Renaissance Charter School At Summit School

2023-24
Schoolwide Improvement Plan (SIP)

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Renaissance Charter School At Summit

2001 SUMMIT BLVD, West Palm Beach, FL 33406

http://www.recssummit.org/

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2023.

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.

Renaissance Charter School at Summit is committed to developing our students of today into our leaders of tomorrow.

Provide the school's vision statement.

We will be an engaging, inspiring and challenging learning environment that produces self-directed learners demonstrating the knowledge, skills, and values required for productive global citizenship.

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
Grajek, Thomas	Principal	The Principal will monitor and work will all staff listed below to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Grajek must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Edgar, Christine	Other	As Associate Principal, Ms. Edgar, supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Associate Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning and supports the principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Ms. Edgar also monitors and improves instruction by visiting classrooms to support and monitor instruction. In addition, the Associate Principal assists with hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning.
Sims, Guarn	Dean	The Dean of Students is responsible for working closely with students, staff, and parents to build and maintain a positive, safe school climate and cultivate an environment that promotes character and academic growth. The Dean of Students responds to students' needs, assists with student disciplinary measures, collaborates with staff members, and assists in planning social-emotional programs for students. The Dean of Students will also support both CSUSA and the District's initiatives in improving mental health responsiveness and provide behavioral support modifications as well as support restorative practices interventions and reinforce school-wide Positive Behavior Intervention Supports (PBIS) and student wellness.
Tortora, Chelsie	Curriculum Resource Teacher	The Instructional Coaches assist with the coordination and implementation of CSUSA approved ELA, Math, and Science curriculum, which follows state standards. They utilize the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Our Coaches provide site based professional development to staff that is aligned to the needs of students based upon student FAST PM and NWEA assessment data. Ms. Tortora, Ms.

Name	Position Title	Job Duties and Responsibilities
		Innocent, and Ms. Metelus participate in professional development and shares the content with school staff. They assist administration and the classroom teachers in the interpretation of student assessment data through facilitating weekly Professional Learning Communities or PLC's. Finally, the Instructional Coaches provide support to classroom teachers in standards-based planning, assisting with the Response to Intervention (RTI) process and ensure SSP goals are met for ELA (Reading/Writing), Math and Science.

Stakeholder Involvement and SIP Development

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

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

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School

Culture Coordinators and the Administrative Team.

? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and

community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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))

Continuous improvement is at the forefront of what we do, and we work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. We work towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. Unit Assessments will occur at the end of each unit. The FAST assessments will occur three times a year for PM's 1, 2, & 3 in English Language Arts, and Math and one to two times a year in Algebra I and Geometry.
Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data. In addition, we closely monitor the Acceleration in grades 6-8.
Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, and Faculty meetings.
Teachers follow the scope and sequence as outlined on blender and C-Palms. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. Student assessments include the new Progress Monitoring which occur 3 times per year. In K-2, there is Early Literacy/Star Reading, and Star Math. In 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.
Employing frequent monitoring will allow us to adjust the instructional focus by remediating deficiencies before they become substantial. We strategically plan for a variety of monitoring techniques:
• Review of Lesson Plans,
• Data Analysis,
• Classroom walks,
• Student attendance,
• Data Chats,
• Formal Observations,
• Professional Learning Communities attendance/participation,
• Formative/Summative Assessments and Technology.
Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement

- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and 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 KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) 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: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	48	49	45	49	46	47	17	16	24	341
One or more suspensions	2	3	1	0	5	4	15	15	30	75
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	24	15	6	45
Course failure in Math	0	0	0	0	0	0	12	8	26	46
Level 1 on statewide ELA assessment	0	0	0	52	42	39	56	37	59	285
Level 1 on statewide Math assessment	0	0	0	44	29	46	38	34	61	252
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	1	4	52	42	39	56	37	59	292

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	50	52	46	145	122	136	162	125	206	1044

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	4	23	14	6	11	14	9	84
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	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	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	49	53	43	52	55	41		
ELA Learning Gains				52			43		
ELA Lowest 25th Percentile				46			39		
Math Achievement*	45	51	55	41	45	42	38		
Math Learning Gains				54			34		
Math Lowest 25th Percentile				48			26		
Science Achievement*	44	46	52	27	48	54	26		
Social Studies Achievement*	76	63	68	66	57	59	64		
Middle School Acceleration	71	68	70	67	51	51	43		
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	55	53	55	48	64	70	45		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	10
Percent Tested	99
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	36	Yes	2	
ELL	38	Yes	1	
AMI				
ASN				
BLK	54			
HSP	52			
MUL	35	Yes	2	
PAC				
WHT	55			
FRL	52			

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	31	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	41			
HSP	50			

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	32	Yes	1	
PAC				
WHT	53			
FRL	48			

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	41			45			44	76	71			55
SWD	25			27			15	77			6	40
ELL	24			34			21	77			6	55
AMI												
ASN												
BLK	37			40			35	74	85		7	65
HSP	41			47			45	80	63		7	55
MUL	40			30							2	
PAC												
WHT	49			49			67				3	
FRL	39			44			44	73	71		7	56

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	43	52	46	41	54	48	27	66	67			48
SWD	16	45	45	19	44	36	6	33				32
ELL	28	49	51	32	52	43	12	59	50			48
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	39	47	35	39	55	52	18	56				29
HSP	43	52	48	42	54	47	29	72	68			49
MUL	45			18								
PAC												
WHT	53	57		51	53		41					60
FRL	41	51	48	40	54	48	26	62	67			47

					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	41	43	39	38	34	26	26	64	43			45
SWD	18	32	20	16	36	36	20	36				28
ELL	33	44	44	31	39	31	16	52				45
AMI												
ASN												
BLK	30	36	30	31	31	19	16	61	50			67
HSP	45	46	41	40	36	32	28	63	37			43
MUL												
PAC												
WHT	45	38		42	19							
FRL	39	40	38	37	33	26	24	62	34			44

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	38%	56%	-18%	54%	-16%
07	2023 - Spring	39%	48%	-9%	47%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	47%	-12%	47%	-12%
04	2023 - Spring	49%	58%	-9%	58%	-9%
06	2023 - Spring	36%	45%	-9%	47%	-11%
03	2023 - Spring	36%	48%	-12%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	41%	54%	-13%	54%	-13%
07	2023 - Spring	29%	36%	-7%	48%	-19%
03	2023 - Spring	48%	57%	-9%	59%	-11%
04	2023 - Spring	60%	52%	8%	61%	-1%
08	2023 - Spring	49%	65%	-16%	55%	-6%
05	2023 - Spring	34%	56%	-22%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	46%	-18%	44%	-16%
05	2023 - Spring	37%	51%	-14%	51%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	48%	10%	50%	8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	63%	19%	63%	19%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	65%	8%	66%	7%

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.

When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. Although SY22-23 Mathematics PM2 to PM3 data demonstrates an increase in Levels 3-5, SY 23-24 PM1 data shows a dramatic decrease in levels 3-5 to lower than SY22-23 levels. This indicates a loss of growth from last year to present year levels. In Grade 8, there were no level 3-5, marking the lowest levels in all grades.

In Reading/ELL, grade 8 results were disappointing. In PM2, all students scored in levels 4 & 5, while in PM3, all students scored in levels 1 & 2.

Both ELL and ESE subgroup results are similar and follow the percentage results for the campus. We feel the decline in our SWDs is a trend and we need to focus additional support for our SWDs. We also need to ensure we continue to support our ELLs with strategic interventions.

We attribute these declines to teacher vacancies and new teachers (to the profession) in these grades. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions. Our goal is to work closely with the ESE and Multicultural department at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLCs we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

Based on this data trend our focus will be to diminish course failure as well as increase learning gains and achievement. Our data trends show additional support is needed in all content areas. Math, ELA, reading, science, and civics classrooms will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups – ELL and SWD students -- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

2021-22 Accountability Components by Subgroup

ELA Achievement
All Students: 43%
SWD 16%
ELL 28%
MUL 45%

2020-21 Accountability Components by Subgroup
ELA Achievement
All Students: 41%
SWD 18%
ELL 33%
MUL None

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

The greatest area of decline is across ELA and Math content in grades 3-8. The contributing factors to the decline was participation in after-school tutorials, student and teacher absences hands-on learning, and small group instruction. Intervention groups were interrupted due to substitute issues, teachers went from departmentalized to self-contained classrooms in grades 3-5, and teacher capacity in the use and knowledge of technology all impacted student achievement.

One area of concern that we found in comparison to the previous years showed a decline within our ELL and SWDs subgroups. The contributing factors were that while we were focused on our ELL and SWD students, we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

2021-22 Accountability Components by Subgroup
Math Achievement
All Students: 41%
SWD 19%
ELL 32%
MUL 18%

2020-21 Accountability Components by Subgroup
Math Achievement
All Students: 38%
SWD 16%
ELL 31%
MUL None

ELA Achievement improved 2% for all students, SWD declined 2%, ELL declined 5%.
Math Achievement improved 3% for all students, SWD improved 3%, ELL improved 1%

SWD and MUL subgroups have been below 41% for one year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the FAST Progress Monitoring data for Window 3 we see that the data shows we have underperformed the state in ELA and Math, which indicates we are trending downward. ELA achievement is close to the state in lower grades, but the gap widens in upper Elementary and Middle School. Math achievement shows we are closer to the state. Our lowest 25th percentile is where we find the biggest gap. This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

In 5th grade our proficiency level increased when compared to the previous years in ELA. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups.
New Actions:
Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.

Increase Grade 3 and 8 ELA Achievement:
When we rollout The Science of Reading this year to all students, we should see a rise in balanced literacy. The system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

Increase Grade 3 and 6 mathematics Achievement:
Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually by the Curriculum Resource Teacher who provided PD sessions as needed.
In order to close the gaps for our ELL students, we determine the students' progression of mastery through the use of teacher progress monitoring. Also, we have created language blocks within our daily instruction to enhance and support the language structure of our students. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the students' needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs we monitor the needs of all our students and close their gaps through science small groups and hands on experiments.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
• Course Failure in ELA & Math
• Reading Deficiency

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

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
2. Continue push in model for ELA and Math block for SWDs and ELLs

3. ELA Achievement Growth for SWD and ELLs - Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

4. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, using NWEA Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

5. Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:
• Working together to develop trust, build common understanding and language, and to support an appropriate level of transparency
• Examine data with an equity lens to ensure all students succeed
• Communicate with and gather input from students, parents, and community partners about reform efforts

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.

To maintain a positive school culture and environment, our school focuses on positive reinforcement and recognition for good character. All staff members are trained on school wide expectations and use the same verbiage with students to reinforce positive behaviors through the Leader in Me initiative and AIA. If we focus on early warning systems to increase learning gains in school-wide ELA and Math, then we will increase student achievement for our low performing subgroups. This area of focus aligns directly with our District Strategic Plan.

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SWD and MUL subgroups have been below 41% for one year.

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

By May 2024, the campus will decrease the number of Level 3 and 4 behavior referrals by 50% and utilize a three-step process of student behavior modification, which includes parent conferences, mental health referrals, School-Based Teams interventions, and a tiered response to negative student behavior.

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

We track data on the number of parent conferences initiated by staff and attended by Administration. We will also keep a living data document that tracks all referrals and non-referral based interventions. All data will be disaggregated by grade level and frequency.

Person responsible for monitoring outcome:

Guarn Sims (guran.sims@pbcharterschools.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.)

All teachers shall implement a positive reinforcement plan in their classrooms and K-2 teachers will engage in tiered discipline strategies throughout the day to help students identify mood and use de-escalation techniques to mitigate negative behaviors or anxiety. Our ESSA will also provide intervention techniques to reinforce good behavior.

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

Our goal is to reduce discipline incidents by teaching students appropriate replacement behaviors and rewarding them for desired behaviors. These strategies are rooted in our school wide character initiative called Leader in Me and AIA.

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.

Provide teachers with professional development to understand the schoolwide discipline plan.
Ensure all expectations are clearly explained and understood
Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching.
Ensure the school has postings of the discipline plan expectations in all common areas and in classrooms.
Monitor executions and implementation with fidelity.

Person Responsible: Thomas Grajek (thomas.grajek@pbcharterschools.org)

By When: Beginning in August and continuing throughout the year.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction
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.

If we focus on benchmark aligned instruction to increase proficiency in all content areas, we will increase student achievement and ensure alignment with the Strategic Plan. This area of focus aligns directly with our School's Strategic Plan. Our first instructional priority is to focus on content area literacy through delivery, content, concept, and skill aligned to the benchmark and intended learning. . Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. Although SY22-23 Mathematics PM2 to PM3 data demonstrates an increase in Levels 3-5, SY 23-24 PM1 data shows a dramatic decrease in levels 3-5 to lower than SY22-23 levels. This indicates a loss of growth from last year to present year levels. In Grade 8, there were no level 3-5, marking the lowest levels in all grades.

The greatest area of decline is across ELA and Math content in grades 3-8.

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SWD and MUL subgroups have been below 41% for one year.

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

Student Learning Outcomes
By February 2024, increase the overall percentage of students making learning gains on the ELA and Math by 5%, and our SWD and MUL by 10%.
Teacher Practice Outcomes:
By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.
By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

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

At Renaissance Charter School at Summit, we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology
The monitoring will be supported by key members of the leadership team: Dean of Curriculum
Support content and grade levels- Curriculum Resource Teachers

Person responsible for monitoring outcome:

Thomas Grajek (thomas.grajek@pbcharterschools.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.)

1. Incorporate small group instruction to support students learning at their ability with various tasks, processes, and products.
2. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math and Language Arts teachers will incorporate the use of technology-based programs and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

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

1. Incorporate small group instruction utilizing data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation.
2. Students participating in the tutoring program have demonstrated increased student achievement based on the most recent data from standardized assessments.
3. Incorporate response to intervention into the schedule utilizing data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation.
4. PLCs and PD's allow teachers and leadership an opportunity to collaborate, analyze data, and to make decisions to improve student achievement and progress.

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

Small group instruction will begin within the first two weeks of school. Teachers will review data from FY23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Person Responsible: Thomas Grajek (thomas.grajek@pbcharterschools.org)

By When: May 2024

Tutorials:
1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for pullout tutorials based on data and ESSA identified low performing subgroups.

Person Responsible: Thomas Grajek (thomas.grajek@pbcharterschools.org)

By When: Tutorials will begin during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology. Students will utilize the program during the content area block. The program will be used throughout the school year.

Person Responsible: Thomas Grajek (thomas.grajek@pbcharterschools.org)

By When: Ongoing

PLC's/Professional Development:
1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. The leadership team will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. The leadership team will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
based strategies.

Person Responsible: Thomas Grajek (thomas.grajek@pbcharterschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

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).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools was identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

N/A

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))

N/A

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