

Leon County Schools

Renaissance Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Renaissance Academy

4351 MAHAN DR, Tallahassee, FL 32308

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

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.

At Governors Charter Academy we believe that every student can be a leader. We are dedicated to ensuring every student learns the skills and mindsets necessary to succeed in school, the workplace and their communities. Individualized lesson plans, strong relationships with caring adults, and before and after-school tutoring provide students with the support they need to thrive.

Provide the school's vision statement.

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

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
Vaughn, Precillia	Principal	As it relates to the SIP implementation, Mrs. Vaughn acts as the owner and overseer of the plan. She will present the plan to all major stakeholders and follow up on the implementation of the plan.

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.

Leadership Team: Curriculum Resource Teachers will conduct classroom walkthroughs, hold professional learning communities regarding data, and support teacher success. Teachers will track student data to implement a data driven instruction to meet all students needs, teachers will pull small groups to assist with closing learning gaps. Families will participate in parent teacher conferences to review student achievement, participate in the school's PTC to learn more about how they can assist their students and volunteer and join monthly Title 1 nights.

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 leader will monitor the SIP by reviewing school data after major benchmarks to determine areas of strength/opportunities. This data will lead to revisions if necessary. Within each data - students that are identified in a subgroup will be reviewed to determine growth.

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 PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	1	1	18	12	2	6	8	2	5	55	
One or more suspensions	0	1	3	4	1	6	7	3	18	43	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	2	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	5	2	15	10	11	18	61	
Level 1 on statewide Math assessment	0	0	0	4	5	19	16	12	17	73	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	17	0	2	0	1	0	24	

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	3	9	0	6	10	3	15	46	

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	2	1	3	3	0	0	1	4	4	18
Students retained two or more times	0	0	0	1	1	1	1	4	5	13

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
	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 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	

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	

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 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 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	

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	1	1	2	0	4	0	0	0	0	8
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*	30	45	53	31	46	55	31		
ELA Learning Gains				47			39		
ELA Lowest 25th Percentile				37			33		
Math Achievement*	29	44	55	28	40	42	20		
Math Learning Gains				61			25		
Math Lowest 25th Percentile				65			37		
Science Achievement*	32	39	52	22	43	54	20		
Social Studies Achievement*	43	55	68	33	52	59	45		
Middle School Acceleration		55	70		42	51	47		
Graduation Rate		52	74		39	50			
College and Career Acceleration		23	53		48	70			
ELP Progress		56	55		65	70			

* 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)	TSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	162
Total Components for the Federal Index	5
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	97
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	11	Yes	4	4
ELL				
AMI				
ASN				
BLK	27	Yes	2	1
HSP	39	Yes	1	
MUL	40	Yes	4	
PAC				
WHT	45			
FRL	28	Yes	2	1

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	28	Yes	3	3
ELL	53			
AMI				
ASN				
BLK	33	Yes	1	
HSP	60			

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%
MUL	27	Yes	3	1
PAC				
WHT	62			
FRL	40	Yes	1	

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	30			29			32	43				
SWD	4			17							2	
ELL												
AMI												
ASN												
BLK	25			27			28	33			5	
HSP	50			27							2	
MUL	40										1	
PAC												
WHT	60			30							2	
FRL	27			28			27	38			5	

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	31	47	37	28	61	65	22	33				
SWD	5	31	28	13	69	68	8	0				
ELL	54	67		31	58							
AMI												
ASN												

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
BLK	24	40	32	23	58	60	9	20				
HSP	55	71		35	79							
MUL	31			23								
PAC												
WHT	52	67		57	72							
FRL	30	48	36	27	61	64	23	29				

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	31	39	33	20	25	37	20	45	47			
SWD	13	28	26	5	26	32	0					
ELL	55			27								
AMI												
ASN												
BLK	23	37	32	16	25	36	15	41	46			
HSP	60	50		40	42							
MUL	50			8								
PAC												
WHT	63	54		37	15							
FRL	28	37	35	17	25	39	17	41	47			

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	32%	55%	-23%	54%	-22%
07	2023 - Spring	26%	49%	-23%	47%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	49%	-23%	47%	-21%
04	2023 - Spring	48%	57%	-9%	58%	-10%
06	2023 - Spring	33%	48%	-15%	47%	-14%
03	2023 - Spring	31%	52%	-21%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	55%	-20%	54%	-19%
07	2023 - Spring	52%	51%	1%	48%	4%
03	2023 - Spring	31%	57%	-26%	59%	-28%
04	2023 - Spring	30%	58%	-28%	61%	-31%
08	2023 - Spring	23%	49%	-26%	55%	-32%
05	2023 - Spring	23%	52%	-29%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	38%	-3%	44%	-9%
05	2023 - Spring	29%	50%	-21%	51%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	58%	-8%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	58%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	72%	-27%	66%	-21%

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.

The lowest data component showed was the overall reading proficiency. There were several contributing factors, lack of certified teachers and the lack of meaningful professional developments to ensure teachers have the tools to teach students 2-3 grade levels below. The school has seen a decline in it's reading proficiency after COVID-19.

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

The greatest decline from the prior year was in reading. Teachers were not exposed to meaningful professional development on the science of reading. There was a lack of usage of Heggerty to assist K-1 with phonics and the school struggled to find certified teachers.

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.

All state tested subjects had a large gap compared to the state. After reviewing the data it is evident that our students are not mastering on grade level reading content. With a lack of certified educators and teachers being exposed to professional development that improve their ability to provide data driven instruction, we saw a huge gap in that subject area.

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

The data component that showed the most improvement was our Civics data. The school ensured the Civics teacher joined the CSUSA professional learning community. The teacher also utilized formative assessments to drive his instruction, the final action the school took was having the English Language Arts teacher implement a Civics instructional software center that was based on students data.

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

One potential area of concern would be the number of students that are performing at level 1 on ELA/ Math final assessments. The second potential area of concern would be the amount of suspensions that were served.

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

1. ELA Proficiency/Growth
2. Math Proficiency/Growth
3. Parent Engagement
4. Progressive Discipline plan

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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.

As a Title 1 school it is imperative that our teacher are providing students with differentiated small group instruction. This will ensure we are meeting our students needs to fill in gaps.

Measurable Outcome:

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

We will disaggregate Success Block data to determine if our lowest quartile students are showing growth, we will also focus on our bubble students to see if they are not only showing growth but to see their proficiency levels.

Monitoring:

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

This area will be monitored through instructional focus assessments, data chats led by teachers and students, and weekly PLC meetings.

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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 evidence-based intervention being implemented is data-driven instruction. Teachers will utilize formative assessment to drive their instruction to plan for effective small groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our data indicates that our students are performing below grade level, by implementing targeted small groups we will have the ability to fill in gaps and meet their needs.

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 1 - Strong 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.

PLCS- teachers will engage in weekly professional learning communities with the CRTs and principal. As a team we will analyze lesson plans and data to write effective plans.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: Every Tuesday

Data Chats - as a school a big push is to ensure we are having data with all major stakeholders. Teachers will also be responsible for presenting their data to the leadership team.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: After every IFA

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

As a Title 1 school it is imperative that our teacher retention is above 70%. This ensures that quality instruction can continue to be delivered year after year. Furthermore, when we have quality educators that attend meaningful professional developments not only are they building their capacity but their knowledge impacts our students.

Measurable Outcome:

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

During the Fall and Spring CSUSA- has staff members complete a survey to determine areas of improvement/success within the school. The principal will meet with teachers after observations to determine staff morale.

Monitoring:

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

Analyzing staff survey with leadership team.

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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.)

Ensuring teachers use Leon Leads and CSUSA to attend professional developments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers are provided access to meaningful professional developments they can build their capacity as educators. This ensures that they can utilize data to drive their instruction and meet student needs.

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 1 - Strong 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.

Creating a sunshine committee to assist with in-house incentives for teachers and celebrations.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: August 10th

Ensuring we have created an "open door" policy between the leadership team to hear teachers feedback and to allow them the opportunity to advocate when decision are made on campus

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On-going

Relaying on staff survey data to let teachers know they are being heard.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On going.

#3. 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.

Our data indicates that our special population is not making adequate growth towards proficiency/growth. Based on the 2022-2023 data our ESSA data is reported as being an F. It is imperative that all major stakeholders have tools to meet student needs and are using IEPs with fidelity to drive their instruction.

Measurable Outcome:

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

Benchmark data (NWEA, FAST/STAR) Core curriculum that is BEST/NGSS aligned Instructional Focus Assessment/Formative Assessment data.

Monitoring:

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

PLCs/Data chats ongoing (weekly from August 2023-May 20234. School wide progress monitoring after each benchmark

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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.)

PLCs/Data chats ongoing (weekly from August 2023-May 20234. School wide progress monitoring after each benchmark.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During professional learning communities (PLCs) the ESE teachers and classroom teacher will disaggregate data to determine ESSA data improvements/opportunities for growth. Teachers will also use formative and summative assessments to track data and make improvements as necessary.

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 1 - Strong 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.

Working with the leadership team to map out school wide expectations for PLC meetings and to create data binders.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: August 10th 2023

On-going data chats with students and all major stakeholders to track growth.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On going after each major benchmark

ESE teachers will begin lesson planning based on their push in support.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On going - plans are due every Friday

#4. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

Our data indicates that our students from low SES are not making adequate growth towards proficiency/ growth. Based on the 2022-2023 data our ESSA data is reported as being an F. It is imperative that all major stakeholders have tools to meet student needs and that parents have access to resources to support at home learning.

Measurable Outcome:

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

Benchmark data (NWEA, FAST/STAR) Core curriculum that is BEST/NGSS aligned Instructional Focus Assessment/Formative Assessment data. Title 1 Parent nights and parent and family engagement data.

Monitoring:

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

During Title 1 Parent nights, how many parents are coming, are we using the correct platforms to not only inform parents about our upcoming nights but also with resources to support at home learning.

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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.)

Title 1 parent nights will ensure that all major stakeholders are provided with resources to assist with connecting the important of an enriched at home learning environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When parents implement an enriched at home learning environment it illustrates the importance of learning, assist with reading and math fluency, and allows the student to truly learn at their own pace.

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 1 - Strong 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.

Hosting meaningful Title 1 Parent Nights

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On going - based on testing, data, and reading.

Having monthly PTC meetings with all major stakeholders

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When:

#5. ESSA Subgroup specifically relating to English Language Learners**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.

Our data indicates that our special population is not making adequate growth towards proficiency/growth. Based on the 2022-2023 data our ESSA data is reported as being a D. It is imperative that all major stakeholders have tools to meet student needs and that parents have access to resources to support at home learning. Furthermore, it is crucial that teachers are given the appropriate resources to support ELLS.

Measurable Outcome:

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

WIDA Data- Benchmark data (NWEA, FAST/STAR) Core curriculum that is BEST/NGSS aligned Instructional Focus Assessment/Formative Assessment data.

Monitoring:

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

PLCs/Data chats ongoing (weekly from August 2023-May 20234. School wide progress monitoring after each benchmark

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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.)

Students that are identified as ELLs will work on Lexia English, this software has proven to assist students with learning fundamental reading skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Lexia English assist ELLs with learning phonic awareness, vocabulary, fluency, and comprehension.

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 1 - Strong 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.

Professional developments for teachers on best-practices to support ELLs

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On going- will be conduct on the 3rd week of PLCs each month.

Providing our ELL's parents with access to resources to support at home learning.

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On-going, will be in weekly family newsletters.

#6. ESSA Subgroup specifically relating to Multi-Racial**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.

Our data indicates that our multi-racial students are not making adequate growth towards proficiency/growth. This illustrates that our instruction is not meeting the needs of this sub group.

Measurable Outcome:

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

Benchmark data (NWEA, FAST/STAR) Core curriculum that is BEST/NGSS aligned Instructional Focus Assessment/Formative Assessment data. Title 1 Parent nights and parent and family engagement data.

Monitoring:

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

During Title 1 Parent nights, how many parents are coming, are we using the correct platforms to not only inform parents about our upcoming nights but also with resources to support at home learning. We will also disaggregate summative/formative data to determine growth.

Person responsible for monitoring outcome:

Precillia Vaughn (pvaughn@governorscharter.org)

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.)

PLCs/Data chats ongoing (weekly from August 2023-May 20234. School wide progress monitoring after each benchmark.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During professional learning communities (PLCs) t classroom teacher will disaggregate data to determine improvements/opportunities for growth. Teachers will also use formative and summative assessments to track data and make improvements as necessary.

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 1 - Strong 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.

Teachers leading data presentation for leadership team

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: On Going - after each summative assessments (NWEA, FAST)

Teachers will have monthly data chats with students to discuss progress

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: Beginning September 11/on going

Implementing Success Block (Math/Reading) - this will allow for additional intervention to occur

Person Responsible: Precillia Vaughn (pvaughn@governorscharter.org)

By When: Beginning September 18/on going

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)).

As a Charter School our budget is reviewed with funds allocated to support student success. In regards to our school improvement funding we utilize Title 1 funds to provide support to our ESSA groups and students that are economically disadvantaged. Our Title 1 Parent and Engagement plan is uploaded to our school website for parents to review and is shared during parent nights. Title 1 funds will be used for family workshops that support student achievement, Title IV are used to increase student achievement such as in school academic performance and after-school enrichment, it will also be used for tutoring services during the school year to reinforce academics.

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

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

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**Grades 3-5 Measurable Outcomes****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.

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?

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?

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****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 shared with all major stakeholders in various platforms;

Title 1 Parent Nights

Staff meetings with teachers to ensure they know their role in the School Improvement Plan

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))

The school will begin hosting community events to welcome all major stakeholders to campus, the principal will ensure that the lines of communication are always open to allow stakeholders to share opportunities of improvement/strength. The principal and staff will send weekly updates to parents about upcoming events and important instructional updates.

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)

One initiative that will improve academic is to place an emphasis on literacy. Teachers will utilize targeted small group instruction to meet students needs, we will also work with teachers to disaggregate data to drive instruction for subgroups. Students in grade 3 and up will have the opportunity to be enrolled into accelerated Math and Science courses. We will place an emphasis on staged not aged to meet our students needs. Another initiative that we will put in place is having Success Block. From

2:30-2:50 teachers/students in grade K-4 will have an extended RTI block. This will allow teachers to group students based on data to meet their academic needs in regards to literacy. Furthermore, teachers in grade K-2 will implement Heggerty into their ELA block to support phonological and phonemic awareness. Teachers in grade 5-8 will utilize 2:40-3:15 to implement Success Block math to build students math fluency.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Through CSUSA the school has partnered with progressus therapy llc and Disc Village to improve students skills outside the academics. Furthermore, as a company our mission is to provide relentless commitment to students in life and academic; we will have a big push to ensure all students are associated with a club or sport.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Based on student data, students in 7/8th grade will have the opportunity to take High School level courses, such as Biology, Algebra 1, and Geometry.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

As a school we have implemented Live School to track positive and negative behavior. Teachers will utilize school-wide discipline guide to provide students with logical and appropriate consequences.

Renaissance Academy is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of our community and society. All persons, students, teachers, administrators, parents, and others on our campuses are expected to conduct themselves in a considerate and respectful manner and support a safe and respectful school environment conducive to learning and constructive, civil dialogue. Teachers, administrators, and staff must operate in a safe and secure environment and receive the respect their positions demand if they are to effectively perform their duties. Offensive language, threats, assault or any other disrespectful or intimidating conduct directed toward a teacher or other school employee will not be tolerated. Any such conduct by any student will result in immediate removal of the student from the subject classroom or school environment and requires parental engagement and school discipline. All reports of bullying and harassment, including those that are unsubstantiated must be reported to the state. Substantiated cases should follow the

guidelines outlined in this document and unsubstantiated cases should be reported using the SESIR codes UBL for unsubstantiated bullying and UHR for unsubstantiated harassment.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Once a month teachers will attend a monthly staff meeting that includes professional development. In September we will review PM1 data to determine Success Block grouping.

August 10th Back to School Protocol
 September 6th What is Success Block?
 October 4th Literature Circles
 November 1st Small Group Instruction (Follow Up)
 December 6th ESE Refresher/ Winter Data Walk (PM 2)
 January 4th Engagement Strategies/ PBIS Refresher
 February 7th Retention (K-5) & Spring Break Bootcamp planning
 March 6th Targeted Instruction – Data Dive (PM2)
 April 3rd /May FAST Training

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school will host a Kindergarten bootcamp/kinder roundup and will invite all Prek students new to the school. Students will learn Kinder fundamentals and be exposed to our curriculum.

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: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial	\$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.

Yes