Srmi @ Renaissance Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Srmi @ Renaissance Center

3630 W EDUCATIONAL PATH, Lecanto, FL 34461

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

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

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 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 promotes 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.

SRMI staff also recognizes the potential impact that traumatic experiences may have on our students' emotional well-being, acquisition and mastery of life skills, academic achievement, and overall health.

Our team strives to assist at-risk students in healing from, living with, and recovering from past and even present trauma that may presently be a barrier for student success.

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
Thrasher, Christina	Principal	SRMI's Leadership Team is headed by Principal, Christina Thrasher. She leads the team in monitoring progress of each student, as well as that of individual staff members and the school as a whole unit. Mrs. Thrasher oversees this process and facilitates needs assessments, data collection and analysis, and the development of strategic plans for school improvement. Mrs. Thrasher supervises leadership, instructional, support, and service personnel. She oversees the development and implementation of professional development, coaching, and evaluation of staff members at SRMI/ Renaissance. Mrs. Thrasher provides leadership via a continuous improvement model and fosters other leaders to assist in management of the instructional process, behavior modification program, and character development at SRMI. In addition to assigning duties to personnel and leading instructional and support staff, Principal Thrasher manages the organizational functions of the school, including facility needs, safety and security of the school campus, and the 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 wraparound service providers and other stakeholders, which contribute positively to a school environment that is conducive to teaching and learning. Mrs. Thrasher is also responsible for 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 overseeing student transitions, safety drills, and various other campus activities, Mr. Thrasher ensures that daily operations and discipline procedures are supportive of student learning and instructional goals. Mrs. Thrasher also takes a leading role in providing reading interventions and overseeing math interventions to all grade levels.
Jordan, Shealiah	Other	Under the direction of the Principal, the Academic Coordinator works to support teachers as they develop in their instructional practices. In addition to facilitating professional development, modeling, and mentoring teachers, Ms. Jordan assists instructional staff in designing standards-based, differentiated lesson plans and both formative and summative assessments. As the coordinator of all testing, Ms. Jordan also leads in school-based, district, and state assessments, including the organization and execution of these tests to all SRMI student's 6th-12th grade. The Academic and Testing Coordinator also works to ensure that students with disabilities and speakers of other languages receive proper services and accommodations in order to be successful learners in our school. This includes collaboration for, designing of, and implementation of 504 plans, Individual Education Plans, and ESOL compliance documentation.

Name	Position Title	Job Duties and Responsibilities
		The Academic Coordinator is also responsible for leading teachers in progress monitoring, continuous analysis of assessment data, and identification of student needs for interventions. Ms. Jordan 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 the Renaissance Center. This role is also crucial in supporting the execution of engaging lessons and activities that students will relate to, participate in, and complete. Ms. Jordan assists with high school drop-out prevention and post-secondary planning, and helps to guide staff in implementing character development education, which plays a dynamic role in merging instructional needs with behavioral goals. She leads all staff in helping students to obtain independent functioning, self-regulation, personal wellness, and other important life skills. In promotion of student "buy-in," the Academic Coordinator will be very involved and present in character building as it relates to classroom growth and achievements. Ms. Jordan assists teachers in academic planning, instructional practices, classroom management practices, and all student interventions. Additionally, she ensures that Specially Designed Instruction (SDI) is carried out for students with disabilities, as outlined in Individual Education Plans (IEPs). By communicating with teachers and support staff regarding accommodations and individual needs, Ms. Jordan helps to ensure all students receive universally designed instruction.
Jameson, Lynnae	Other	Lynnae Jameson supervises the behavior modification and character development/ mental wellness programs at SRMI/ Renaissance Center. Under the direction of the principal, Ms. Jameson also oversees behavior interventions and the progress monitoring of all behavior data. She leads staff in implementing Behavior Intervention Plans for students at all Tiers of MTSS behavior interventions. This position is instrumental in maintaining positive behavior and is directly in charge of the PBIS program at SRMI/ Renaissance. Ms. Jameson leads staff in understanding and utilizing prevention strategies, character development activities, behavioral interventions, and counseling services, as needed. This position plays a dynamic role in merging instructional needs with behavioral needs to form an operational program that is conducive to the academic success of all students and successful transition back to student zoned schools. When school discipline is necessary, Ms. Jameson plays a role in decision making (under the supervision and direction of the principal) and communicating with parents/ guardians for character development and growth.

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.

A variety of stakeholders are involved in the improvement planning process. School Advisory Counsel meetings throughout the school year are continuously analyzing data, evaluating implementations, and planning for student success. The counsel is made up of school employees, students, parents, district representatives, a school board member, and other community-based personnel, such as law enforcement and mental health professionals.

The last SAC meeting, as well as the final Family Night, of the 2022-2023 school year included discussion and input for the 2023-2024 Parent and Family Engagement Plan, Parent-Student-Teacher compact, School Improvement Plan, and Title 1 Budget. Additionally, data was further disaggregated and discussed during Strategic Planning in July of 2023. While SRMI's Leadership Team started the process and provided the data for analysis, it was a team effort in determining needs of students based on the data available.

During Strategic Planning meetings, academic data was broken down into subareas. Enrollment and recidivism data was also shared, as well as EWS components. Concerns and comments were shared during this planning process and needs were identified to include math and reading improvement, continued character development, various types of assistance for parents and families, more efficient means of home-school connections, and an increase in attendance rate of students attending SRMI at Renaissance.

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))

SRMI at Renaissance's School Improvement Plan will be regularly monitored by the Leadership Team and the School Advisory Counsel. Information will continuously be shared with parents/ guardians and input from stakeholders will be welcomed as project implementation is examined and evaluated for progress. Depending on progress made, plans may be adjusted to account for unforeseen obstacles or identification of additional needs that will require attention to meet overall goals.

As data is collected throughout the school year during progress monitoring, walk throughs, and performance-based assessments, effective communication between administration, teachers, supporting staff, students, families, and "base school" personnel will be crucial in order to determine effectiveness of plan, as well as making necessary adjustments for continuous improvement .

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 4-12

Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	11	14	41	66
One or more suspensions	0	0	0	0	0	0	14	23	59	96
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	5	10	21
Course failure in Math	0	0	0	0	0	0	5	7	16	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	8	12	37	57
Level 1 on statewide Math assessment	0	0	0	0	0	0	8	10	34	52
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	

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	1	2	12	16	36	67

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	0	0	0	0	0	0	5	2	17	24
Students retained two or more times	0	0	0	0	0	0	5	3	11	19

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	1	5	19	27	114
One or more suspensions	0	0	0	0	0	0	5	7	14	54
Course failure in ELA	0	0	0	0	0	0	2	2	4	18
Course failure in Math	0	0	0	0	0	0	2	2	4	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	11	11	43
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	9	12	28
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	

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	4	15	23	75

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	2	6	11	25
Students retained two or more times	0	0	0	0	0	0	5	6	13	57

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	1	5	19	27	52
One or more suspensions	0	0	0	0	0	0	5	7	14	26
Course failure in ELA	0	0	0	0	0	0	2	2	4	8
Course failure in Math	0	0	0	0	0	0	2	2	4	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	11	11	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	9	12	24
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	

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	4	15	23	42

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	2	6	11	19
Students retained two or more times	0	0	0	0	0	0	5	6	13	24

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*		33	53		41	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		24	55		32	42			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		38	52		33	54			
Social Studies Achievement*		43	68		46	59			
Middle School Acceleration		50	70		42	51			
Graduation Rate	0	11	74	0	49	50	0		
College and Career Acceleration			53		52	70			
ELP Progress			55		33	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)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	0	Yes	4	4
FRL	0	Yes	4	4

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	0	Yes	3	3
FRL	0	Yes	3	3

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										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT											1	
FRL											1	

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										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT											0	
FRL											0	

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										0		
SWD												
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT										0		
FRL										0		

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
10	2023 - Spring	5%	44%	-39%	50%	-45%
05	2023 - Spring	*	57%	*	54%	*
07	2023 - Spring	*	45%	*	47%	*
08	2023 - Spring	7%	44%	-37%	47%	-40%
09	2023 - Spring	6%	47%	-41%	48%	-42%
04	2023 - Spring	*	56%	*	58%	*
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	44%	*	54%	*
07	2023 - Spring	*	57%	*	48%	*
04	2023 - Spring	*	58%	*	61%	*
08	2023 - Spring	2%	47%	-45%	55%	-53%
05	2023 - Spring	*	54%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	9%	41%	-32%	44%	-35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	37%	-37%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	38%	-38%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	63%	-56%	63%	-56%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	62%	-53%	66%	-57%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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.

According to Early Warning Systems data, Florida Assessment of Student Thinking (FAST) scores, and other district and school based academic data, the majority of students enrolled at SRMI/ Renaissance

performed under grade level in both areas of math and reading. English/ Language Arts and Reading continue to be an area of need for 6th through 12th grade students, as the number of course failures and non-proficient scale scores/ achievement levels on standardized tests remain consistent with previous years' data.

Likely contributing factors include socio-economic status, behavioral struggles, and multiple components within the Early Warning System, especially that of discipline and attendance data. All SRMI students, 6th- 12th grade, experienced two or more suspensions last school year. Although most of these suspensions occurred prior to enrolling at Renaissance, attendance continued to be a barrier, as sixty-six of ninety-six middle schoolers were absent 10% or more days while attending SRMI/ Renaissance. It is likely that missing instruction and opportunities to practice standard mastery has also played a role in lower academic achievement in reading.

Approximately 38% of all middle schoolers failed a Mathematics or English course last school year. For English/ Language Arts, twenty-one (6th- 8th grade) students failed an ELA course. This is an improvement from previous years; however, FAST data signifies an increase in deficiencies, as fifty-seven of ninety-six students received a Level 1 for Spring ELA FAST. Of the thirty-nine students not represented in this data, thirty-two of them did not participate in Spring ELA FAST testing.

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

SRMI/ Renaissance student mathematics performance of standard mastery has declined from the 2022 school year. Math course failures climbed from eight to twenty-eight. Although the total number of students enrolled was higher in 2023, there was still a 17% overall increase in math failures. Additionally, thirty-four of ninety-six middle school students received a level 1 on Mathematics FAST test (with thirty-seven students not participating in this assessment).

As understood to be barriers affecting ELA achievement, discipline, attendance, individual past traumatic experiences, mental health needs, and academic gaps/ retentions previously experienced have surely impacted 2023 math achievement. However, the largest factor in this decline is likely the increased use of online math courses last school year. SRMI/ Renaissance utilized Edmentum and other virtual courses to provide most mathematics instruction, which proved to be difficult for many students.

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.

During SRMI/ Renaissance's data analysis, needs assessment, and strategic planning, several data components were utilized to determine areas in need of improvement. In addition to academic, discipline, and attendance data, SRMI stakeholders considered factors such as behavior improvements, character growth, parental involvement, successful completion of community and juvenile programs (not applicable to all students), and successful transitioning back to "base schools" upon completion of SRMI's alternative program.

While there were a multitude of successes to be celebrated in other areas for SRMI/ Renaissance students last school year, literacy proficiency continues to be the biggest area of need. This gap is evident through course failures and standardized assessments- not just in ELA courses, but also in other core subject areas where reading is an important skill for obtaining and demonstrating understanding of content. When compared to state assessment data, our eighth graders are under-performing the most in this area.

A significant factor contributing to this gap is the high number of eighth graders referred to SRMI's program as opposed to students in other grade levels. At the end of the 2023 school year, fifty-nine of ninety- six middle schoolers were in eighth grade. Additionally, many eight graders are in need of unit

recovery from 6th or 7th grade in order to be promoted to 9th grade. In these cases, it is our eighth graders with the most rigorous academic schedule and expectations, which may be overwhelming to many. This, coupled with significant behavioral deficits, has likely affected student focus, stamina, motivation, perseverance, and therefore acquisition of literacy skills and closing of large achievement gaps.

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

The areas with the most progress were that of behavioral growth and recidivism. Evidence pointing to these improvement areas comes from the decrease in students referred back to SRMI/ Renaissance once released from the program. Over the past four years, SRMI has decreased from a 13% to 8% recidivism rate (with a two year tracking system), which has been maintained since the 2022 school year.

A contributing factor in this achievement is likely the continued implementation of a Transition Specialist and Mental Health Counselor who follow our students to zoned schools once released from our behavior modification program. This practice has been in place for the past two school years and has allowed for continued implementation of MTSS interventions and an external support system for continued mental health and personal growth.

Student behavioral improvements were also noted through evaluation of Behavior Tracking Sheets and other "in-house" performance tracking tools, including Tier 2 and Tier 3 intervention data and school-wide PBIS strategies from last school year.

SRMI stakeholders involved in strategic planning for improvement believe that several cultural practices and school-wide procedures have greatly impacted behavioral growth, as well as the use of alternative discipline strategies such as After-School Character Development assignments instead of suspensions when possible. Additionally, student/ parent expectations and consequences are made very clear from the first interaction (extensive intake) and are embedded in courses such as Personal Career and School Development Skills, which provides a platform for focusing on areas of need for improving character and positive behavior performance.

This school year SRMI will continue practices that have previously assisted in lowering recidivism/ increasing student success with behavior modification and character development.

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

Sixty-seven of ninety-six (70%) middle school students enrolled at Renaissance last school year have been identified as having two or more Early Warning indicators. Taking into consideration the purpose of SRMI's program, the nature of our transient population, and historical trends in these components, this is not surprising. However, for purposes of improvement planning, it must be addressed and taken into account as areas of concern. In addition to academic concerns, Renaissance staff members hope to positively impact student attendance, which should also contribute to increased standard mastery, assessment triumphs, and grade level promotions.

In looking at demographic and other identifying EWS data, it was also noted that 166 of 198 (6th- 12th grade) students, 86% have been identified as Economically Disadvantaged. With the help of community resources and contracted partners, SRMI staff aim to to assist families in overcoming obstacles that may be contributing to lower student academic and behavioral performance.

Early Warning System data illustrates the need for continued focus on student motivation/ engagement, life planning, goal setting, promotion of positive/ healthy relationships, and responsible decision making. While SRMI at Renaissance intends to dive deeper into academic interventions in an effort to close

achievement gaps, it is imperative that we also prolong our instruction on skill development that assists students in successfully navigating academic, social, emotional, and behavioral challenges.

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

1. Increase ELA BEST standard mastery, as evident by course grades and performance on standardized assessments.

2. Increase Math BEST standard mastery, as evident by course grades and performance on standardized assessments.

3. Increase student attendance.

4. Decrease number of suspensions for students (in comparison to what they experienced at base schools prior to attending Renaissance Center).

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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

According to Early Warning Systems data, 70% of our 6th through 8th grade students had an attendance rate less than 90% during their enrollment at Renaissance. Broken down, 79% of 6th graders, 61% of 7th graders, and 71% of 8th graders fell into this category.

Considering the attendance deficit evident through EWS data, it is important that we give attention to school-wide culture by placing value on student attendance and providing interventions for students struggling in reaching attendance goals..

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

At least 50% of middle school students (grades 6-8) will maintain an attendance rate of 90% or greater while enrolled at SRMI/ Renaissance Center.
(This will be a 20% improvement compared to 2022-2023 school year attendance data.)

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

Attendance goals will be monitored for all middle school students through daily and weekly analysis by administration. Visual charts will be created and posted for students to self-monitor. Charts will show individual attendance data, as well as class data. As incentives are awarded for progress in this area, progress in this are will be reviewed closely in weekly meetings with teachers and support staff and will be shared with parents/ guardians frequently (contacted for every absence and given updated attendance rate every two weeks at minimum).

Person responsible for monitoring outcome:

Lynnae Jameson (jamesonl@citrusschools.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.)

PBIS (Positive Behavior Interventions and Supports) will continue to be implemented at Renaissance Center, which promotes attendance and provides incentives for students regularly attending school (maintaining 90% or higher- tier 1).

Additionally, students will be provided tiered systems of support for improving attendance. While there are several resources already in place via district procedures for Child Study Teams, Social Worker involvement and community resources, such as Youth and Family Alternatives (YFA), these are mostly for students below a 70% attendance rate. Renaissance staff will implement more intensive outreach protocols at the Tier 2 level (students between 71% and 89% attendance rate). Individualized action plans will be developed for students and will be implemented by driven by the staff mentors students have a positive rapport with.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Resources from attendanceworks.org will be utilized to help educate staff members, parents/guardians/ families, and students regarding the impact attendance will have on the lives (present and future) of our youth.

Through positive relationships built amongst SRMI staff, students, and families, as well as continuous education about the impact of absenteeism, Renaissance will establish a school-wide climate and culture that celebrates a high rate/ improvements in attendance. Resources and strategies available through attendanceworks.org will be used for this tier 1 implementation, as well as for students in need of additional supports to in order to be successful in reaching attendance goals set forth in personalized action plans at the tier 2 level.

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Establish school-wide (tier 1) expectations, incentives, and celebrations that will highlight positive student attendance.

Begin Professional Development and Family educational activities that start the school year with value placed on student attendance

Person Responsible: Christina Thrasher (thrasherc@citrusschools.org)

By When: To begin in August and be established/ part of Renaissance routine by mid-September (progress report point).

Identify students in need of tier 2 interventions and begin implementation of individualized action plans

Person Responsible: Christina Thrasher (thrasherc@citrusschools.org)

By When: Begin identification process in September. Completed/ established and started by end of October.

Evaluate progress for students at tier 2, establish personalized intervention with mentor, and begin implementing action plans. (ongoing supports will take place for students at tier 3 level beginning as soon as need is evident per district action plan and will continue throughout school year until need decreases)

Monitoring will take place via student management system, but also through more personalized charts and graphs visible to students and staff throughout campus. Incentives will be provided and celebrations will take place as progress is shared with all stakeholders.

Person Responsible: Lynnae Jameson (jamesonl@citrusschools.org)

By When: Progress Monitoring will begin by October 1st and will continue throughout the school year. Tiered supports will be continuous and fluid based on need.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

According to 2022-23 ESSA data reviewed, economically disadvantaged and white students have been identified as the subgroups with the greatest need. In reviewing enrollment data, it was determined that 96% of students enrolled at Renaissance account for at least one of these two subgroups. Analysis of academic date for students in these categories illustrate that reading proficiency deficits are highly evident.

In addition to low ELA FAST scores, the lack of importance students place on standardized testing is of concern. This conclusion is based on the high percentage of students not participating in FAST ELA progress monitoring and spring assessment throughout the 2022-2023 school year. One possibility accounting for this is the likelihood that students do not feel confident in their reading ability and therefore refuse to participate in standardized tests. Another factor contributing to lack of participation is likely low attendance rates, which will be addressed for improvement as well.

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

There will be a 15% decrease in white and economically disadvantaged students receiving a level 1 on Florida's Assessment of Student Thinking (FAST) spring Reading assessment.

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

Student acquisition of reading skills will be monitored through FAST progress monitoring, course grades for English/ Language Arts and Reading, and Lexia Powerup. All students (6th through 12th grade) in need of tiered interventions will be closely monitored as data is collected for evaluation of progress with individualized literacy goals.
The testing coordinator will administer progress monitoring checks through iready (middle school) and FAST progress monitoring checks. Additionally walk throughs conducted by the Principal and Academic Coordinator will take place and Lexia Powerup progress monitoring will be utilized biweekly to further plan for continued student growth.

Person responsible for monitoring outcome:

Christina Thrasher (thrasherc@citrusschools.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.)

Renaissance Center will purchase Lexia PowerUp Literacy as a reading intervention for middle and high school students. In addition, SRMI will hire additional reading instructional staff to facilitate small group targeted reading instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The PowerUp Literacy instructional program has received a "Strong" rating from Evidence for ESSA. According to ESSA evidence, Lexia PowerUp has a positive impact on student reading and helps learners read and write with confidence. This program encompasses professional learning as well as curriculum and assessments to enhance literacy gains. Lexia PowerUp is built upon structured literacy and offers a systematic, explicit approach to engage and empower learners to comprehend, retain, and apply literacy foundations.

In addition to research/ evidence based component of this program, it is important that Renaissance offers interventions that align with district initiatives. Since Lexia PowerUp is utilized at district middle schools, SRMI will be able to offer seamless transitions without interruptions to this high quality literacy intervention.

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.

SRMI will hire additional reading instructional staff to assist in implementation new program.

The Principal, Academic Coordinator, Reading Teacher, ELA Teacher, and literacy paraprofessionals will participate in professional learning for PowerUP Literacy implementation.

Person Responsible: Christina Thrasher (thrasherc@citrusschools.org)

By When: September

Students will be evaluated for needed level of tiered support. All students will participate in Reading courses- either for enrichment or intervention. Progress Monitoring Plans will be designed and targeted instruction will take place throughout the school year

Person Responsible: Christina Thrasher (thrasherc@citrusschools.org)

By When: September- ongoing

#3. Instructional Practice specifically relating to Math

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.

According to 2022-23 mathematics course grades and assessment data, mathematics proficiency deficits are highly evident.

In addition to low Math FAST scores, the lack of importance students place on standardized testing is of concern. This conclusion is based on the low percentage of students participating in FAST ELA progress monitoring and spring assessment throughout the 2022-2023 school year. One possibility accounting for this is the likelihood that students do not feel confident in their reading ability and therefore refuse to participate in standardized tests.

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

There will be a 15% decrease in Renaissance's 6th through 8th grade students receiving a level 1 on Florida's Assessment of Student Thinking (FAST) spring Mathematics assessment.

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

Progress monitoring will take place through Math FAST, and IXL Interactive Learning. Walkthroughs will be conducted by the Principal and Academic Coordinator to ensure instructional strategies are being utilized and interventions are implemented with fidelity.

Person responsible for monitoring outcome:

Shealiah Jordan (jordans@citrusschools.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 will participate in small group, targeted instruction based on individual needs to close achievement gaps. Professional Learning will take place for teachers and paraprofessionals who are providing math interventions to ensure teaching and learning is effective. Additional math instructional staff will be hired in order to provide quality instruction and IXL will be utilized to ensure continued practice with BEST Mathematics Standards through personalized Skill Plans

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In evaluating previous year's instructional practices for mathematics learning, it was determined that students are in need of more face-to-face instruction, as opposed to online learning modalities. SRMI will no longer provide math instruction in a one-size-fits-all modality, and instead will utilize a "blended learning" format that encompasses opportunities for a multitude of learning practices based on individual needs. Additional instructional staff will allow for a personalized approach, while online supports (supplemental only) will be utilized to further reinforce skills and close large achievement gaps by remediating skills taught at previous grade levels.

Providing opportunities for peer tutoring as well as explicit and systematic instruction through small group interventions will allow students to receive explicit instruction on foundational skills. This will help ensure conceptual knowledge necessary for understanding grade level content.

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.

Additional instructional staff will be hired to support small group, centers-based instruction in the math classroom. All math instructional personnel, as well as administrators, will participate in professional learning opportunities for math instruction, intervention implementation, and IXL learning program.

Person Responsible: Shealiah Jordan (jordans@citrusschools.org)

By When: September and ongoing.

Individual student needs will be identified and Math Progress Monitoring Plans will be developed. Students will begin to participate in additional supports and intensive interventions based on individual needs. Data will be collected via progress monitoring and will be evaluated biweekly (minimum) to make further instructional decisions for continuous growth.

Person Responsible: Shealiah Jordan (jordans@citrusschools.org)

By When: mid-September, ongoing

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).

The Leadership Team, including Principal, Academic/ Testing Coordinator, Director of Operations, and Executive Director will continuously review school improvement funding allocations as any changes may arise. Thus far, all stakeholders have been involved in decision making process for how to use allocated funding for purposes of improvement. These practices will continue as we monitor progress toward cultural and academic goals.

This process for ongoing review has, and will continue to, ensure resources and interventions are evidence based, directly tied to improvement goals, and are implemented with fidelity.

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.

SRMI at Renaissance School Improvement Plan will be disseminated to stakeholders via School Advisory Council (SAC) meetings, as well as at Family Nights for parents/ guardians. Progress towards SIP goals will also be shared at these meetings/ events so as to keep all stakeholders informed throughout the school year. SAC meetings will occur seasonally and there will be a minimum of one Family Night for the fall semester and one Family Night for the spring semester. Families in need of information in other languages will be provided a copy of the SIP in the preferred language.

The SIP will also be made available for viewing via SRMI's website, srmischool.com.

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))

SRMI plans to build positive relationships as a priority, as it is essential that parents and school staff work as a team to support student growth in behavior and academics.

As a first step, SRMI will conduct formal intakes with student and guardian present to establish a strong foundation upon referral to our program. During this intake process, students and parents will be presented with program information including SRMI mission and vision, goals for the student, rules and procedures, and other pertinent information regarding the individual student and circumstances that lead to enrollment at Renaissance. Following this initial enrollment process, every student will be assigned to a designated staff member as the school-home liaison. This staff member will make contact with the parent/ guardian at a minimum of once every two weeks to report progress at school. Contact will be made more frequently, or by additional staff members, as necessary dependent on need.

Parents and guardians will also be contacted via email, mass call-outs, newsletters, and flyers for various items throughout the school year. Parent conferences will be conducted with flexible times to accommodate family needs.

The Parent and Family Engagement Plan will be available for viewing via SRMI's website, srmischool.com. Parents who need it will be provided this document in a different language. Additionally, the PFEP will be made available at SAC meetings and during Family Night events.

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))

SRMI at Renaissance plans to strengthen the academic program, specifically through mathematics and literacy remediation and enrichment. As laid out in Focus Areas (ESSA subgroup for reading and Instructional practices for math) action plans, teachers and staff will provide differentiated instruction and individualized support systems for student growth in these academic areas. Additional curriculum for interventions will be purchased and additional support staff will be utilized in the Math and Reading classrooms to assist in carrying out steps of plan.

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))

This plan has been developed in coordination and integration with district initiatives and intervention curriculum. SRMI will align reading interventions with district middle schools and utilize district approved core and supplemental curriculum for mathematics. This plan also links to further implementation of Florida's B.E.S.T. standards and walk through tools through state resources such as Florida Center for Reading Research. Most importantly, this plan was built with the Every Student Succeeds Act (ESSA) tiers of evidence and findings as a driving force for resource selection and planning for improvement.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$36,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	3100	0321 - Srmi @ Renaissance Center	UniSIG	1.0	$31,250.00
		Notes: SRMI will hire certified instructional paraprofessional to assist implementation of grade level and remedial instruction (individual and small group) in the area of Reading.				
	5100	3690	0321 - Srmi @ Renaissance Center	UniSIG		$5,125.00
		Notes: SRMI will purchase Lexia PowerUp as Reading Intervention (technology based licenses)				
3	III.B.	Area of Focus: Instructional Practice: Math				$34,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	3100	0321 - Srmi @ Renaissance Center	UniSIG	1.0	$31,250.00
		Notes: SRMI will hire certified instructional paraprofessional to assist implementation of grade level and remedial instruction (individual and small group) in the area of mathematics.				
	5100	3690	0321 - Srmi @ Renaissance Center			$2,000.00
		Notes: IXL learning: 125 students at $16.00 per license				
	5100	5100	0321 - Srmi @ Renaissance Center	UniSIG		$1,625.00
		Notes: Consumables to support instruction in mathematics (Supplies to include mathematic manipulative sets and STEM kits; as well as poster board; workbooks, paper/graph paper, notebooks).				
					Total:	$71,250.00

Budget Approval

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

No