Renaissance Charter School At Cypress School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Renaissance Charter School At Cypress

8151 OKEECHOBEE BLVD, West Palm Beach, FL 33411

http://www.cypresscharter.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.

Empowering and Encouraging future leaders.

Provide the school's vision statement.

Renaissance Charter School at Cypress' students are caring, engaged leaders and learners who use their strengths and talents to reach their greatest potential.

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
Wester, Kendra	Principal	Job Description JOB PURPOSE: Serve as the site-based leader of the school. Responsible for implementing and managing the policies, regulations, procedures, and CSUSA curriculum to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling. ESSENTIAL DUTIES AND RESPONSIBILITIES Serve as Educational Leader of the School Serve as a Chief Administrator of the School Supervise and Develops Staff; Cultivate leadership in others Communicate with Stakeholders Shape the vision of success for all students within the CSUSA framework Lead the team, including all stakeholders, on a journey to sustainable success through long-term planning with ongoing monitoring, support, and measurable milestones. Create a climate conducive to student success. Improve teacher practice through ongoing observations, coaching, feedback, and support. Manage people, data, and processes with the goal of school improvement Professional Standards for Educational Leaders Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Act ethically and according to professional CSUSA norms Strive for equity of educational opportunity and culturally responsive practices Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment Cultivate an inclusive, caring, and supportive school community Develop the professional capacity and practice of school personnel Foster a professional community of teachers and other professional staff Engage families and the community in meaningful, reciprocal, and mutually beneficial ways Manage school operations and resources Act as agents of continuous improvement
Czeskleba, Heather	Assistant Principal	JOB PURPOSE Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school. ESSENTIAL DUTIES AND RESPONSIBILITIES Educational Leadership Assists the principal in establishing and maintaining an effective learning climate in the school.

Name	Position Title	Job Duties and Responsibilities
		Assists the principal in the overall administration of the school. Serves as principal in the absence of the regular principal. Assists the principal in the design and implementation of programs based on current educational theory and research, to meet the specific needs of the school and its students. Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student. Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school. Assists the principal in facilitating services for all students in the school, including, but not limited to, those with special needs. Participates, as requested, in school-level activities to design educational philosophy and goals that maximize student growth. Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs. Assists in developing a schedule that maximizes the educational program for students and utilizes district resources to their greatest advantage. Assists the principal in conducting an ongoing assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators, and parents; and other formal and informal data. Serves as Administrator of School Evaluates performance in assigned departments by state law and regulation and CSUSA policy and practices. Serves as acting Principal responsible for building operations when the Principal is out of the building. Assists the principal in the orientation of new staff by state law and regulation as well as CSUSA policy and procedures. Generates and maintains personnel records, reports, and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures. Works to achieve/sustain 100% of projected student enrollment capacity. Student Management Maintains high standards of student conduct and enforces discipline as necessary, according to due process rights of the students Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy, and school practices in cooperation with the principal Attends school-related activities and events to oversee student behavior and achievements Generates and maintains accurate discipline records Works with students, staff, parents, law enforcement officials, and others in the implementation of student behavior codes in cooperation with the principal Human Resources

Name	Position Title	Job Duties and Responsibilities
		Assists the principal in the recruiting, screening, background check, and reference checks and recommends and assigns school staff. Is familiar with hiring statutory laws and state regulations. Supports the new hire/recruiting process by properly completing job requisition forms, offer letter requests, and other items as needed and securing all the required paperwork (applications and Release forms). Supports the Principal during the new employee interview process, as needed. Assists the Human Resources Department in maintaining compliance with certification guidelines. Ensures new hire paperwork is coordinated with the Business Administrator/Bookkeeper and on schedule with the payroll calendar. Maintains personnel files confidentially. Conducts new employee orientation. Ensure the signed Employee Handbook acknowledgment has been received. Supports the Principal in disciplinary actions, coaches & counsels, exit interviews, etc... as requested. Assists the Principal and Human Resources Department in coordinating the Performance Appraisal process, including maintaining data in SIS & HR online systems. Communicates with Stakeholders Assists the principal in promoting ongoing, two-way communications with relevant audiences (i.e., students, staff, parents, and community residents) to enhance the educational program provided by the school. Assists the principal in utilizing the resources of the school and community to enhance the educational program Serves as a member of such committees and attends such meetings as directed by the principal and/or Vice President of Education
Charles, Ernie	Dean	JOB PURPOSE Contributes to curriculum development, data analysis, instructional planning, coaching and training for instructional staff members Develops and implements instructional plans within the CSUSA framework to best fit school needs Promotes the implementation of CSUSA's Education Model to ensure personalized learning for all students Collaborates with various stakeholders to promote the school's mission/vision Provides instructional coaching for instructional staff Conducts observations and delivers feedback to instructional staff throughout the year to build capacity of those team members Provides instructional support to students and teachers as necessary ESSENTIAL DUTIES AND RESPONSIBILITIES Professional Development Topic specific in-service training as needed within deadlines Coaching and mentoring instructional staff

Name	Position Title	Job Duties and Responsibilities
		Modeling lessons and instructional planning Collaborates well in a supportive environment that foster relationships with leadership teams, colleagues, and other stakeholders Curriculum and Instruction Research and development of curriculum resources and trainings Has a comprehensive knowledge of the state standards, instructional best practices, courses offered within the state, and all state assessments Researches and identifies appropriate instructional resources, based on data, through the budget priorities process Data Analysis State assessment understanding; including purpose, calculation of scores, disaggregation and aggregation of data, instructional preparation, etc. CSUSA assessment understanding; including purpose, scores and reports, disaggregation and aggregation of data, informed instructional decision making, etc. Provides training on appropriate student/teacher/grade-level data analysis and how to drive instructional plans Actively participates in the strategic planning process to support the school with developing academic plans
Perry, Roselyn	Curriculum Resource Teacher	Job Description JOB PURPOSE:Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs. ESSENTIAL DUTIES AND RESPONSIBILITIES Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices. Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement. Demonstrates lessons in classroom situations for observation by teachers. Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures. Facilitates grade level and/or subject area team meetings. Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum. Assists with the development of school literacy initiatives. Collects, analyzes, and reports school and student benchmark data. Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices. Attends monthly CSUSA Curriculum Cadres.

Name	Position Title	Job Duties and Responsibilities
Hess, Gary	Curriculum Resource Teacher	Job Description JOB PURPOSE:Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs. ESSENTIAL DUTIES AND RESPONSIBILITIES Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices. Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement. Demonstrates lessons in classroom situations for observation by teachers. Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures. Facilitates grade level and/or subject area team meetings. Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum. Assists with the development of school literacy initiatives. Collects, analyzes, and reports school and student benchmark data. Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices. Attends monthly CSUSA Curriculum Cadres.
Temple-Chambers, Marlene	Curriculum Resource Teacher	Job Description JOB PURPOSE:Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs. ESSENTIAL DUTIES AND RESPONSIBILITIES Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices. Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement. Demonstrates lessons in classroom situations for observation by teachers. Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures. Facilitates grade level and/or subject area team meetings. Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum. Assists with the development of school literacy initiatives. Collects, analyzes, and reports school and student benchmark data.

Name	Position Title	Job Duties and Responsibilities
		Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices. Attends monthly CSUSA Curriculum Cadres.
Shaw, Andrea	School Counselor	JOB PURPOSE: To help students achieve personal fulfillment by providing them with services to make successful personal, educational and occupational life plans. ESSENTIAL DUTIES AND RESPONSIBILITIES Instruction Prepares for and conduct parent and student conferencing according to school policy. Student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities). Collects data and appropriate work samples. Plans and conduct appointments with parents as needed. Assists regular education teachers with specially designed instruction when necessary. Participates at monthly outings encouraged. Provides support for Special Education student achievement in the general class through training teachers and assisting with implementation of school inclusion plans. Arranges for and assist with training for inclusionary practices. Acts as informational liaison for inclusion as appropriate. Assists with planning for classroom and testing accommodations for students with disabilities. Models strategies for inclusionary practices as appropriate. Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers. Individual Student Counseling Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans. Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans. Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs. Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies. Participates in follow-up studies of former students for the purpose of

Name	Position Title	Job Duties and Responsibilities

improving services and evaluating the effectiveness of the educational program being offered by the school
Provides emergency support to students as needed during crises.
Provides students with college financial aid/scholarship resources and assists with college selection (High School).
Staff Consultation

Serves as a consultant to the faculty concerning matters related to guidance services
Confers with staff regarding students with problems and/or special needs.
Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.
Student and Parent Orientation

Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents.
Serves as a resource for information regarding the educational program, activities and services of the school.
Record Keeping

Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy.
Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.
Assessment

Assists in the administration of state-mandated and CSUSA assessment programs.
Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
Contributes to the evaluation of current curriculum offerings.
Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.
School and Community Relations

Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
Utilizes the resources of the community in developing and enhancing guidance services and activities.
Cooperates and shares professionally with members of the staff.

Name	Position Title	Job Duties and Responsibilities
		Assists in interpreting the Guidance Services Program within the school and community. Assists community agencies and resource people who deal with students' needs.
Maldonado-Jara, Augustin	ELL Compliance Specialist	JOB PURPOSE: Supports the school's instructional program by identifying students of limited English proficiency, planning an appropriate developmental program for them and implementing instruction in accordance with state law and regulation as well as CSUSA curriculum. ESSENTIAL DUTIES AND RESPONSIBILITIES Diagnostic Evaluation Identifies students as Limited English proficient (LEP) in accordance with state law and regulation as well as CSUSA policy by evaluation of available test and observational data, by consultation with staff members, by reviewing relevant registration forms and by recommendations made by other personnel. Uses appropriate standardized test instruments, informal diagnostic tasks, and observations to assess the student's level of English proficiency. Instructional Planning Develops instructional program that will increase the acquisition of oral and written communication skills. Selects appropriate instructional materials and media to achieve the goals of the program. In cooperation with the principal, properly groups students for instruction after consideration of the level of each student's English proficiency. Prepares for assigned classes and shows evidence of preparation upon request of administrative and supervisory personnel. Participates with other staff members in curriculum planning during designated meetings. Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program. Instruction Meets with and instructs students in accordance with schedules previously devised. Employs instructional media and techniques which are appropriate to the achievement of increasing oral and written communication skills in English. Assesses, on a regular basis, the extent to which students have increased English proficiency. Strives to maximize the educational achievement of each student. Maintains accurate and complete records as required by CSUSA policy and state regulations.

Name	Position Title	Job Duties and Responsibilities
		Student Management Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students. Implements all relevant policies and rules governing student life and conduct. Develops reasonable rules of classroom behavior in accordance with district policy and guidelines, and maintains order in the classroom in a fair and just manner. Maintains confidentiality about students. School and Community Relations Strives to establish cooperative relations and makes a reasonable effort to communicate with parents/guardians when necessary and as required by state law and CSUSA policy. Cooperates and shares professionally with members of the administration and other staff. Maintains confidentiality about students in accordance with state and federal law as well as district policy. Attends parent communication activities (i.e., Back-to-School Night, conferences) as directed by the principal. In accordance with prescribed state law as well as with CSUSA procedures, informs parents of placement in the ESOL (English for Speakers of Other Languages) Program. Provides progress reports on students assigned to the program to both classroom teachers and parents as required. Communicates with classroom teachers regarding objectives devised for each student and the materials being used to accomplish those objectives. Provides appropriate levels of consultation and training to staff about cultural background of LEP (Limited English Proficiency) pupils.
Evans, Linda	Other	JOB PURPOSE Work in partnership with parents, students, and regular education teachers in accordance with the school's mission and vision in order to promote student achievement. The following responsibilities and duties are the means to achieve that end while maintaining compliance with Federal and State Regulations. ESSENTIAL DUTIES AND RESPONSIBILITIES Instruction Prepares for and conducts Parent and student conferencing according to school policy. Delivers student instruction in modalities instituted by the school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson

Name	Position Title	Job Duties and Responsibilities

plans, telephone conferencing and instruction, Parent Learning Opportunities).

Collects data and appropriate work samples.

Plans and conducts appointments with parents as needed.

Assists regular education teachers with specially designed instruction when necessary.

Participates at monthly outings encouraged.

Provides support for ESE student achievement in the general class through training teachers and assisting with the implementation of school inclusion plans.

Arranges for and assists with training for inclusionary practices.

Acts as an informational liaison for inclusion as appropriate.

Assists with planning for classroom and testing accommodations for students with disabilities.

Models strategies for inclusionary practices as appropriate.

Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

Monitoring and Compliance

Collaborates with regular education teachers to monitor student progress and compliance (including student compliance issues, withdrawals, etc.).

Proctors standardized tests.

Completes student progress reports four times a year (quarterly).

Special Education Responsibilities

Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.

Develops and Implements IEPs with measurable goals using Progress Monitoring.

Collects and Reports Progress Monitoring Data for all student goals.

Conduct IEP meetings within timelines.

Makes data-driven instructional decisions to improve student outcomes.

Completes Quarterly Progress Reports.

Maintains accurate and compliant special education data (class lists with contact info, related services info, IEP due dates, etc.).

Completes reevaluations in accordance with Regulations and best practices.

Completes all special education paperwork accurately, according to regulations, and on time.

Develops and monitors appropriate transition plans for students of transition age.

Maintains communication with Related Service Providers and Case Managers to ensure compliance with the provision of services, evaluations, and quarterly progress reports.

Administers diagnostic assessments as needed.

Obtains and maintains compliant special education student files.

Participates in State specific training.

Attends Professional Development as designated on the school calendar (travel may be required).

Communication

Name	Position Title	Job Duties and Responsibilities
		Communicates with Regular Education Teachers and Administrators when necessary. Participates in weekly team meetings. Acknowledge e-mails and voice mails within 24 hours (excluding weekends, holidays, etc.).
Townsel, Arvin	Administrative Support	JOB PURPOSE The School Enrollment & Marketing Administrator is responsible for the acquisition of new students and retention of existing students to ensure enrollment targets are met for the school. This role executes strategies, with the assistance of the principal, that support all aspects of the marketing and enrollment functions at the school. Is knowledgeable of all associated processes and activities. Acts as an external representative of the school to the community. ESSENTIAL DUTIES AND RESPONSIBILITIES Builds Awareness of School Understands and can effectively communicate to families and community stakeholders on charter schools, Charter Schools USA, and the school's identity, mission, and vision. Works with school leadership to help refine the school's identity and ensure the school properly represents its identity. Develop, update, and modify marketing plans regularly in collaboration with school and state team and ensures they are within the school budget. Collaborate with state and national marketing and enrollment team to execute paid digital marketing strategies by providing images, testimonies, identity-related data, and information. Identify, attend, and participate in community outreach events to build and increase the lead volume inside and outside of normal school hours. Identify and collaborate with community organizations that can ultimately become a partner and lift the school's reputation, identity, and awareness. Identify and purchase school promotional items from the marketing toolkit in consideration of the marketing budget. Review and leverage local consumer research to ensure marketing strategies align with family interests. Monitors competition, offerings, and market changes. Identifies school stories, testimonials, and thought leadership opportunities to write and promote on-site and socially. Works with public relations agencies and local media to promote events, accolades, and differentiating opportunities.

Name	Position Title	Job Duties and Responsibilities
		Generates Conversion of Family Interest Into Ultimate Application and Enrollment Develops, implements, and monitors strategies to promote the identity of the school and build the trust of families interested in the school. Utilizes the customer relationship management tool (CRM) to build, generate, capture, influence, and convert families throughout the conversion pipeline. Builds a healthy list of interested families by utilizing various strategies and events to generate interest. Follow-up regularly with families who express interest in the school to get them to apply. Develops a content strategy to strengthen the school identity and improve family engagement. Collaborates with school staff and teachers to create the website and social content. Publishes content on the website and social platforms and monitors associated engagement metrics. Plans and coordinates marketing efforts for student recruiting and facilitates and coordinates the school's information sessions, tours, open houses, orientations, etc . while ensuring the consumer experience is exceptional. Develop and deploy email, text, or print campaigns to support ongoing communication and retargeting efforts to prospective families utilizing the CRM. Co-plan with school leadership to offer family incentives to increase lead volume. Manages Application & Registration Work towards building the application volume beyond the school target and programmatic capacity to ensure we have a waitlist and a fully enrolled school. Develops, implements, and monitors various enrollment strategies to improve application volume such as family referrals, etc. Manages the application pipeline through various enrollment reports and the student registration system and ensures enrollment policies and processes are followed including seats being offered promptly. Identifies and oversees the yearly marketing and enrollment schedule including intent to return, open enrollment, and lottery dates, and communicates with school M&E stakeholders and school staff. Develops and provides internal stakeholders with training and materials so they can properly support the enrollment function during key M&E yearly milestones, such as intent to return, start of year calls, warm body count, etc. Follow-up with applicants to submit/complete required documentation (e.g. driver's license, birth certificates, and proofs of address) for enrollment.

Name	Position Title	Job Duties and Responsibilities
		Coordinates with school-based special populations staff members to ensure special populations data & documents (including Home Language Surveys) are gathered and shared regularly with the team as students enroll. Receives documentation and enters data from source documents as necessary to ensure students are fully registered. Reviews student records to ensure current information, accuracy, and completeness before syncing with the student information system (SIS). Works with other school enrollment stakeholders, such as the SRS, to ensure students are properly identified and coded in the district/parish/ state student systems. Collaborates to Improve Retention, Loyalty & Advocacy Works with school leadership to develop and execute retention strategies on existing students with the ultimate goal of improving retention, start rates, and minimizing withdrawals. Continuously monitors and ensures the school adheres to CSUSA policies on withdrawals. Develops and executes family communication campaigns that improve engagement and retention campaigns by utilizing forms and reminder letters, emails, and texts. Coordinates with principal and other staff members on student withdrawals and looks for trends and reasons to lower withdrawals. Engage the school team to support the start of the year Pre-First Day and warm body counts. Identify, implement, and monitor various advocacy strategies to capture testimonials, identify ambassadors, and leverage raving fans. Marketing and Enrollment Team Membership Develop marketing and enrollment team at the school to serve as partners towards achieving marketing and enrollment goals for the school. Identify school members who can assist M&E functions and cross-train them to support M&E activity and act as a backup if needed. Provide status updates, reports, and progress on marketing and enrollment-related projects to school leadership regularly. Communicate and collaborate with school leaders and M&E Area Managers on strategies, plans, and goals.

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 leadership team facilitates a needs assessment yearly with all stakeholders. This needs assessment is shared among the stakeholder groups and the data and feedback is used to develop school improvement goals, initiatives, and action steps. Parent-teacher collaborative meetings are held monthly throughout the school year to continue to gain insight and gather feedback pertaining to the need.

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))

Specific action steps will be revisited at monthly stakeholder meetings and school leadership meetings. The data aligned to the action steps will also be monitored. Upon review of the data, the teams will work collaboratively to revise the SIP based on the data.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	76%
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	34	23	22	24	15	29	29	30	235
One or more suspensions	0	1	2	0	1	0	5	12	3	24
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	5	29	36
Course failure in Math	0	0	0	0	0	0	5	9	4	18
Level 1 on statewide ELA assessment	0	0	0	30	24	14	20	26	23	137
Level 1 on statewide Math assessment	0	0	0	16	20	10	42	31	150	269
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	9	12	12	11	5	8	14	13	94

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	22	17	8	25	34	32	139

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	17	0	0	0	1	0	18
Students retained two or more times	0	1	0	3	0	0	0	1	0	5

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*	47	49	53	49	52	55	49		
ELA Learning Gains				54			46		
ELA Lowest 25th Percentile				48			46		
Math Achievement*	46	51	55	46	45	42	37		
Math Learning Gains				53			20		
Math Lowest 25th Percentile				60			32		
Science Achievement*	37	46	52	30	48	54	39		
Social Studies Achievement*	55	63	68	59	57	59	57		
Middle School Acceleration	58	68	70	72	51	51	37		
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	63	53	55	56	64	70	42		

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

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	2
Total Points Earned for the Federal Index	527
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	9	Yes	4	2
ELL	42			
AMI				
ASN				
BLK	51			
HSP	50			
MUL	60			
PAC				
WHT	46			
FRL	47			

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	26	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN	75			
BLK	52			
HSP	54			
MUL	53			
PAC				
WHT	65			
FRL	50			

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	47			46			37	55	58			63
SWD	12			10			6				3	
ELL	37			33			36	50			6	63
AMI												
ASN												
BLK	45			45			34	60	65		7	68
HSP	48			46			40	47	53		7	56
MUL	60			60							2	
PAC												
WHT	59			48			30				3	
FRL	43			45			30	49	58		7	63

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	49	54	48	46	53	60	30	59	72			56
SWD	18	29	13	25	35	40	19					
ELL	28	32		40	52		20					56
AMI												
ASN	70			80								
BLK	46	53	41	44	50	56	30	60	83			59
HSP	52	56	63	49	57	65	27	60				53
MUL	55			50								
PAC												
WHT	71	69		59	62							
FRL	44	51	49	43	50	57	29	54	63			57

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	49	46	46	37	20	32	39	57	37			42
SWD	16	44	56	28	45	53	18					
ELL	29	40	53	26	21	50	18	53				42
AMI												
ASN												
BLK	47	42	38	37	19	32	30	57	42			31
HSP	51	53	60	33	18	29	52	52	33			53
MUL	40			20								
PAC												
WHT	63	59		57	50		60					
FRL	44	42	47	32	17	33	27	54	18			38

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	47%	56%	-9%	54%	-7%
07	2023 - Spring	43%	48%	-5%	47%	-4%
08	2023 - Spring	43%	47%	-4%	47%	-4%
04	2023 - Spring	54%	58%	-4%	58%	-4%
06	2023 - Spring	51%	45%	6%	47%	4%
03	2023 - Spring	41%	48%	-7%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	54%	-23%	54%	-23%
07	2023 - Spring	32%	36%	-4%	48%	-16%
03	2023 - Spring	68%	57%	11%	59%	9%
04	2023 - Spring	68%	52%	16%	61%	7%
08	2023 - Spring	54%	65%	-11%	55%	-1%
05	2023 - Spring	32%	56%	-24%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	44%	46%	-2%	44%	0%
05	2023 - Spring	28%	51%	-23%	51%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	48%	21%	50%	19%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	66%	-13%

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.

Looking at the FAST ELA data throughout the FY23 school year, we see a variety of declines. The scores
on the SY23 ELA FAST for the SWD sub-group for PM 2 improved and then dropped below PM1 for PM
3. Currently, we are at 9% SWD in ELA and 13% SWD in Math.
We feel the decline in our SWDs is a trend, and we need to focus on additional support for our SWDs.
We attribute these declines to the fact that we had many new teachers and teacher turnover. The scores
on the SY23 ELA FAST for the ELL sub-group for PM 2 and PM 3 improved, but we are at 20% ELL in
ELA and 40% ELL in Math.
We need to implement a more robust 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 ensure that our teachers receive all the support they need to ensure student growth and
achievement. Lastly,
we will ensure Professional Learning Communities are focused and aligned on reviewing 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
education
and small-group support to meet their needs. ELA teachers will engage in a 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 specifications during the planning process.
Grade Level End of Year Data when comparing PM1 to PM 3:
ELA; -15 pts in 3rd grade, -14 pts in 8th grade
Math:-19 pts in 5th grade, -15 pts in 6th grade
Based on this data trend, we will focus on reading literacy across all content to 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 the remediation of standards, foundational skills, and
scaffolding
instruction using research-based strategies. We will specifically focus on our ESSA-identified subgroups-

ELL
and SWD, who will continue to receive strategic, targeted support through various
modes of instruction, including technology, small groups, tutorials, data chats, and student monitoring.

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

The greatest need for decline is across ELA and Math content in grades 3-5. In FY23, PM 3, we show: 3rd grade ELA (40%) -15%, 8th grade ELA (43%) -14%, 5th grade Math (32%) -19%, and 6th grade Math (31%) -15%. The contributing factors to the decline were participation in student and teacher absences, hands-on learning, and small-group instruction. And teacher capacity in the use and knowledge of strategies all impacted student achievement.
One area of concern that we found in comparison to the previous years showed a decline within our ELL and SWD 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 responsible talk, thus allowing students to build on prior knowledge from each other and talk through their learning. This past year, we did not set a time for that with fidelity. Teachers must use strategies consistently throughout the day and provide the appropriate accommodations to meet students' learning needs.

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 the following data.
School State
ELA Achievement 49% State 50%
Math Achievement 46% State 56%
Science Achievement 30% State 53%
Civics Achievement 59% State 69%
Accelerated 72% State 83%

ELA achievement is very close to the state, a difference of 1%. While Math
achievement shows, we are 10% under the state. Science shows a 23% difference being the most significant gap noted. 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 about 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?

Our proficiency level increased in Math, Accelerated, and Social Studies compared to the previous years.
This is attributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the new Math standards.
In addition, across all grade levels, as measured during the FAST progress monitoring windows, we did have
more proficient students within our SWD category.
PM1 PM2 PM3

ELL 28%, 32% 30%
Addressing improvement
Students had access to grade-level or above-grade-level math material. We provided opportunities to collaborate
Teachers provide students with specific feedback to address their thinking and learning needs. Students completed quarterly PLPs.
Increase 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 and not just procedurally through the Math Cadres provided by the district. The Curriculum Resource Teacher also provided PD sessions as needed.

To close the gaps for our ELL and SWD students, we implemented an action plan in ELA and Math to drive our
instruction based on the needs of our students using the ELLevate, with a focus on the We can do's
Additionally, we instructed all of our students within their small groups within the reading block based on their needs as outlined through Lexia 5, FAST, NWEA, and Dibels. We determine the student's progression of mastery
through the use of teacher progress monitoring. Lastly, we have created an RTI block within our daily instruction to enhance and support the language structure of our students and Success blocks to enhance and support Math. We also use this information to meet the needs of our students in all content areas Using the information gathered through assessments during PLC, teachers disaggregate the data and determine the student's needs to formulate specific data to drive small groups. Through Progress Learning, spiral review data, and NWEA, we monitor the needs of all our students and close their gaps through 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:
Options are below (choose two)
? 10% or more Absence
? Level 1 State Assessments ELA and Math
? Reading Deficiency
? SWD and ELL proficiency

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

Professional Learning Communities focused on data analysis, planning for instruction, and
best practices to ensure student growth and achievement for all students.
Continue double down model in all ELA/Math classrooms, focusing on the needs of our
ESSA identified subgroups.
Continue to push in the model for ELA and Math block for SWDs and ELLs
ELA Achievement Growth for SWD and ELL- Ensuring learning gains and progress for ESSA
subgroups: we will analyze student data to identify which students fall under various
subgroup categories. Students who fall within our ESSA Subgroups will be
monitored for progress and receive additional support from 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.
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, ongoing professional development in the SAVVAS and Reading Horizons, using NWEA Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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:

? Work together to develop trust, build common understanding and language, to support an appropriate level of transparency

? Learn from one another and give constructive feedback through a safe protocol that can move the work forward

? Monitor attendance, contact parents for check-ins, and encourage the 90% attendance rate.

? Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice

? 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. 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 content area literacy 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. The results of our SWD and 3rd-grade reading were our lowest-performing categories when comparing the scores from one year to the next. Our ESSA-identified subgroup SWDs demonstrated a decline of 40%, and 3rd grade a decline of 18% over the past two years. Data indicates we need to review what is being taught, how it's being taught, and make the changes necessary to support all learners. The gap between the 2023 ELA Achievement (46%) and the district average (53%) is 17 percentage points. The gap between the 2023 Mathematics Achievement (52%) and the district average (54%) is two percentage points. Science Achievement declined from 38 to 30 percentage points, reflecting a gap with the district of 12 percentage points. ESSA data shows SWD (31%) and ELLs (24%) do not meet the required federal threshold of 41 percentage points. During the midyear, we saw an increase with our ESSA-identified subgroup SWDs; there was an increase of 5% in ELA and 34% in math. Our ELL students showed an increase in ELA of 5%. During the FY22 state assessment, results show an increase for our subgroups SWDs + 11%, ELLs +11%, and an increase in our FRL by 16%.

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 Progress for our SWD and ELL and monitoring by 7%, bringing us to 38% closer to the 41% threshold for SWD and tracking by 10%, bringing us to 34%, closer to the 41% threshold. By May 2024, Cypress will attempt to make up the decline of 18 points in 3rd grade ELA proficiency.
Teacher Practice Outcomes:
By February 24, 50% of our teachers will be effectively utilizing the Science of Reading and ensuring specific focus on AVID strategies to ensure students can independently work on tasks to demonstrate understanding of the standard.
By May 24, 90% of our teachers will effectively utilize the Science of Reading and Literacy across content, ensuring a specific focus on AVID 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 Cypress, 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:

Kendra Wester (kendra.wester@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. Response to Intervention will be implemented with fidelity and consistency, tracking and monitoring the lowest 25% in ELA.
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 NWEA and PM 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 dibels 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 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.

Monthly Professional Development on Literacy Strategies not limited to AVID (WICOR) and the Science of Reading

Person Responsible: Ernie Charles (echarles@cypresscharter.org)

By When: Professional Development meetings will occur monthly

AVID (WICOR) and Science of Reading look fors based on Professional development.

Person Responsible: Ernie Charles (echarles@cypresscharter.org)

By When: 9/1/2023

Analyze Student Work samples during PLC and Team lead meetings.

Person Responsible: Roselyn Perry (rperry@cypresscharter.org)

By When: Ongoing

Purchase reading intervention resources to align with the Science of Reading

Person Responsible: Kendra Wester (kendra.wester@palmbeachschools.org)

By When: 12/1/2023

Full-time tutor to assist with secondary reading intervention

Person Responsible: Kendra Wester (kendra.wester@palmbeachschools.org)

By When: Hiring is ongoing

Avid Weekly Success Block

Person Responsible: Gary Hess (ghess@cypresscharter.org)

By When: Implemented weekly

#2. 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.

Enhance relationships and engagement with all stakeholders to increase student, teacher, and staff retention with a focus on attendance.

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

By February 2024, we increase our count of students with less than 90% attendance. Monitoring by 10% bringing us to 78% from 68%.

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

Scheduled surveys to all stakeholders
Scheduled pulling of Attendance data
Scheduled pulling of Kickboard data
Scheduled PTC meetings for all stakeholders

Person responsible for monitoring outcome:

Kendra Wester (kendra.wester@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. Leader in Me
2. Kickboard
3. Schoolwide Attendance Plan
4. CHAMPS
5. Parent Involvement
6. Required Instruction Florida State Statute 1003.42 and Policy 2.09

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

1. Recognize monthly students for Leader in Me
2. A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral results, students will understand expectations. Students are explicitly taught what the expected behavior should be.
3. The attendance rate is significant because students are more likely to succeed in academics when they attend school consistently.
4. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations
5. Parent Involvement in schools improves student attendance, social skills, and behavior.
6. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity.

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.

Create a calendar of events for families based on EOY needs assessment.

Person Responsible: Arvin Townsel (atownsel@cypresscharter.org)

By When: 08/01/2023

Send invites to families and community members to events.

Person Responsible: Arvin Townsel (atownsel@cypresscharter.org)

By When: Ongoing

Conduct quarterly PTC meetings

Person Responsible: Heather Czeskleba (hczeskleba@cypresscharter.org)

By When: Ongoing

Create a club offering list for students to sign up

Person Responsible: Andrea Shaw (ashaw@cypresscharter.org)

By When: Ongoing

PTC Establishment

Person Responsible: Arvin Townsel (atownsel@cypresscharter.org)

By When: 9/15/2023

Staff and Teacher Highlights

Person Responsible: Kendra Wester (kendra.wester@palmbeachschools.org)

By When: 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).

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