Broward County Public Schools

Renaissance Charter School At University School

2023-24

Schoolwide Improvement Plan (SIP)

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Renaissance Charter School At University

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universitycharter.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.

Renaissance Charter School at University is committed to propelling students towards greatness, so they can aspire to achieve their highest potential.
Establishing Purpose, Instilling Pride,
Empowering Performance,
One Student at a Time.

Provide the school's vision statement.

Establishing Purpose, Instilling Pride, Empowering Performance,
One Student at a Time.

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
Dean, Lisa	Principal	
	Curriculum Resource Teacher	

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.

Renaissance Charter School at University provide a fall and spring stakeholder survey to families, students and staff each school year as a platform to provide feedback. The school also facilitates monthly Parent Teacher Collaborative (PTC) for reflection, input, and development on the SIP. Renaissance Charter School at University it a Title I school that provides Title I Open House and survey to receive feedback and development on School Improvement Plans, Parent Family Engagement Plan, and Funding input. All Title I Deliverables are also approved by the Renaissance Inc. governing board.

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))

Renaissance Charter School at University will monitor the SIP through student assessment/data collection which will further support revisions. This will include lesson plans, resource utilization, tiered intervention, walk-throughs, conferences, and professional development around the B.E.S.T. standards.

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	90%
2022-23 Economically Disadvantaged (FRL) Rate	67%
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: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	42	54	37	38	38	41	29	45	38	362
One or more suspensions	16	6	3	3	7	3	11	14	8	71
Course failure in English Language Arts (ELA)	0	0	7	25	11	15	6	4	0	68
Course failure in Math	0	0	5	23	9	16	18	11	0	82
Level 1 on statewide ELA assessment	6	11	12	28	38	27	25	25	24	196
Level 1 on statewide Math assessment	2	11	22	28	43	38	8	23	23	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	23	43	30	28	14	12	11	35	217

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	

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	3	1	3	3	1	1	0	1	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	55	53	59	57	55	58		
ELA Learning Gains				64			53		
ELA Lowest 25th Percentile				58			39		
Math Achievement*	62	52	55	59	47	42	49		
Math Learning Gains				73			30		
Math Lowest 25th Percentile				65			31		
Science Achievement*	55	50	52	52	52	54	46		
Social Studies Achievement*	77	68	68	73	64	59	64		
Middle School Acceleration	79	72	70	82	57	51	65		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	49	53	55	56	75	70	50		

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	437
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	641
Total Components for the Federal Index	10
Percent Tested	100
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	31	Yes	2	1
ELL	46			
AMI				
ASN	81			
BLK	56			
HSP	66			
MUL	67			
PAC				
WHT	71			
FRL	59			

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	38	Yes	1	
ELL	53			
AMI				
ASN	75			
BLK	61			
HSP	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	55			
PAC				
WHT	71			
FRL	61			

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	57			62			55	77	79			49
SWD	22			39			27	30			6	40
ELL	40			55			35	55			6	49
AMI												
ASN	69			92							2	
BLK	55			57			47	78	76		7	23
HSP	58			66			60	71	79		7	64
MUL	61			72							2	
PAC												
WHT	66			70			90	85	91		7	47
FRL	53			58			52	76	74		7	49

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	64	58	59	73	65	52	73	82			56
SWD	16	49	54	22	45	38	22	35				64
ELL	45	64	66	48	65	58	37	38				56
AMI												
ASN	83	71		79	83		57					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	55	58	47	53	71	67	49	68	80			65
HSP	60	69	76	64	76	63	52	81	75			47
MUL	60			50								
PAC												
WHT	71	73	72	70	69	53	62		100			65
FRL	54	60	55	54	69	66	47	67	77			63

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	58	53	39	49	30	31	46	64	65			50
SWD	19	27	26	17	12	19	13					
ELL	43	51	45	39	27	21	29	55	62			50
AMI												
ASN	67	46		67	15							
BLK	55	51	42	41	26	31	42	65	56			36
HSP	59	54	34	56	34	35	48	61	71			53
MUL				67								
PAC												
WHT	62	64		66	41	20	52	64				60
FRL	53	52	39	44	27	28	43	68	65			48

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	57%	56%	1%	54%	3%
07	2023 - Spring	60%	49%	11%	47%	13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	58%	49%	9%	47%	11%
04	2023 - Spring	54%	61%	-7%	58%	-4%
06	2023 - Spring	60%	50%	10%	47%	13%
03	2023 - Spring	55%	53%	2%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	82%	54%	28%	54%	28%
07	2023 - Spring	45%	51%	-6%	48%	-3%
03	2023 - Spring	70%	62%	8%	59%	11%
04	2023 - Spring	53%	65%	-12%	61%	-8%
08	2023 - Spring	42%	46%	-4%	55%	-13%
05	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	60%	38%	22%	44%	16%
05	2023 - Spring	50%	46%	4%	51%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	48%	43%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	46%	50%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	64%	11%	66%	9%

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.

Renaissance Charter School at University lowest performing area for SWD, 5th Grade Science, and School - wide ELA Achievement. Contributing factors include pandemic (lack of foundational skills), teacher shortage, lack of PD for ESE accommodations, Florida changes with B.E.S.T standards (acclimating) and new FL F.A.S.T. assessment.

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

Overall, Renaissance Charter School at University showed significant growth in all areas. 8th and 7th grade Math showed a significant decline towards proficiency due to an increase of students taking high school and Algebra and Geometry.

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.

Based on FAST PM3 Data 4th grade Math and ELA and 8th grade Math indicated the greatest gap based on the state average. 4th grade factors included high amounts of RTI, MLL, and ESE students on this grade level. 8th grade factors contributed to high level 3 and 4 being placed in high school math which results in school-wide 8th grade math level 1 and 2. Learning Gains was not factor so it showed a great gap with proficiency.

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

Renaissance Charter School at University showed most improvement in Math. 3rd and 6th grade math showed the most improvement yielding 70% (3rd prof.) and 82% (6th prof.). Actions that result in this improvement included differentiated instruction, instructional software, high school offerings, double math block, and increase in walk-throughs.

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

Renaissance Charter School at University area of concerns on EWS is the amount of student suspensions and attendance.

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

Literacy focus around the Science of Reading School-Wide.
Implement Differentiated Instruction for Math/Science school-wide.
Improve school-wide culture around pertaining to student behavior.
Increase Wellness opportunities for school community.

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.

Improve school-wide culture around pertaining to student behavior.

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

To improve Student Behavior through Powerschool behavior Support through reinforcing positive behavior tracking.
Increase Clubs/Enrichments from 7 to 15 to ensure students have various opportunities to engage in positive experiences.
Student Survey will increase from 0 green flags to at least 8 green flags.
To improve student wellness survey results in the areas self-accountability skills in and out of academic settings.

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

Powerschool behavior Support - Monthly reports - track teachers positive points.
Clubs/Enrichments - track enrollment, offerings, and attendance.
Student Surveys - fall and spring data.
Wellness Survey - annual survey data results.

Person responsible for monitoring outcome:

Lisa Dean (ldean@universitycharter.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.)

Leader in Me, Attitude is Altitude, Powerschool Behavior Support System

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

Renaissance Charter School at University rationale for selecting this evidence based intervention is to ensure all students are experiencing research based instruction and resources.

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 4 - Demonstrates a Rationale

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.

Renaissance Charter School at University area of focus is ESSA Sub groups specifically related to student with disabilities. This sub group is not making significant growth in ELA, Math, Science, and Civics based on state comparison.

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

Renaissance Charter School at University want to achieve an increase in learning gains in ELA, Math, Science and Civics.

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

Person responsible for monitoring outcome:

[no one identified]

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 be occur for this focus area will include the use of the following resources -
- Goalbook
- NWEA Benchmark
- F.A.S.T. Assessment
- Science of Reading

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

Renaissance Charter School at University rationale for selecting this evidence based intervention is to ensure all students are experiencing research based instruction and resources.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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).

Renaissance Charter School at University allocations include Imagine Learning (ELLS) and Goal Book ESE) to support with SIP.

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.

SWP will be disseminated via Parent School Messenger (email). In addition, It will be presented at Parent Teacher Collaborative (PTC), available in the front office and school 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))

Renaissance Charter School at University will build positive relationship with all stake holders by providing red carpet service. Communication and opportunities for collaboration supports the Family Engagement plan through: Parent-Teacher Conferences, Monthly Parent Teacher Collaborative, Quarterly Parent University, Volunteer Opportunities, and school-wide events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Renaissance Charter School at University plans to strengthen the academic program in the school with focus on the schools's largest gaps, Math and Science for students with disabilities.

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
* Provide professional development around the Science of Reading
* Increase vocabulary lesson content in the area of Science

ELA & Math Strategy:
Teachers will utilize an "Instructional Focus Calendar" to identify areas of weakness, based on benchmark data from Common Monthly Assessments, to determine skills that need to be retaught. From this data, students will be pulled into small groups to continue to practice and enhance skill deficits. Another resource provided for students to increase math proficiency is the tutoring program. Students who score low-average and low on the fall NWEA assessment are automatically given invitations to attend the tutoring program. If any seats are available after the first letters go out, all other students are welcome to attend until the spots are filled. Students in the tutoring program complete small group math instruction with a teacher one day and then complete an educational math instructional software program the other day.

Process Used to Determine Effectiveness of Strategy:
Data analysis from the Unit Assessments to determine weaknesses in standards that need to be retaught using targeted instruction in the form of small groups. Effectiveness of strategy will be determined through data collected by assessments, reports and data gathered from intervention programs, and Common Monthly Assessments. Data Chats will be conducted during CRT team meetings monthly with the grade level teams.

Evaluation Tools:
Classroom walkthroughs, observations, data chats and Progress monitoring. Formative: Daily assignments, classroom assessments, and lesson plan checks. Summative: Classroom assessments, Quarterly Assessments, NWEA scores, and 2023-2024 F.A.S.T. Testing

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))

School wide Program Plan (SWP) is developed through stakeholder input. During the school year Renaissance Charter School at University holds Parent Teacher Collaborative meetings to seek input. In addition, the school provides staff, student and parent surveys in the fall and spring to gather additional input. During strategic planning the building leaders analyze and develop the School wide Program Plan (SWP). It is then reviewed by the governing board.

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))

Renaissance Charter School at University partnership with INVO-Prorgess will employee a full time school based mental health councilor. The school also has a full time Student Service Coordinator to

support with our Leader in Me Character Development to improve student skills through the Habits of highly effective people.

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))

Renaissance Charter School at University provides college and career readiness standards with in middles school history courses. In addition, students have an opportunity to take high school credits in middle school (algebra, geometry, Spanish, biology).

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 School at University incorporates the Leader in Me and Attitude is Altitude curriculum to support student character development. The school also uses Powerschool Behavior Support for behavior management system to track to reward positive desired behaviors and track infractions. K-8 students also take NWEA benchmark three times a year to collect ELA and Math data towards learning gains. This data is collected, monitored and used to accordingly to provide interventions.

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 participate in New Teacher Induction and Returning Teacher Orientation to improve instructional practices based on school data and initiatives. Staff participate in PLCs and ongoing professional develop throughout the school year based on differentiated needs. Teacher conduct and participate in data chats and develop action plans for students to ensure students are making learning gains.

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 Charter School at University provides a Kindergarten Round Up for all incoming students to assess their skills for appropriate class placement. In addition, the school provide families with Kinder Readiness information to work on over the summer.

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