

Broward County Public Schools

Renaissance Charter Middle School At Pines School



2023-24

Schoolwide Improvement Plan (SIP)

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Renaissance Charter Middle School At Pines

10501 PINES BLVD, Pembroke Pines, FL 33026

www.recspines.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

We the Patriots achieve greatness through high expectations, passion and perseverance.

Provide the school's vision statement.

Renaissance Charter School at Pines offers a culturally and technology-rich environment that stimulates our students' minds, engaging them to learn and reach their full potential. Students feel safe and inspired to build their confidence and achieve their goals with interactive and personalized learning that builds on their interests and confidence. While Arts and Enrichment Programs serve to nurture their hearts, continuously building on their abilities to become all they can be as a Patriot at Pines and throughout their lives.

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
Cavell, Natasha	Principal	Principal. Leader of the campus and ensures implementation of the SIP plan is met.
Merchan, Nubaji	School Counselor	Oversee the implementation and follow through of the Early Warning signs plan.

Stakeholder Involvement and SIP Development

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

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

Stakeholders including teachers, school staff, parents, families, students and community stakeholders are all involved in the implementation of the SIP plan development process. Stakeholders are invited to attend SAC meetings where they have the ability to provide their input on academic goals, behavior interventions and all around school improvement. Stakeholders are also provided with opportunities to provide input in the SIP development process by attending/participating in the following -

- * Parent Academies (online and in person)
- * Local Decision Making FORMS QR - Allow for stakeholders to input ideas/suggestions for the school
- * School Website - recspines.org

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))

SIP Plan will be monitored for effective implementation and impact on increasing the achievement of students by the following -

- * SIP plan will be part of the leadership agenda meeting (weekly)
- * Monitor student achievement by implementing and reviewing pre and post tests of lowest 25% students in both Math and Reading with a focus on our ELL and ESE student population
- * Interventionist will monitor post and pre assessments and complete a data tracker

*Parent Academies will continue to occur to discuss academic results

Revisions of the plan will be completed by the Leadership Team on a bi weekly basis. Small or large edits may be made depending upon the growth of student achievement. Revisions will then be brought to the stakeholder committee and reviewed to ensure all stakeholders understand the revised plan.

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	95%
2022-23 Economically Disadvantaged (FRL) Rate	73%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	

DJJ Accountability Rating History
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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	0	0	0	0	0	0	9	21	12	42
One or more suspensions	0	0	0	0	0	0	29	34	0	63
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	38	28	118
Level 1 on statewide Math assessment	0	0	0	0	0	0	40	26	8	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

Indicator	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	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	6	2	9
Students retained two or more times	0	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
	K	1	2	3	4	5	6	7	8	

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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	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	0
Students retained two or more times	0	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*	52	55	53	59	57	55	53		
ELA Learning Gains				61			52		
ELA Lowest 25th Percentile				51			44		
Math Achievement*	58	52	55	70	47	42	58		
Math Learning Gains				81			50		
Math Lowest 25th Percentile				75			45		
Science Achievement*	65	50	52	51	52	54	45		
Social Studies Achievement*	77	68	68	86	64	59	73		
Middle School Acceleration	76	72	70	74	57	51	49		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	45	53	55	80	75	70	48		

** 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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	688
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	30	Yes	2	1
ELL	52			
AMI				
ASN				
BLK	66			
HSP	63			
MUL				
PAC				
WHT	63			

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%
FRL	61			

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	35	Yes	1	
ELL	69			
AMI				
ASN				
BLK	66			
HSP	71			
MUL				
PAC				
WHT	60			
FRL	68			

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	52			58			65	77	76			45
SWD	18			32				40			3	
ELL	38			55			45	73	54		6	45
AMI												
ASN												
BLK	51			57			65	77	80		5	
HSP	54			57			67	76	72		6	53
MUL												

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
PAC												
WHT	45			80							2	
FRL	47			52			60	78	70		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	59	61	51	70	81	75	51	86	74			80
SWD	19	24	30	42	59	50	20					
ELL	48	55	59	72	86	78	53	77	79			80
AMI												
ASN												
BLK	60	62	50	66	80	71	46	85	73			
HSP	59	61	52	75	85	79	56	87	76			79
MUL												
PAC												
WHT	56	56		61	67							
FRL	55	59	49	66	81	73	50	84	80			80

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	53	52	44	58	50	45	45	73	49			48
SWD	24	41	43	36	41	30	19	50				
ELL	38	52	51	59	62	65	56	76				48
AMI												
ASN												
BLK	53	47	31	53	43	36	44	68	51			
HSP	54	55	53	64	59	57	48	78	54			45
MUL												
PAC												
WHT	50	60		62	57							
FRL	49	48	39	51	47	43	42	65	42			50

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
07	2023 - Spring	51%	49%	2%	47%	4%
08	2023 - Spring	55%	49%	6%	47%	8%
06	2023 - Spring	43%	50%	-7%	47%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	54%	-18%	54%	-18%
07	2023 - Spring	66%	51%	15%	48%	18%
08	2023 - Spring	71%	46%	25%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	38%	14%	44%	8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	48%	42%	50%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	63%	26%	63%	26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	64%	12%	66%	10%

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.

Students with Disabilities in ELA had the lowest performance.

Factors/trends that may have contributed to the low performance in grades 6th - 8th Grade

- * Turnover of ESE staff members
- * Loss of multiple ESE staff members at the end of the school year or mid year. New teachers required training in ESE and how to provide out proper accommodations
- * Lack of program to be used with students with disabilities - Current adoption of goal book
- * Goal Book is now being used in the current 2023 - 2024 school year which provides and helps ESE Teachers with writing of proper goals along with accommodations and resources
- * Lack of Professional Development focused on ESE students.
- * Teachers were not given proper professional development throughout the year that was focused on ESE students for both ESE teachers and classroom teachers
- * Pandemic
- * Acclimation to new F.A.S.T. Standards - Transitioning

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

Learning Gains in ELA showed the greatest decline from the prior year at Renaissance Charter School at Pines

Factors/trends that may have contributed to the low performance in grades 6th - 8th are

- * Turnover of ESE staff members
- * Loss of multiple ESE staff members at the end of the school year or mid year. New teachers required training in ESE and how to provide out proper accommodations
- * Lack of program to be used with students with disabilities - Current adoption of goal book
- * Goal Book is now being used in the current 2023 - 2024 school year which provides and helps ESE
- * Lack of Professional Development focused on ESE students.
- * Teachers were not given proper professional development throughout the year that was focused on ESE
- * Pandemic
- * Acclimation to new F.A.S.T. Standards - Transitioning

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.

The greatest gap when compared to the state average is Social Studies with our students with disabilities are the levels in Science.

- * Turnover of ESE staff members and Science Teachers
- * Lack of Professional Development focused on ESE students.
- * Science is one of the lowest performing areas over the years (Lack of teacher understanding of test specs and standards)
- * Lack of hands on Science learning - specifically accommodating to the needs of hands on learning for ESE students
- * Pandemic

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

The data component that showed the most improvement is Students with Disabilities in the subject of Math. Renaissance Charter at Pines had 9.4% of students with disabilities score a level 1, the state has 24% of students with disabilities scoring at a level 1.

Renaissance Charter School at Pines implemented the new actions for his subject area

- * Seasoned Math teachers in the teaching field and at the school
- * New PLC meeting outline implemented

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

Potential areas of concern based on the early warning system at Renaissance at Pines is the large number of student suspensions and students attendance.

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

The strategic initiatives for school improvement for the upcoming school year

1. Strengthen Active Learning
2. Cultivate Hight Expectations for all Stakeholders
3. Enhance Operational Performance

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.

Positive Culture and Environment will be an area of focus for Renaissance Charter School at Pines. Based on the early warning system data it shows that we have an increase in suspensions. Behavior Intervention and Program will help support the area of focus.

Measurable Outcome:

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

The measurable outcome that Renaissance Charter School at Pines plans to achieve is an overall decrease in the amount of suspensions due to discipline issues. Focusing on positive culture and environment should help decrease suspensions.

Renaissance at Pines plans to achieve a 50% decrease in overall suspensions due to discipline issues. Using the Unify Powerschool Incentive Program will help focus on positive incentives. The school plans to have at least 70% of teachers to utilize the program weekly to support the goal.

Monitoring:

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

This focus of area will be monitored by doing bi weekly check ins on the amount of suspensions that are being entered into the TERMS system. The bi weekly checks will be completed by the Dean of Students responsible for discipline and the Principal

Person responsible for monitoring outcome:

Natasha Cavell (ncavell@recspines.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence -based intervention that is being implemented for this focus are is

- * Behavior Management professional development for teachers
- * Behavior and Social Parent Academies - Help parents understand the Broward County Matrix
- * Student Assemblies discussing behavior

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All suspensions are required to be added into the TERMS system. This will allow us to monitor closely that the suspensions are being completed along with the amount of suspensions.

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Area of focus for Renaissance Charter School at Pines is ESSA Subgroups specifically relating to students with disabilities. Students with disabilities are not making a significant amount of growth in core subject areas. Students with disabilities at Renaissance Charter at Pines are performing lower than the stage average.

Measurable Outcome:

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

The measurable outcomes Renaissance Charter School at Pines wants to achieve is an increase in achievement in ELA, Math, Science and Socials Studies for students with disabilities.

Renaissance Charter school at Pines wants to achieve a 10% increase in achievement in ELA, Math, Science and Social Studies for students with disabilities by providing appropriate accommodations.

Monitoring:

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

The area focus will be monitored by the following individuals/processes -

- * Curriculum Resource Teachers (walkthroughs conducted in the SFS system focusing on the ESE indicators)
- * Lead ESE Teacher conduct Professional Development for classroom teachers
- * Use of Goalbook as a primary resource for ESE teachers. This contains pre and post tests to give ESE students to monitor growth
- * Analyze and monitor the growth on NWEA and F.A.S.T Benchmark Assessments

Monitoring will happen with the Curriculum Resource teachers, Assistant Principals and the Principal

Person responsible for monitoring outcome:

Natasha Cavell (ncavell@recspines.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will occur for this focus area will include the use of the following resources -

- * Goalbook
- * NWEA Benchmark Assessment
- * F.A.S.T Assessment
- * Leveled Learning Intervention (LLI Kits)
- * Power Up

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Renaissance Charter School at Pines selected Leveled Learning Intervention. Level Learning Intervention is a prove intervention program that is used during Tier 3 instruction. Level Learning Intervention is an approved Broward County intervention program.

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.

No action steps were entered for this area of focus

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).

When school improvement funding is allocation appropriate resource are reviewed and allocated. Imagine Language and Literacy is used for ELL students and Goalbook is utilized for our students with disabilities.

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.

Stakeholders receive information regarding the School Wide Improvement Plan through the avenues listed below

- * Website - recspines.org (about me section)
- * Weekly schoolwide communication - Parent Messenger
- * Weekly school wide communication - Patriot Weekly Newsletter - Created and sent out by Principal
- * Hard copy available in the front office upon request
- * Available to email to individual parents upon request
- * Paper flyers for parents including information and QR codes

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))

Stakeholders have the opportunity to view the Family Engagement Plan via the schools website recspines.org (about me) section

The school will build positive relationships with parents, families and other stakeholders by implementing

- * Title 1 Family Nights - Family join and get resources and information that help benefit their students
- * Patriot Parent Academies - Discussion of important topics conducted by administration
- * Literacy Nights - Focuses on ELA. Support given out to parents on ELA learning gaps,
- * Special Populations Night Support - Focuses on ESE/504/ESOL Students and how we (parents, teachers and students) can give proper communication

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)

Renaissance Charter School at Pines plans to strengthen the academic program in the school with focus on the schools's largest gaps, ELA students with disabilities, ELA lowest 25% and students with disabilities in Science.

To strengthen the academic program the school will focus not the following -

- * In depth professional development training on working with students with disabilities
- * Give staff ability to go on LAB and register for outside of school professional development
- * Provide additional walkthroughs by administration

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

The school employees a full time school counselor which has the ability to see students throughout the school day. The school employees Progressus, for its school-based mental health services.

The school has a adopted the AIA program which helps with the implementation to improve students skills and help support their social and emotional learning.

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

Students at Renaissance Charter at Pines have the opportunity to take high school credit courses such as Spanish, Biology and Algebra

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

Renaissance Charter at Pines incorporates a tiered classroom behavior management system. The schoolwide program Unified Behavior Support helps support and encourage positive student behaviors in and outside of the classroom. The unified behavior support system allows referrals, interventions and positive intervention to be monitored by all stakeholders.

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

Teachers at Renaissance Charter at Pines participate in weekly Professional Learning Communities (PLC) where we analyze student data and create individualized learning plans for the students based off of their individual needs. Data Chats and Professional Development days are also integrated into the staffs monthly schedule. Differentiated professional development is conducted with teachers on their personal classroom needs which then reflects on improving student data.

Retention for effective teachers in high need subjects occurs through the use of proper support by our curriculum resource teachers and administrative team. Those effective teachers are seen as leaders in the building and given opportunities to analyze their data and implement different approved programs in their classroom.

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

Renaissance at Pines partners with local pre k programs in order to ensure a seamless transition to the elementary programs. Renaissance at Pines put on Kindergarten welcoming ceremonies, summer academic screening and communication with parents.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No