

Broward County Public Schools

# Renaissance Charter School At Coral Springs School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>19</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>20</b>
<b>VI. Title I Requirements</b>	<b>24</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>27</b>

## Renaissance Charter School At Coral Springs

6250 W SAMPLE RD, Coral Springs, FL 33067

[www.recscoralsprings.org](http://www.recscoralsprings.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 Coral Springs is committed to developing our students of today into our leaders of tomorrow.

#### Provide the school's vision statement.

Renaissance Charter School at Coral Springs  
EMPOWERS our students by providing:

Educational excellence  
Motivation to learn  
Partnerships between school, family and community  
Opportunities for growth, development and leadership  
Wisdom to challenge, inspire and encourage  
Environment that is safe, orderly and nurturing  
Rigorous curriculum and instruction that is data driven

### 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
Self, Lynette	Principal	To ensure the School Improvement Plan is being implemented with fidelity and student success at the forefront.

#### 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.

RCSCS is a Title 1 school and provides parents with opportunities to be involved through monthly Title I meetings. Parents are able to vote on school issues such as A+ funds and how they are disseminated. Parents are also surveyed for the upcoming academic school year annually.

The principal hosts meetings to gather input and feedback towards school-wide initiatives and goals. \* Parents will be informed of the school's initiatives and student achievement goals. Information is disseminated on specific programs, school events, and assessments. Materials are available, as well as pamphlets covering a variety of helpful topics ranging from parenting skills, helping with homework,

students with disabilities, and what to expect at a parent-teacher conference. We also include our Leadership Team in the data analysis process so they can support the learning environment and ensure "Strategic Initiatives" are being met in the classroom.

The school's website is fully functional and supports all state requirements for reporting. The website has links for District Information, Schools, Parents and Students, and Community. Notification will be available and sent home regularly informing parents of district-sponsored Literacy, Title I, and ESE support meetings and/or events. Notification of parent trainings is listed on the website, weekly newsletter RCSCS SMORES, and flyers sent home virtually via School Messenger. The designated ESOL contact and ESE Specialist will ensure all parents are provided with documentation and invitations to attend scheduled IEP meetings and district training if applicable.

Brochures and parenting support information are available in the front office in multiple languages, multilingual staff is available to translate during conferences or meetings, registration, and other forms are made available in other languages if requested, and the website can translate all text into multiple languages. \*

Parents are provided opportunities to interact with teachers and meet required school volunteer hours.

Parents are informed of school initiatives and student achievement goals. Information is disseminated on specific programs, school events, and assessments.

### **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))

Data chats are conducted during our Administration meeting, Leadership meeting, Team lead meeting, Grade Level Data Chats, RtI Meetings, and PLCs to ensure that teachers are aware of the students' current performance, student achievement data, both formally and informally as well as its' impact on the teaching and learning process.

The data is then graphed and disaggregated to inform individual and aggregate student instruction and decision making. Team Leads will participate in data dives and opportunities for analysis and action planning regarding Grade Level data. Grade Levels will then participate in data chats with Administration to discuss benchmark and achievement data and status of student growth with goal setting.

Three times per year updates or revisions will be implemented accordingly based on FAST data.

### **Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	81%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	57%

<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	52	40	38	38	31	33	33	34	35	334
One or more suspensions	5	3	4	0	1	11	17	16	8	65
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 ELA assessment	9	32	22	16	24	16	22	19	22	182
Level 1 on statewide Math assessment	9	18	30	16	19	34	13	8	11	158
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	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	4	3	3	2	6	2	5	3	0	28
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	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*	64	55	53	65	57	55	63		
ELA Learning Gains				61			57		
ELA Lowest 25th Percentile				51			36		
Math Achievement*	73	52	55	67	47	42	61		
Math Learning Gains				71			48		
Math Lowest 25th Percentile				64			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	50	52	66	52	54	50		
Social Studies Achievement*	92	68	68	76	64	59	78		
Middle School Acceleration	79	72	70	78	57	51	68		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	51	53	55	64	75	70	35		

\* 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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	663
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	34	Yes	4	
ELL	53			
AMI				
ASN	84			
BLK	70			
HSP	65			
MUL	64			
PAC				
WHT	72			
FRL	67			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	34	Yes	3	
ELL	53			
AMI				
ASN	79			
BLK	66			
HSP	65			
MUL	58			
PAC				
WHT	66			
FRL	65			

**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	64			73			55	92	79			51
SWD	23			39			7	87			6	33
ELL	49			64			29	73			6	51
AMI												
ASN	73			89			82	90			4	
BLK	62			67			51	93	85		7	65
HSP	63			74			53	91	68		7	44
MUL	65			69			50				4	
PAC												
WHT	68			78			56	94	81		7	55
FRL	61			70			47	92	73		7	52

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	65	61	51	67	71	64	66	76	78			64
SWD	13	43	45	13	48	55	7	25				57
ELL	50	52	43	51	57	62	44	54				64
AMI												
ASN	72	71		84	91		75		80			83
BLK	59	61	64	61	70	62	68	76	90			50
HSP	68	60	45	68	68	66	66	72	76			63
MUL	50	42		64	65	70						
PAC												
WHT	70	63	47	70	75	58	65	80	65			
FRL	60	59	50	62	70	63	62	74	81			65

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	63	57	36	61	48	37	50	78	68			35
SWD	8	26	22	15	31	31	5	33				27
ELL	51	56	46	50	48	38	32	75				35

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
AMI												
ASN	77	74		77	47		82					
BLK	58	54	35	53	44	36	43	72	48			35
HSP	64	57	42	62	47	36	53	84	71			39
MUL	60	29		48	50							
PAC												
WHT	66	57	22	67	55	44	49	82	72			40
FRL	56	53	34	55	48	39	43	72	62			36

### 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	66%	56%	10%	54%	12%
07	2023 - Spring	63%	49%	14%	47%	16%
08	2023 - Spring	65%	49%	16%	47%	18%
04	2023 - Spring	68%	61%	7%	58%	10%
06	2023 - Spring	59%	50%	9%	47%	12%
03	2023 - Spring	67%	53%	14%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	54%	21%	54%	21%
07	2023 - Spring	74%	51%	23%	48%	26%
03	2023 - Spring	79%	62%	17%	59%	20%
04	2023 - Spring	72%	65%	7%	61%	11%
08	2023 - Spring	83%	46%	37%	55%	28%
05	2023 - Spring	61%	58%	3%	55%	6%

**SCIENCE**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	38%	9%	44%	3%
05	2023 - Spring	48%	46%	2%	51%	-3%

**ALGEBRA**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	48%	50%	50%	48%

**GEOMETRY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

**BIOLOGY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	63%	28%	63%	28%

**CIVICS**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	64%	27%	66%	25%

**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 data shows under the 41% threshold with contributing factors in ELA and math. The achievement level of SWD falls under 20% with Learning Gains in the 40s.

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

The greatest decline this year was science FAST data for 5th and 8th, 8th grade being the biggest drop at 25% below from the year prior. ELA stayed consist at 65% overall proficiency from 2022 to 2023.

2022 - 64% overall proficiency

5th grade at 54% proficiency

8th grade at 72% proficiency

2023 - 55% overall proficiency

5th grade at 46% proficiency; 5th grade state summary average was 51% so we fell short here.

8th grade at 47% proficiency; we did exceed the state summary average for 8th grade at 44%.

**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.**

As for the state data, there wasn't a major gap or significance. We did fall below the state average percent in the level 1 and 2 categories.

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

Overall math made major gains in proficiency across all the grade levels. I believe that implementing accelerated programs and summer option to get ahead in math acceleration was very helpful for our students. This is something we have improved over time and implemented more accelerated opportunities from grades 4th to 8th grade.

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

Our highest priority is really SWD data improvement in any areas where students need support. Reading, math, writing, and social-emotional areas will be a concentration for us. We have a mental health company on staff this year through ESSER funds that is helping tremendously with our student's mental health and academics improving.

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

Our highest priority is really SWD data improvement in any areas where students need support. ELA, math, and science improvement are our focus for this sub group, along with ELL students as well.

### **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.

SWD and our ELLs are the specified subgroups needing attention as far as data requirements. Our other subgroups are in good standing and continue to make group and progress each year.

**Measurable Outcome:**

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

We are near the 41% requirement per the state for SWD, so we plan to implement a more intensive action plan for this subgroup. They will be pulled during the and given one-on-one individualized targeted instruction with a certified teacher. We would like to ultimately see our SWD and ELL groups make gains and growth on both NWEA and FAST assessments throughout the school year.

**Monitoring:**

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

We will use state data and NWEA benchmark assessment to review their growth in the areas of reading and math. In addition to these assessments, we are also monitoring academics with Progress Learning and our evidence-based curriculum summative and formative assessments. We continue to use instructional software as a supplemental resource for our students and recognizing that impact on their academic performance.

**Person responsible for monitoring outcome:**

Lynette Self (lself@recscoralsprings.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.)

This will be monitored by the Leadership Team as a whole. We will pull the Learning Continuum from NWEA and develop a learning pathway based on the skills and standard of deficiencies. The plan is to also incorporate reward system for this subgroup that will help with motivating students to be successful. There will also be Mental Health services on campus full-time supporting the learning environment and training teachers how to help with any emotional support for this subgroup.

Funding source for any of these interventions was supported by ESSER grant funds from the state. The mental health company supporting our school is funded as such. Any resources or materials are either funded through Title 1 dollars or ESSER grants.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

It has shown growth in other students, so I believe if we home in on these specific targeted steps, we can make an impact on this population. This year it will be purposeful and intentional with this subgroup.

**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.

SWD support to meet the goal of over 41% proficiency in reading and math. The Leadership Team is responsible for ensuring this goal is met.

**Person Responsible:** Lynette Self (lself@recscoralsprings.org)

**By When:** This is a goal in progress throughout the school year and we hope to see growth by FAST PM3 results.

SWD support to meet the goal of over 41% proficiency in reading and math. The Leadership Team is responsible for ensuring this goal is met.

**Person Responsible:** Lynette Self (lself@recscoralsprings.org)

**By When:** This is a goal in progress throughout the school year and we hope to see growth by FAST PM3 results.

**#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****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.

We will continue to implement culture-based connections with our staff to ensure a supportive environment. We provide culture meetings for team building once a month. Also, implementation of a culture and academic rewards SOAR Card is also giving staff opportunities to meet goals.

**Measurable Outcome:**

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

Our staff satisfaction surveys that are conducted twice a year along with our Leader In Me surveys that focuses on student behaviors.

**Monitoring:**

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

We will solicit feedback from staff and use of CSUSA surveys to determine any adjustments needed. In addition to reviewing Local Decision-Making information and feedback from stakeholders.

**Person responsible for monitoring outcome:**

Lynette Self (lself@recscoralsprings.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.)

As mentioned above regarding the evidence-based interventions.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies have actually worked over the last year and we are going to continue to implement accordingly.

**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).

There will be use of grant funding for the entire intervention mentioned in the Areas of Focus.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in these grades with scores in the 1 or 2 level on their FAST/STAR assessments are invited to attend after school tutoring on Tuesdays, Wednesdays, and Thursdays for an hour along with individualized instruction. Some even qualify for Response to Intervention instruction and will be pulled during the day for small group instruction to focus on their deficiencies. During the day there is another opportunity for them to travel during iBlock (intervention block) to receive differentiated instruction on literacy.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students in these grades with scores in the 1 or 2 level on their FAST/STAR assessments are invited to attend after school tutoring on Tuesdays, Wednesdays, and Thursdays for an hour along with individualized instruction. Some even qualify for Response to Intervention instruction and will be pulled during the day for small group instruction to focus on their deficiencies. During the day there is another opportunity for them to travel during iBlock (intervention block) to receive differentiated instruction on literacy.

### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

The outcome is for these students to show growth in their FAST/STAR assessment and hopefully achieve one grade level up. The monitoring of Progress Learning weekly and benchmark assessments including NWEA which will give us the standards needed for each student so we can focus on which components to address.

### **Grades 3-5 Measurable Outcomes**

The outcome is for these students to show growth in their FAST/STAR assessment and hopefully achieve one grade level up. The monitoring of Progress Learning weekly and benchmark assessments including NWEA which will give us the standards needed for each student so we can focus on which components to address.

## **Monitoring**

### **Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data chats for each grade level are on a weekly basis to monitor student achievement. The Leadership Team check-in with teams weekly to review the progress monitoring plan in place for their students in the lowest quartile. Individual meetings with teachers to focus in on specifics of learning and creating a plan to ensure those students meet the requirement for promotion. Progress monitoring plans are created as well for students in need of foundation skills and support.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Self, Lynette, lself@recscoralsprings.org

## **Evidence-based Practices/Programs**

### **Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Progression Plan of Instructional Reading Minutes 6-12

On Grade Level

Instructional Plan

Strategic Instructional Plan Intensive Instructional Plan

50–102-minute ELA block 50–102-minute ELA block 50–102-minute ELA block

50-minute intensive reading

class (OR) intensive

scaffolded support in reading

during a double  
block/remediation block  
(OR) intensive scaffolded  
support in reading during a  
push-in/pull-out model  
50-minute intensive reading  
class (OR) intensive  
scaffolded support in reading  
during a double block/  
remediation block (OR)  
intensive scaffolded support  
in reading during a push-in/pull-out model  
30-minute intervention  
sessions

#### Grades K-2 Sample Reading Assessments

Category Assessment Frequency  
Screening NWEA MAP Growth;  
STAR; iReady  
Up to 3 times a year  
Diagnostic iReady Progress  
Monitoring; DIBELS;  
NWEA Reading Fluency  
1-3 times a year  
Progress Monitoring STAR; Easy CBM;  
DIBELS; NWEA Reading  
Fluency; DAR; MyView  
Minimum of every 3-4  
sessions within a 6-8-week  
intervention cycle  
Outcome Measures NWEA MAP Growth;  
State Assessments,  
Instructional Focus  
Assessments  
Range: by unit à 3 times a  
year

#### Grades 3-5 Sample Reading Assessments

Category Assessment Frequency  
Screening NWEA MAP Growth;  
FAST; iReady  
Up to 3 times a year  
Diagnostic iReady Progress  
Monitoring; DIBELS;  
DAR; NWEA Reading  
Fluency  
1- 3 times a year  
Progress Monitoring FAST/Cambium; Easy  
CBM; STAR;  
DIBELS; DAR; NWEA  
Reading Fluency; MyView  
Minimum of every 3-4

sessions within a 6-8-week intervention cycle.  
Outcome Measures NWEA MAP Growth; State Assessments, Instructional Focus Assessments  
Range: by unit à 3

Grades 6-12 Sample Reading Assessments  
Category Assessment Frequency  
Screening NWEA MAP Growth; iReady (6th- 8th); FAST  
Up to 3 times a year  
Diagnostic DIBELS; DAR; iReady  
Progress Monitoring (6th?8th)  
1-3 times a year  
Progress Monitoring Easy CBM; FAST/Cambium (6-10); DIBELS, DAR  
Minimum of every 3-4 sessions within a 6-8-week intervention cycle.  
Outcome Measures NWEA MAP Growth; State Assessments, Instructional Focus Assessments;  
Range: by unit à 3 times a year

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

RCSCS will follow the belief that differentiated instruction includes:

- Ø A teacher's response to student needs
- Ø The recognition of students' varying background knowledge and preferences
- Ø Student-centered instruction that addresses students' differences
- Ø A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in various ways: with the content students are learning; the

process or environment in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research- based best practices with regard to differentiating include:

- Ø For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on- level text).
- Ø For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might

write an essay).

Ø For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school

year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. Teachers will utilize various rigorous and standards-based center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers,

Reading

Plus).

Evidence-Based Core Curriculum:

Grades K-5:

Core Comprehensive Reading Program (CCRP): SAVVAS MyView

Comprehensive Intervention Reading Program (CIRP): Lexia Core 5, iReady, FCRR, Reading Horizons

Supplemental Intervention Reading Programs (SIRP): FCRR; Heggerty

Writing Program(s): SAVVAS MyView

### Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
To implement differentiate instruction schoolwide. The goal is to increase learning gains and proficiency across grade levels as well as with special populations. This is a main area of focus per this plan and the original purpose of implementing this plan.	Self, Lynette, lself@recscoralsprings.org
To increase science proficiency 4th - 8th grades. We would like to build science knowledge with an emphasis on accelerated opportunities in middle school.	Self, Lynette, lself@recscoralsprings.org

## 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.

[www.recscoralsprings.org](http://www.recscoralsprings.org)

- Title I Annual Public Meeting-Principal, Information meeting to educate parent on what Title 1 is, parent handbook, parent Involvement Plan, parent contract and monthly communication.
- Title I Monthly Meetings-Principal, informational meeting aligned to student achievement, curriculum, and datachats, Every month there will be discussions in our meetings about data, instructional practices, and plans being incorporated.
- School Messenger - Monthly newsletter, website school updates, and important weekly information updates
- Website-CSUSA, school information and curriculum information, Title I information, Board information and upcoming Board meetings, Board Meeting Minutes, etc.

School Advisory Committee is held every month to inform stakeholders of the data, the progress of our school, and information to stakeholders is accessible to them via online portals; PowerSchools and Schoology. Parent conferences are held quarterly to communicate the progress of students. We also send out a weekly newsletter to families regarding the events and other resources available to them. We hold Parent University's for our families on a quarterly basis to ensure they are in the know of school performance, and we provide trainings for them to understand what data looks like and how to understand it.

**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))

Teachers use a variety of programs to communicate with parents including PowerSchools and Schoology. The school website has school-based event information and parents receive personal emails. Any monthly meetings we hold is to build that continued partnership with families. Student progress meetings are also held regularly to ensure the proper communication is being disseminated. PFEP is listed under our website: [www.recscoralsprings.org](http://www.recscoralsprings.org)

We hold Parent University's often for our families which are scheduled and taking place as we speak. We have already held two and have a couple of other trainings coming. The next will be about Response to Intervention information and what that program looks like. Our Curriculum coaches will be holding that training in December for families. In the Springtime we discuss data and testing, so stakeholders understand that process.

**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 Coral Springs implements Intervention Block (iBlock)& RTI instruction based on NWEA Skills/Standards that includes:

- \* Interactive Notebooks to be used during iBlock instruction
- \* Clear expectations, procedures and schedules to be provided
- \* Modified schedules to be provided for Early Release days, Action Team Days, Field Trip Days, Special Event Days, etc.

- \* Detailed mini-lesson plan with instructional focus, strategies and resources to be provided by the iTeam based on NWEA RIT bands and subskills; must be added to Instructional Playbook
- \* Impactful afterschool individualized instruction in reading, math, and science.
- \* Pull-out groups with targeted goals for SWD in particular to increase learning gains and proficiency.

**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))**

This year we are implementing a rigorous mental health plan through Invo-progressus with full time BCBA and BSS on campus every day. They will support the learning environment, provide interventions for teachers, and analyze data for impact.

**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))**

We only go to 8th grade, so the offerings are high school focused.

Students here have the opportunity to participate in high school credit courses to advance their academic career. We have Biology, Algebra 1, Algebra 2, Geometry, and Spanish 1/2 are options for acceleration.

**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 Coral Springs goal in this area is to increase Learning Gains ELA & Math for students performing in the Lowest 25% using:

- Small group instruction & centers with the Support team members pushing into classrooms
- Flexible scheduling with additional ELA and Math instructional block
- Tier 2 Support
- Tier 3 Pull out to utilize the reading kits
- Vitamin E and Vitamin M Push In Support for Small Group Instruction
- After school tutoring
- Saturday Tutoring
- Scaffolding
- Differentiated Instruction

**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))**

- Renaissance Charter School at Coral Springs PD on the implementation of all instructional materials, reading programs, and strategies based on scientifically-based research, including early intervention, classroom reading materials, and accelerated programs.
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing difficulties. Resources used are Florida
- Kindergarten Readiness Screener (FLKRS), iReady Diagnostics and NWEA Benchmark assessments.
- Professional development training is scheduled through HMH Collections, National Geographic (Inside Phonics), Curriculum Associates (iReady), and Wilson Language Training (Foundations).
- RCSCS administrative team will participate and schedule all PDs and well as create an implementation plan for instructional support.
- Student's data will be monitored after each diagnostic to create differentiated plan for each grade level. Students' results will be reviewed and discussed during monthly data chats and CPST meetings.
- Effective Behavioral Classroom Management and Communication
- Differentiated Instruction
- Implementing B.E.S.T Standards
- \*• Curriculum Team to provide Cadre Teach-backs during Grade Level Curriculum Meetings
- CRTs will provide 30-minute PD sessions to present Curriculum Cadre topics to faculty (K-8 whole-group and/or small groups)
- Curriculum Team & PD Committee to create and implement the annual PD calendar
- PLC meetings for in-service points (during team meetings)
- Grade level teams will meet once per month during planning to review and discuss data as aligned to the PLC structure)
- Professional Growth Committees to conduct PD Clinics (3re
- Various topics to be presented by the Professional Growth Committee members
- Primary grades instructional framework ELA/Math
- Primary grades ELA Small Group
- Primary grade Math High Yield Strategies
- Team Leader Meetings will include opportunities for Team Leads to discuss Key Initiatives and progress monitoring check points.
- Team Leader Meetings will include data disaggregation to analyze and create action plans to support their teams
- Professional Development meeting regarding Rigor lead by Curriculum Specialist

**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))**

The last couple of years we have implemented a Kinder event inviting families and students to our school for all day impactful learning experience to get them accustomed to our school. It is an enriched day filled with some learning, PD for families, and guidance through our processes.

## 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.**

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Students with Disabilities</b>	<b>\$0.00</b>
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment</b>	<b>\$0.00</b>
			<b>Total: \$0.00</b>

### **Budget Approval**

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

No