

Broward County Public Schools

Renaissance Charter School At Plantation School



2023-24

Schoolwide Improvement Plan (SIP)

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Renaissance Charter School At Plantation

6701 W SUNRISE BLVD, Plantation, FL 33313

plantationcharter.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 Plantation provides students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social, and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Renaissance Charter School at Plantation students will be able maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

Provide the school's vision statement.

Renaissance Charter School at Plantation will provide engaging educational experiences in a nurturing environment that creates well rounded citizens for the 21st century.

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
Humphrey, Sheriffee	Principal	Instructional and Operational Leader
Polly, Chris	Assistant Principal	School Support for Instruction and Operations and designee for Principal.
Rico, Nicole	Assistant Principal	School Support for Instruction and Operations and designee for Principal.

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.

Parents and stakeholders of Renaissance Charter School at Plantation will be involved in the design, implementation, and evaluation of the School Improvement Plan. Parents are involved through monthly parent activities that create participation of the school improvement plan starting with our Annual Title I Public Meeting. Parents are informed of many components of the SIP, introduced to the school curriculum and various assessments in each subject area, as well as recruit parents to become part of the school's decision-making process. Parents are invited and encouraged to become active members of the School

Advisory Council (SAC). During SAC meetings, parents, students and staff are provided information regarding the school's data to help build the Plan. Parents, Teachers/Staff, Students and parents are informed as to the implementation of the School Improvement Plan. Furthermore, leadership, teachers/ staff, parents are encouraged to provide input in the development and decision-making process of all school improvement activities related to the school. A biannual evaluation will be conducted using surveys completed by parents, the results will be analyzed to evaluate the effectiveness of instruction.

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))

The Renaissance Charter School at Plantation (RCSP) School Improvement Plan will be monitored for effective implementation and the impact the plan has on increasing the achievement of students. The following components below demonstrate the necessary elements to meet standards set by the academic standards and bridging the education gap.

* The school instructional leadership team will meet weekly as evidenced on the team leadership agenda.

*The instructional leadership team will monitor student achievement by implementing and reviewing pre and post tests of lowest 25-30% of students per grade level in both Math and Reading with a focus on our ELL and ESE student population including classroom walkthroughs.

* Curriculum Resource Teachers and Interventionist will monitor post and pre assessments during small group and Tier 3 support strategies and complete a data tracker that is standards based.

*Parent Universities will occur monthly to discuss academic results and provide parent engagement strategies

Adjustments the SIP will be completed by the Leadership Team on a bi weekly basis. Various size adjustments will be made depending upon the deficiencies based on data or negative growth in student achievement assessment data. Furthermore, 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	80%
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)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	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: C 2019-20: B 2018-19: B 2017-18: A
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	5	12	21	3	10	7	22	14	12	106	
One or more suspensions	1	0	0	4	1	1	2	8	4	21	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	12	1	21	
Course failure in Math	0	0	0	0	0	0	8	10	1	19	
Level 1 on statewide ELA assessment	5	9	20	42	24	28	45	28	37	238	
Level 1 on statewide Math assessment	0	0	0	51	27	49	27	31	36	221	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	21	41	100	63	85	143	146	122	732

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	1	3	6	2	1	1	0	0	1	15
Students retained two or more times	0	0	0	0	0	2	9	2	7	20

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	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	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	55	53	37	57	55	35		
ELA Learning Gains				50			41		
ELA Lowest 25th Percentile				52			39		
Math Achievement*	37	52	55	35	47	42	26		
Math Learning Gains				59			19		
Math Lowest 25th Percentile				61			21		
Science Achievement*	23	50	52	26	52	54	24		
Social Studies Achievement*	75	68	68	74	64	59	27		
Middle School Acceleration	55	72	70	70	57	51	41		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	44	53	55	33	75	70	26		

** 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	7
Percent Tested	92
Graduation Rate	

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	2
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	10
Percent Tested	95
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	20	Yes	4	1
ELL	36	Yes	2	
AMI				
ASN				
BLK	43			
HSP	55			
MUL				
PAC				
WHT	52			

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	44			

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	33	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK	48			
HSP	48			
MUL				
PAC				
WHT	48			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			37			23	75	55			44
SWD	19			26			16				3	
ELL	22			33			6	73			5	44
AMI												
ASN												
BLK	40			37			21	74	52		7	42
HSP	51			51			35	82			4	
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	52			52							2	
FRL	39			37			22	74	57		7	43

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	37	50	52	35	59	61	26	74	70			33
SWD	13	55	55	16	43	52	0					
ELL	10	38	47	32	50	43	9	73				33
AMI												
ASN												
BLK	35	49	50	33	59	60	24	71	66			33
HSP	44	54		47	67		29					
MUL												
PAC												
WHT	50	46		28	69							
FRL	35	49	54	34	59	62	24	72	69			29

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	35	41	39	26	19	21	24	27	41			26
SWD	15	33	33	11	17	21	16	9				
ELL	21	37	50	17	13	18	17					26
AMI												
ASN												
BLK	34	42	40	24	19	21	23	28	39			19
HSP	39	33		26	25		9					36
MUL												
PAC												
WHT	44	30		50								
FRL	32	41	42	22	17	24	22	27	40			29

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	39%	56%	-17%	54%	-15%
07	2023 - Spring	44%	49%	-5%	47%	-3%
08	2023 - Spring	39%	49%	-10%	47%	-8%
04	2023 - Spring	54%	61%	-7%	58%	-4%
06	2023 - Spring	41%	50%	-9%	47%	-6%
03	2023 - Spring	35%	53%	-18%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	54%	3%	54%	3%
07	2023 - Spring	37%	51%	-14%	48%	-11%
03	2023 - Spring	32%	62%	-30%	59%	-27%
04	2023 - Spring	48%	65%	-17%	61%	-13%
08	2023 - Spring	31%	46%	-15%	55%	-24%
05	2023 - Spring	20%	58%	-38%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	38%	-12%	44%	-18%
05	2023 - Spring	15%	46%	-31%	51%	-36%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	48%	29%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	46%	13%	48%	11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	63%	-28%	63%	-28%

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 academic performance. Based on the FLDOE School Report Card, In 2021-22 ELA Achievement only accounted for 13% proficiency, 55% of learning gains and 55% of learning gains for the lowest 25%. SWD was an area of concern/deficiency based on data. The Subgroup percent of points for the school overall was 33%.

2021-22 Grade Level/Band Targeted Data for SWD:

3rd Grade Students experienced 27% of students at or above grade level during this period of time.

Factors/trends that may have contributed to the low performance are

- * Providing accommodations to student if there was no teacher due to teacher shortage.
- * Lack of effective program to be used with students with disabilities - Current adoption of goal book
- * Lack of Professional Development focused on ESE teaching strategies.
- * Residual of COVID creating learning gaps that depend on intervention and learning strategy support.

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

The area determined to experience the greatest decline based on the prior year is Science proficiency at Renaissance Charter School at Plantation. Based on the FLDOE School Report Card, 65% of eligible SWD students achieved a Level 1 on the state assessment. 35% of eligible students scored a level 2 on the state assessment. No SWD student scored a level 3 and above.

Factors/trends that may have contributed to the low performance are

- * Providing accommodations to student if there was no teacher due to teacher shortage.
- * Lack of effective program to be used with students with disabilities - Current adoption of goal book
- * Lack of Professional Development focused on ESE teaching strategies.
- * Residual of COVID creating learning gaps that depend on intervention and learning strategy support.
- * Acclimation to new F.A.S.T. Standards - Transitioning into new standards and compliance items.

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.

- * 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 ELA. Renaissance Charter School at Plantation had over 60% of students with disabilities score a level 1 or level 2, which is lower than state SWD proficiency.

Renaissance Charter School at Plantation implemented these action steps for this subject area.

- * Ensure experienced Math teachers in the teaching field and at the school collaborate with ESE support teachers when using learning strategies.

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 Charter School at Plantation is the large number of student suspensions and students attendance greater than 10%..

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

1. Improve the quality of Reading, Math and Science Instruction through Active Learning strategies such as increasing small and collaborative groups.
2. Enhance Positive School Culture Cultivate by creating school community committees that facilitate high expectations for all stakeholders In addition, increase enrollment in Extended Learning Opportunities (ELOs).
3. Enhance Operational Performance through improving student engagement/time on task and intentional focus on the Science of Reading.

Area of Focus

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

#1. 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 Plantation is Students with Disabilities. Students with Disabilities are not making a significant amount of growth in core subject areas such as Science as evidenced by the 65% who scored level 1 on the Science FCAT 2.0. Students with disabilities at Renaissance Charter School at Plantation are performing lower than the school district of Broward and statewide average both by at least 18%.

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 Plantation is to achieve is an increase in student achievement in all core subject areas - ELA, Math, Science and Socials Studies for Students with Disabilities. A core focus will be placed on Science achievement as there is a wide gap in students make proficiency. Again, as 65% of SWD students did not achieve proficiency.

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 - Administration and 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 Benchmark and F.A.S.T. Assessments.

Review Lesson Plan to ensure appropriate SWD strategies are documented for implementation.

Person responsible for monitoring outcome:

Nicole Rico (nrco@plantationcharter.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

Science of Reading Intervention Support

Lexia Core 5 and Lexia Power Up

Science Core and Supplemental Support Instructional Software Resources (Penda)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Renaissance Charter School at Plantation selected Lexia Core 5, Power Up and Orton Gillingham - Max Scholar is a research based intervention program that is used during Tier 3 instruction. This will support alignment with the student in terms of connecting to resources. In addition, we will implement supplemental Instructional software usage through using Penda and include personalized usage of hands

on lab activities. This will also include the appropriate use of Tier 1 Science Elevate. All instructional decisions will be based on Standards based data.

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.

- ESE Teachers will be provided Professional Development on Lexia, Orton Gillingham - Max Scholar, and Elevate Science and Penda
- Develop Schedule for Students
- Collaborate on content lesson PLA
- Collaborate with teachers on student support and

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: 8/18/23

Facilitate Professional Development to collaborate on reading ESSA data and support staff on retaining their student data.

Person Responsible: Chris Polly (cpolly@plantationcharter.org)

By When: September 2023 and ongoing

#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.

The area of focus for subgroup students with disabilities at Renaissance Charter School at Plantation will be creating a positive culture and environment. As our SWD population is under 41% based on FLDOE School report card, it is important to develop intrinsic motivation for all students (especially targeting our specific subgroup is a critical component. We must provide opportunities for students to produce realistic targets for career and college as well as positively connecting to the school environment.

Measurable Outcome:

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

All targeted ESSA Subgroups (SWD) will score above 41% through support and confidence built through the creation of a positive school culture and environment. An example of this is that 65% of students scored level 1 on the Science Assessment. So, the measurable outcome is to increase year of year proficiency in Science for Students with Disabilities by at least 5%.

Monitoring:

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

The desired outcome will demonstrate that student with disabilities will thrive in a positive culture and learning environment through acquisition of appropriate learning strategies which will produce tangible academic results on a state summative assessment in ELA, Math and Science. The score percentage will surpass 41%. School administration, curriculum team and general educators will monitor student growth and learning activities through classroom walkthroughs, observations and assessments.

Person responsible for monitoring outcome:

Nicole Rico (nrco@plantationcharter.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.)

An evidence based intervention will be used of Lexia, Orton Gillingham Max Scholar and SAAVAS Math MDIS Intervention resources Science Elevate and Supplemental Science Instructional Resources such as Penda. To support social wellness with our students with disabilities we will use positive Behavior intervention strategies to support positive choices which will enhance the school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order for all identified subgroups to make the appropriate learning academic gains and integrate social strategies to form positive culture, teachers must gather important data points to highlight growth opportunities for achievement and use data driven instruction to increase performance and create a culture of student confidence. Teachers and support staff must collaborate to reduce individual student barriers.

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.

Professional development on ESSA data (specifically Science) and strategies to integrate into teaching and learning using all tiered level of resources for instruction.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: August 2023

Develop ESSA subgroup rosters to track student groups. This will be tracked on a comprehensive student tracking excel document which will include student data.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: August 2023

Meet with staff to discuss accountability and monitoring expectations and implement consistent data chat meetings that focus on tracking students included in ESSA.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: August 2023

Monthly meetings to discuss observations and student level data.

Person Responsible: Sheriffee Humphrey (charter5023@browardschools.com)

By When: Ongoing until June 2024

Meet with staff to discuss accountability and monitoring expectations.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: August 2023

Monthly meetings to discuss observations and student level data.

Person Responsible: Sheriffee Humphrey (charter5023@browardschools.com)

By When: Ongoing until June 2024

Implementation of AVID learning strategies to support inclusivity with SWD students.

Person Responsible: Chris Polly (cpolly@plantationcharter.org)

By When: August 2023

#3. ESSA Subgroup specifically relating to English Language Learners**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.

Ensure increased academic achievement ELA for subgroup ELL. This subgroup achieved under the 41% threshold for proficiency. A targeted action plan will be integrated to ensure successful outcome for ELL students. Based on the FLDOE School Report Card, 54.2% of our ELL students scored level 1 and 35.4% of students scored a level 2 on the state assessment. The focus is to increase strategies for ELL students to feel confident in learning and communicating so that barriers to acquisition of language allows students to make the necessary gains.

Measurable Outcome:

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

ELA achievement for ELL students will increase by 8% ELA Learning Gains achievement will increase by over 45% Lowest 25% learning gains for ELL students will increase by 10%.

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 ELL indicators)
- * The ESOL coordinator will conduct Professional Development for classroom teachers on the usage of Imagine Learning and Literacy usage.
- * Use of classroom libraries as a primary resource for ELL Students. This contains pre and post tests to give ELL students to monitor growth
- * Analyze and monitor the growth on NWEA and F.A.S.T Benchmark Assessments

Person responsible for monitoring outcome:

Nicole Rico (nrco@plantationcharter.org)

Evidence-based Intervention:

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

Renaissance Charter School at Plantation selected Lexia Core 5, Power Up, Imagine Language and Literacy and Orton Gillingham - Max Scholar is a research based intervention program that is used during Tier 3 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that the use of routines and assessments continuously guides and refines instruction efforts and effects as a hallmark of effective instruction...(e.g., NCTM, 2000; U.S. Department of Education, 2003.

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.

Instructional staff will receive professional development on use of Imagine Learning and Literacy, Lexia and Heritage Language dictionaries.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: September and October 2023.

Baseline data will be collected and analyzed.

Person Responsible: Sheriffee Humphrey (shumphrey@plantationcharter.org)

By When: September 2023 and ongoing

Teacher Data Chats with curriculum teams will transpire with ELL formative assessment data.

Person Responsible: Nicole Rico (nrco@plantationcharter.org)

By When: September 2023 and 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).

Renaissance Charter School at Plantation will by instructional/ curriculum and leadership committee review school improvement plan actions steps and determine resources, needs, procurement process, earmark of funds and the appropriate allocation of funds to support Area of focus intervention support and activities within the SIP as indicated in (ESSA 1111(d)(1)(B)(4) and (d)(2)(C). This is to ensure accurate school improvement allocation accountability for identified program usage - Imagine Language and Literacy is used for all ELL students. Imagine Language & Literacy is a personalized learning program that accelerates both language and literacy skills development side by side with the child. Direct, explicit, and systematic instruction and practice ensure students learn critical skills in four language domains. This program addresses language development, acquisition reading that will support student comprehension on state assessments. SWD student individual improvement will transpire through resources and measuring tools conducted through EdPlan and Goalbook. Goalbook is an on-line platform designed to assist SWD/ESE teachers with present level statements, goal-writing, and progress monitoring. This platform will address and support SWD/ESE teachers in processing, monitoring and tracking SWD/ESE students.

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.

Renaissance Charter School at Plantation will ensure that the School Improvement Plan is disseminated and share with stakeholders through SAC meetings, Parent Universities, Parent Teacher Conferences and information will be found on our website at www.plantationcharter.org. In addition, we will take the following actions to convene ongoing annual meetings, to which all parents of participating children shall be invited and encouraged to attend, inform parents of their school's participation under this part and explain the requirements of this part, and the right of parents involved. All communications articulated will reflect the predominate world languages that serve our community.

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 Plantation will take the following actions to convene ongoing annual meeting, to which all parents and community stakeholders shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of parents involved. Through parental involvement in the School Advisory Council (SAC), surveys will create an evaluative tool to determine the effectiveness and acceptance of yearly school wide program. These surveys will be distributed to all major stakeholders, including parents, scholars and staff. Furthermore, letters, school communication platform and school website will have opportunities to share when to develop the Family Engagement Plan.

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 Plantation 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 in which 65% of SWD students scored a level 1.

In addition, 2021-22 Grade Level/Band Targeted Data for SWD:

3rd Grade Students experienced 27% of students at or above grade level during this period of time.

Some specific focus areas for academic support the school will focus on is 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))

Renaissance Charter School at Plantation coordinates and integrates appropriate Federal, State and local services and resources as it relates to ESSA. Although we do not provide services in the areas of housing, Head Start and adult education programs. We do support RCSP implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through SafeKids.org Program, guest speakers and student assemblies. Our school builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition, to the classroom instruction. In addition, the school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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 Plantation provides mental health services through INVO IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. Interventions are delivered by licensed mental health professionals who receive regular support from a board-certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions draw on each youth's strengths and may incorporate family with the goal of establishing healthy behaviors that will serve the youth throughout his/her lifetime.

Interventions align closely with cognitive-behavioral therapy (CBT) techniques and applied behavior analysis with the explicit goal of reducing mental health symptoms, improving functioning in a variety of domains, encouraging youth and their parents to understand the nature of mental health and/or substance related disorders and how to use newly learned skills to maintain position functioning and recovery. In CBT, youth are taught about the link between thoughts and emotions, and how they may affect subsequent behavior. By replacing maladaptive thoughts with adaptive thoughts, youth are able to make better decisions about how to actor behavior and how to apply good coping skills. CBT also make use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on

the healing therapeutic alliance between therapist and student. Tier 3 services will be provided via individual therapy and/or family therapy.

Implementation and treatment will allow students to make progress in relevant domains assessed by the Invo Outcome Scale (IOS), which is administered at intake and discharge. The IOS measures the following domains: Anxiety Symptoms, Anger Symptoms, Attitude Towards School, Coping Skills Acquisition, Crisis Response/Sense of Safety, Depressive Symptoms, Feelings of Connectedness/Belonging, Improvement of Behavior, Self-Esteem, and Socialization/Peer Relations.

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 Plantation does not provide a career and technical education program.

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 and administration attend county-led workshops that focus on Florida Standards implementation, classroom management, small group instruction and behavior management. Teachers are encouraged to attend workshops that they feel will benefit their classroom instruction and culture in their classroom. Preplanning week provided teachers with workshops on classroom management, interactive whiteboard training, effective communication, small groups/center teaching, data driven instruction, Unpacking of the FSA standards and effective use of instructional software. All new hires must attend New Teachers Institute over a four-day period to learn effective instructional strategies, classroom management, effective classroom configuration, lesson planning, Marzano teaching strategies and unpacking standards. Curriculum Resource Teachers develop monthly Professional Development Calendar and professional development training is implemented once or twice a month. Curriculum Resources Teachers assign teachers educational videos based on teacher observation and area of growth. Professional Development training is provided on NWEA, Achieve 3000, Imagine Math, Orton Gillingham, Lexia, Imagine Language and Literacy and SAVAAS.

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 Plantation (RCSP) provides parents/guardians of upcoming Kindergarten scholars the opportunity to meet teachers during orientations in June of the outgoing school year and begin in August of the upcoming school year. Incoming kindergarten scholars are provided a pretest before school begins in Augusts and parents are informed of all the school policies and procedures along with literacy standards based on grade levels and how to assist their child being prepared for kindergarten.

RCSP also administers the State Renaissance Learning Assessment in Reading to all its kindergarten scholars during the first month of school to assist in identifying areas of strength and weakness. Fountas and Pinnell Assessment is also administered and used as a diagnostic and tracking tool to provide baseline data of scholars' print/letter knowledge where phonological awareness will be determined, as well as differentiated instruction planned to utilize the resulting data. At RCSP we understand that regular communication with parents is key for our scholars' success, especially during the first quarter of the school year to ensure scholars are transitioning properly and adapting to the new school environment. All student results are shared with the student's parents.