendance data, SRMI staff will now implement a differentiated approach, reviewing individual attendance data that identifies students at the chronic level. Students maintaining below a 90% attendance rate are at risk of negatively influencing academic achievement and will therefore receive the appropriate attendance interventions needed for improvement in that area. While providing interventions for students with chronic absenteeism, preventative strategies within this plan are also anticipated to assist in maintaining individual attendance rates that are already above a 90%, motivating all students to attend school daily.

Action Step	
Description	<ol style="list-style-type: none"> 1. Engage and Educate students and families <ol style="list-style-type: none"> a. District campaign/ Community awareness and involvement: slogans, yard signs, banners b. SRMI at Renaissance Center will create a schoolwide focus on educating and communicating with families- events, flyers/ newsletters, pamphlets c. Family Involvement; weekly/ daily communication with parents/ guardians; Nudge letters (as appropriate); Family nights/ other events to include focus on attendance 2. Recognize positive and improved attendance practices, while providing individualized outreach for students maintaining below a 90% attendance rate

- a. Tiered approach- Identify and Connect with at-risk students
- b. School culture- Homeroom classes community of peer encouragement / Inclusion in PBIS system
- c. Weekly incentive for all students maintaining 90% attendance (PBIS system);
- 3. Monitor attendance data and practice
 - a. Caseloads assigned to staff for implementing intervention strategies, monitoring progress, maintaining incentives, and providing incentives for individual students identified as Tier 2 (Maintaining 80%-89% attendance rate) and Tier 3 (Maintaining below an 80% attendance rate).
 - b. Review and edit program exit criteria regarding attendance expectations- increase from maintaining 85% to 90% attendance in order to be released back to base school
- 4. Proactive approach to overcoming barriers:
 - a. Motivate and promote positive choices and changes in behavior
 - b. Implement behavior modification strategies and alternatives to suspensions (after school detention, Saturday school for targeted behavior modules, etc...) as appropriate to decrease out of school suspension days and increase attendance rates.
 - c. Course offerings in healthy lifestyle: provide students with opportunities to gain knowledge and skills to practice responsible behaviors, make healthy choices, and be productive citizens- will include attendance and punctuality as part of developing and achieving goals that will improve student success.

Person Responsible Raphael Pabon (pabonr@citrus.k12.fl.us)

#2

Title English Language Arts/ Reading Achievement

According to the Federal Index data, SRMI student subgroups identified as missing the target of 41% in the area of reading include white and economically disadvantaged students. During the 2018-2019 school year, SRMI student enrollment consisted of 20.8% minority and 83.5% economically disadvantaged. Based on this information, there is an evident need for improvement in reading proficiency and mastery of ELA grade level standards for the majority of students attending SRMI.

Rationale

Categorical data provided within (FSA) English Language Arts identifies content areas most in need of improvement. Content areas with the least earned points include Key Ideas and Details (average 24.5%) and Integration of Knowledge and Ideas (average 24.8%). Craft and Structure (average 38.9%) also indicates a need for improvement. Text Based Writing (average 43%) and Language/ Editing (average 50.5%) will be targeted as well in order to raise grade level proficiency for students at SRMI/ Renaissance.

State the measurable outcome the school plans to achieve

80% of SRMI students in the subgroups of white and economically disadvantaged will achieve a minimum of one year of academic growth in reading achievement by May 2020, as measured by the Florida Standards English Language Arts Assessment and American Reading Company's Independent Reading Leveled Assessment (IRLA) framework. To accurately measure reading growth for SRMI's at-risk, transient student population, quarterly objectives will be put into place for each student. Progress monitoring of these objectives will be designed around student mastery of identified skills within each level of the IRLA.

Person responsible for monitoring outcome

Christina Thrasher (thrasher@citrusschools.org)

Utilizing American Reading Company's Formative Assessment Framework, students' independent reading levels will be identified and differentiated, strategic plans will be developed for each student. Individualized goals will be drafted based on independent reading levels, strengths, and deficits and progress will be monitored as students make learning gains toward obtaining and maintaining grade level proficiency.

Evidence-based Strategy

American Reading Company's framework for formative assessment is aligned to college and career readiness, is built on a leveled system for independent reading, and is based on the developmental stages of reading acquisition. This framework ensures that all students are working at appropriate levels.

Evidence based strategies for explicit reading instruction are embedded in the program. Instructional tools within this framework are specially designed for differentiated lessons, individualized student conferencing, and small group guided reading. Leveled libraries are also provided in the classroom to promote reading engagement and provide opportunities to practice targeted skills.

Rationale for Evidence-based Strategy

In addition to reviewing reading assessment data, the number of students who did not test were carefully considered by the School Improvement Team. Of 108 students, 45 students did not participate in the Florida Standards Assessment for English Language Arts. Additionally, information provided by Testing Coordinator, Erika Lazaro, reveals that 12 of the 45 refused to participate in the assessment. Of the same 45 students 26 did not test as a result of chronic absenteeism.

The American Reading Company's instructional framework assists in establishing student ownership of reading skills acquisition. This level of engagement in turn is expected to encourage students, increase confidence levels, and motivate students to regularly participate in learning activities and assessments. Additionally, classroom libraries allow for all students, especially those identified as economically disadvantaged, to have access to a variety of genres and topics, among a wide range of reading levels.

Action Step

1. SRMI at Renaissance administration will implement a year-long professional development program that provides instructional staff with a deeper understanding of the developmental stages of learning, reading acquisition, literacy standards, and best practices for instruction of reading and writing. SRMI teachers will also participate in Professional Learning Communities, which will provide weekly opportunities for data analysis and collaborative planning.
2. A Literacy Committee, consisting of the Principal, Academic Coach, Reading teacher, English teacher, and ELA/ Reading Paraprofessional will meet frequently to analyze reading data and assess progress toward reading goals. This ELA core instructional team, will also receive professional development that specifically addresses implementation of American Reading Company's (ARC)100 Book Challenge, leveled assessment framework, and interventions for targeted skill building.
3. Teachers will identify students' independent reading level utilizing American Reading Company's Independent Reading Level Assessment framework (IRLA). Student assessment data at the classroom, district, and state levels will also be utilized to assist in the development of strategic Literacy Plans for each student. This individualized plan will identify independent reading level upon enrollment, quarterly objectives, and power goals.
4. In addition to whole group, grade level instruction, students will receive targeted interventions/ enrichment based on individual academic needs. Utilizing American Reading Company's IRLA and foundational skills toolkits, differentiated instruction, formative assessments, and purposeful feedback for students will occur in flexible small groups and scheduled one-on-one (teacher-student) conferences. Instructional strategies will also support three stages of learning: introducing new content, reviewing content with support, and independent practice for standard mastery and provides for a built in Gradual Release of Responsibility. Teachers will also remediate, reteach, and review material weekly, monthly, and quarterly to provide ongoing practice, support automaticity, measure progress, and identify content retained by students.
5. Structured and personalized independent reading opportunities will be provided for all students during the school day and will be encouraged to take place at home, as recommended by ARC 100 Book Challenge protocol. Reading at home and involving families in the accountability piece via student reading logs, will also assist in fostering home and school partnerships, as well as routines for daily reading. Engaging families in this manner will also help facilitate continuous conversation regarding student reading achievement and progress towards individual short-term and long-term literacy goals.
5. As the English and Reading teacher work closely with the Academic Coordinator to design differentiated lesson plans, all other instructional staff will be kept informed of the targeted skills instruction occurring within the ELA/ Reading classrooms. To assist in this process, a reading data wall will be kept updated and will be a point of focus in the identification of student needs and differentiated planning. Additionally, parents/ guardians

Description

will be informed of reading progress/ literacy standard mastery via Family Access in Skyward, emails, telephone conferences, face-to-face meetings, Problem Solving Team (PST) meetings, and Individualized Education Plan (IEP) meetings, as applicable.

Person Responsible Erika Lazaro (lazaroe@citruschools.org)

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Title	Drop Out (and Retention) Prevention
Rationale	<p>Early Warning Systems data for SRMI at Renaissance Center revealed that 37 out of 71 students have experienced retention while enrolled in the Citrus County School System. Additionally, 38 of the 71 students have earned at least one quarterly failing grade in a core course during the 2018-2019 school year. With an understanding that retention and course failures contribute greatly to drop out rates, SRMI will provide prevention and intervention strategies to support grade level promotions and successful graduation from high school (or equivalent).</p> <p>100% of students attending SRMI at Renaissance are recognized for having two or more early warning indicators. Given the purpose of Renaissance Center, and the nature of the transient population that enroll, it is very important that SRMI staff places emphasis on the skill building for goal setting, life planning, and responsible decision making, which will all prepare students for academic achievement in core courses.</p>

State the measurable outcome the school plans to achieve	Core course failures among SRMI/ Renaissance students will decrease from 54% to 25%, as measured by quarterly grades (representing standards mastery), state end of course assessment data, and 2019-2020 EWS data.
Person responsible for monitoring outcome	Christina Thrasher (thrasher@citruschools.org)
Evidence-based Strategy	<p>SRMI at Renaissance will offer "Personal Career and School Development Skills" as a homeroom course to promote essential skills for school success. Additionally, 45 minutes of the daily schedule will consist of health education courses, which will provide prevention/ intervention strategies for at-risk students.</p> <p>SRMI students will be more prepared to successfully maintain wellness in the area of social-emotional/ behavioral health if health education courses are provided to all students. Topics within these courses will include healthy relationships (Real Essentials), substance use/ abuse prevention, anger management, self management, goal setting, decision making, personal health, violence prevention, life planning, consumer/ community health, and more. Individualized focus within these courses will be based on student needs and will be determined by a core team of professionals including administrators, teachers, licensed mental health counselors, social workers, psychologists, guidance counselors, parents, students, and others, applicable, and will be embedded into the generalized coursework.</p>
Rationale for Evidence-based Strategy	<p>Research supports a positive connection between student health/ wellness and academic achievement. With this in mind, a school-wide priority must be placed on healthy concepts and avenues must be provided for students to overcome health related barriers. To promote awareness of mental, emotional, and physical health, and to prepare students for successful learning, SRMI will educate all students on health related topics, according to national and state standards for healthy habits and lifestyles,</p> <p>Course standards and topics of importance in this area will positively contribute to academic achievement and the completion of high school (or equivalent) as college and</p>

career ready adults. Taking a whole-child approach such as this is likely to not only impact students' educational outcomes in a positive manner, but also support lifelong healthy behaviors in our students so they will be successful now as well as in the future.

Action Step

1. All students at SRMI will participate in skill development and health education courses that provide functional health knowledge that directly contributes to positive decisions and behaviors. Utilizing a variety of research-based practices that build student competence and self-efficacy, SRMI staff will equip students with strategies necessary to support a healthy youth development. With a whole-child approach SRMI staff will contribute to the of improvement of overall student well-being (social, emotional, and mental health) as well as academic achievement. Topics to be included to support this will include positive decision making, healthy relationships, management of emotions, conflict resolution, substance use/abuse, goal setting and life planning.

2. Students referred to SRMI will be evaluated upon enrollment to determine individual needs for behavior modification, counseling services, and interventions for behavior and/or academic performance. Through close collaboration with licensed mental health counselors, behavioral specialist, and intervention providers, students will be screened and observed for identification purposes. Students will then be identified as Tier I, Tier II, or Tier III based on at-risk behavior and early warning signs. Students that display a need for more intense support (Tier II and III) will receive specific, targeted interventions within the SRMI program. Individualized focus for students will be implemented through small group and one-one-one instruction with teachers, paraprofessionals, support staff, and behavior specialists.

3. SRMI staff will meet a minimum of 15 minutes daily to discuss student progress in both behavior and academic growth. This includes administrators, teachers, support staff, service providers, and other pertinent stakeholders for purposes of problem solving and monitoring of student progress via daily behavior points, which reflect the application of focused skills and strategies for target behaviors.

Description

Academic progress monitoring will assist in evaluating student wellness and attainment of life skills. As research suggests, youth risk behaviors including substance use, physical inactivity, poor nutrition, and unhealthy relationships are linked to poorer grades and test scores. Therefore, by promoting healthy behaviors, student learning is expected to improve.

SRMI staff will collaborate for planning and will continuously work together to analyze the relationship between academic performance and student behaviors. Findings and strategies that support student achievement, especially students in Tiers II and III, will be shared among instructional staff and will be incorporated into strategic plans for student growth . Staff will also work together to both formally and informally assess student vulnerability to health problems, risk of engaging in harmful health behaviors, and exposure to unhealthy lifestyles.

4. Ongoing professional development will be provided to instructional/ support staff regarding mental health and wellness and its impact on academic achievement. Staff will receive knowledge of mental health/ wellness topics and will learn strategies for teaching, redirecting, and de-escalating students.

5. SRMI staff will work closely with parents/ guardians to review student growth, as well as to educate families about student wellness and how to be active members in their child's

individualized plans for academic and behavioral success. This communication will take place via phone calls, emails, conferences, and family engagement events.

Person Responsible Christina Thrasher (thrasher@citrusschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

x

Part IV: Title I Requirements

Additional Title I Requirements

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

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

SRMI at Renaissance will host two curriculum family nights in which parents/ guardians will be informed of academic standards and instructional practices taking place in our classrooms, as well as supporting resources that can be implemented at home.

Parents and guardians will be invited to attend IEP, PST, and other meetings that focus on student achievement and progress monitoring of individual academic and behavioral goals.

Communication tools such as newsletters, School Messenger, school and district websites, flyers, phone calls, email, report cards/ Skyward Family Access are utilized throughout the school year to enhance parent/family engagement.

PFEP Link

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

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

SRMI at Renaissance contracts with Ocala Counseling and Prevention to provide daily counseling and crisis prevention/ intervention to address social and emotional needs of all students. In addition to licensed counselors, school-based paraprofessionals are utilized to educate students in problem solving and positive decision making, as well as de-escalation and management of extreme emotions and behaviors.

Behavior plans are developed and implemented for students in need of behavior modification. These plans are based on individual student social- emotional needs and progress is monitored via a behavior point system.

All staff receive professional development on building positive student relationships and serve as mentors for students at SRMI/ Renaissance Center.

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

SRMI teachers and administrators communicate regularly with district and school-based personnel to ensure a smooth transition for students as they enroll and withdraw from Renaissance Center. This includes collaboration with Principals, Assistant Principals, Social Workers, School Psychologists, Guidance Counselors, and teachers. In addition, ongoing contact with Citrus County School's Student Services department is maintained to ensure a positive adjustment for students as they are assigned to Renaissance and released back to zoned schools.

Strategies utilized to prepare students for successful return to base schools include the use of PBIS system to reinforce positive behavior and reteaching of expectations. Included in the daily student schedule, courses such as Personal Career and School Development Skills and health education (healthy lifestyle, positive choices, personal wellness) are offered to decrease recidivism and ensure long-term student success in the traditional classroom setting.

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

Through the School Improvement Process, school leaders at Renaissance identify academic and behavioral deficits and determine resources necessary to address individual student needs. General funds, as well as Title 1 Part A and Part D allocations, are utilized to ensure these resources are available to be implemented appropriately. Funds are utilized to employ qualified professionals who assist in academic learning, provide guidance, and model positive relationships for students.

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

SRMI at Renaissance Center collaborates with multiple stakeholders and community resources (JobCorp, Withlacoochee Technical College, College of Central Florida, Vocational Rehab, and others) to educate students about post-secondary training opportunities and career paths. Students are also given the opportunity to create resumes and learn communication/ job skills that will assist in obtaining/ maintaining employment.