

Citrus County Schools

# SRMI @ RENAISSANCE CENTER



## 2024-25 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 3

    A. School Mission and Vision ..... 3

    B. School Leadership Team ..... 3

    C. Stakeholder Involvement and Monitoring ..... 7

    D. Demographic Data ..... 9

    E. Early Warning Systems ..... 10

II. Needs Assessment/Data Review ..... 13

    A. ESSA School, District, State Comparison ..... 14

    B. ESSA School-Level Data Review ..... 15

    C. ESSA Subgroup Data Review ..... 16

    D. Accountability Components by Subgroup ..... 18

    E. Grade Level Data Review ..... 21

III. Planning for Improvement ..... 23

IV. Positive Culture and Environment ..... 31

V. Title I Requirements (optional) ..... 35

VI. ATSI, TSI and CSI Resource Review ..... 40

VII. Budget to Support Areas of Focus ..... 41

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

At SRMI/ Renaissance Center our mission is to provide a positive, educational environment that empowers the at-risk youth of Citrus County.

SRMI at Renaissance Center offers a highly structured, mentor-focused, behavior modification program as an avenue for positive change and healthy decision making and emphasizes self-awareness, self-respect, and self-discipline.

SRMI staff promotes student accountability for actions and decisions made in the past, while maintaining a focus on recovery and forward thinking to achieve future goals and establish continuous growth.

### Provide the school's vision statement

---

The vision of SRMI at Renaissance Center is to promote the increase of life-long learners. With a focus on developing skills in problem solving, decision making, critical thinking, relationship building, and communication. SRMI students will be well prepared to function as successful learners in the classroom, as well as responsible, productive citizens within our community.

SRMI staff also recognizes the potential impact that traumatic experiences may have on our students' emotional well-being, acquisition and mastery of life skills, academic achievement, and overall health.

Our team strives to assist at-risk students in healing from, living with, and recovering from past and present trauma that may presently be a barrier for student success.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Shealiah Jordan

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Under the direction of the Principal, the Assistant Principal works to support teachers as they develop in their instructional practices. In addition to facilitating professional development, modeling, and mentoring teachers, Ms. Jordan assists instructional staff in designing standards-based, differentiated lesson plans and both formative and summative assessments.

Ms. Jordan also leads the academic coach, testing coordinator, and other leadership roles in school-based, district, and state instructional initiatives and the organization and execution of assessments to all SRMI student's 6th-12th grade.

The Assistant Principal also works closely with teachers to ensure that students with disabilities and speakers of other languages receive proper services and accommodations in order to be successful learners in our school. This includes collaboration for, designing of, and implementation of 504 plans, Individual Education Plans, and ESOL compliance documentation.

The Assistant Principal is also responsible for leading teachers in progress monitoring, continuous analysis of assessment data, and identification of student needs for interventions. Ms. Jordan assists the principal with allocating curriculum resources, selecting programs for student learning, and guiding teachers in instructional practices that support all needs of students attending SRMI at the Renaissance Center.

The guidance provided by the Assistant Principal to other instructional leaders and teachers is also crucial in supporting the execution of engaging lessons and activities that students will relate to, participate in, and complete. Ms. Jordan assists with high school drop-out prevention and post-secondary planning, and helps to guide staff in implementing character development education, which plays a dynamic role in merging instructional needs with behavioral goals. She leads all staff in helping students to obtain independent functioning, self-regulation, personal wellness, and other important life skills. In promotion of student "buy-in," the Assistant Principal will be very involved and present in character building as it relates to classroom growth and achievements.

Ms. Jordan assists teachers in academic planning, instructional practices, classroom management practices, and all student interventions. Additionally, she ensures that Specially Designed Instruction (SDI) is carried out for students with disabilities, as outlined in Individual Education Plans (IEPs). By communicating with teachers and support staff regarding accommodations and individual needs, Ms. Jordan helps to ensure all students receive universally designed instruction.

## Leadership Team Member #2

**Employee's Name**

Lynnae Jameson

**Position Title**

Dean of Discipline

**Job Duties and Responsibilities**

---

Lynnae Jameson supervises the behavior modification and character development/ mental wellness programs at SRMI/ Renaissance Center. Under the direction of the principal and assistant principal, Ms. Jameson also oversees behavior interventions and the progress monitoring of all behavior data. She leads staff in implementing Behavior Intervention Plans for students at all Tiers of MTSS behavior interventions. This position is instrumental in maintaining positive behavior and is in charge of the PBIS program at SRMI/ Renaissance.

The Dean leads staff in understanding and utilizing prevention strategies, character development activities, behavioral interventions, and counseling services, as needed. This position plays a dynamic role in merging instructional needs with behavioral needs to form an operational program that is conducive to the academic success of all students and successful transition back to student zoned schools.

When school discipline is necessary, the Dean plays a role in decision making (under the supervision and direction of the principal) and communicating with parents/ guardians for character development and growth.

The Dean has knowledge of national, state, and district educational trends and goals, as well as knowledge of effective behavioral intervention practices. She works diligently and faithfully to help students meet or exceed behavioral and character development goals, and to master the skills required to graduate from high school prepared for postsecondary education and work.

## Leadership Team Member #3

**Employee's Name**

Christina Thrasher

**Position Title**

Principal

**Job Duties and Responsibilities**

---

SRMI's Leadership Team is headed by Principal, Christina Thrasher. She leads the team in

monitoring progress of each student, as well as that of individual staff members and the school as a whole unit. Mrs. Thrasher oversees this process and facilitates needs assessments, data collection and analysis, and the development of strategic plans for school improvement. Mrs. Thrasher supervises leadership, instructional, support, and service personnel. The principal oversees the development and implementation of professional development, coaching, and evaluation of staff members at SRMI/ Renaissance. Mrs. Thrasher provides leadership via a continuous improvement model and fosters other leaders to assist in management of the instructional process, behavior modification program, and character development at SRMI.

In addition to assigning duties to personnel and leading instructional and support staff, Principal Thrasher manages the organizational functions of the school, including facility needs, safety and security of the school campus, and the supervision of all activities occurring on campus. Leadership for student disciplinary procedures/ policies and coordination of support services for students are also responsibilities of Mrs. Thrasher. As a liaison between school and community providers, Mrs. Thrasher maintains positive relationships with wrap-around service providers and other stakeholders, which contribute positively to a school environment that is conducive to teaching and learning.

Mrs. Thrasher is also responsible for maintaining a safe and secure school campus and is the first point of contact for SRMI's School Resource Officer and support service providers. In addition to overseeing student transitions, safety drills, and various other campus activities, Mrs. Thrasher ensures that daily operations and discipline procedures are supportive of student learning and instructional goals. Mrs. Thrasher also takes a leading role in providing reading interventions and overseeing math interventions to all grade levels.

Mrs. Thrasher has knowledge of current educational trends in curriculum and research, as well as an understanding of the unique needs and characteristics of middle and high school students. The principal reads, interprets, and enforces the State Board Rules, Code of Ethics, School Board Policies, and appropriate state and federal statutes. She uses effective interview techniques, coaching procedures, and evaluation procedures, public speaking skills, group dynamics and interaction skills, and problem-solving skills. Skills in personnel management and supervision techniques are important to this role, as well as the ability to analyze/ use data and communicate effectively orally and in writing.



## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

---

A variety of stakeholders are involved in the improvement planning process. School Advisory Counsel meetings throughout the school year are continuously analyzing data, evaluating implementations, and planning for student success. The counsel is made up of school employees, students, parents/guardians, district representatives, a school board member, and other community-based personnel, such as law enforcement and mental health professionals.

The last SAC meeting, as well as the final Family Night, of the 2023-2024 school year included discussion and input for the 2024-2025 Parent and Family Engagement Plan, Parent-Student-Teacher compact, School Improvement Plan, and Title 1 Budget. Additionally, data was further disaggregated and discussed during Strategic Planning in July of 2024. While SRMI's Leadership Team started the process and provided the data for analysis, it was a team effort in determining needs of students based on the data available.

During Strategic Planning meetings, academic data was broken down into subareas. Enrollment, attendance, and recidivism data was also shared, as well as EWS components. Concerns and comments were shared during this planning process and needs were identified.

Focus of discussion surrounded math and ELA/ reading improvement, behavior modification, character development, communication with parents and families for more efficient means of home-school connections, and student attendance. Additionally, this planning included identification of the need for better transition services for students, resulting in two added positions for extended student support (one at district level and one at school level).

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

---

SRMI at Renaissance's School Improvement Plan will be regularly monitored by the Leadership Team and the School Advisory Counsel. Information will continuously be shared with parents/guardians and input from stakeholders will be welcomed as project implementation is examined and evaluated for progress. Depending on progress made, plans may be adjusted to account for unforeseen obstacles or identification of additional needs that will require attention to meet overall goals.

As data is collected throughout the school year during progress monitoring, walk throughs, and performance-based assessments, effective communication between administration, teachers, supporting staff, students, families, and "base school" personnel will be crucial in order to determine effectiveness of the plan, as well as making necessary adjustments for continuous improvement .

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION 4-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>22.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	0	0	0	0	0	0	15	9	20	44
One or more suspensions	0	0	0	0	0	0	15	12	22	49
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	14	9	19	42
Course failure in Math	0	0	0	0	0	0	11	5	14	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	8	6	14	28
Level 1 on statewide Math assessment		0	0	0	0	0	11	6	13	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

#### Current Year 2024-25

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							14	11	12	37

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	4	6	10
Students retained two or more times							1	1	1	3

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							11	14	41	66
One or more suspensions							14	23	59	96
Course failure in ELA							6	5	10	21
Course failure in Math							5	7	16	28
Level 1 on statewide ELA assessment							8	12	37	57
Level 1 on statewide Math assessment							8	10	34	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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					1	2	12	16	36	67

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	2	17	24
Students retained two or more times							5	3	11	19

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	24	20	7	1	52
One or more suspensions	22	20	5	7	54
Course failure in English Language Arts (ELA)	28	19	5	2	54
Course failure in Math	20	16	4	1	41
Level 1 on statewide ELA assessment	15	10	6	2	33
Level 1 on statewide Algebra assessment	8	11	5	3	27

### Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	22	17	5	1	45

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	1	1	0	0	2

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		57	58		33	53
ELA Grade 3 Achievement **			59			56
ELA Learning Gains		61	59			
ELA Learning Gains Lowest 25%		35	54			
Math Achievement *		47	59		24	55
Math Learning Gains		53	61			
Math Learning Gains Lowest 25%		35	56			
Science Achievement *		57	54		38	52
Social Studies Achievement *		76	72		43	68
Graduation Rate	0	14	71	0	11	74
Middle School Acceleration		60	71		50	70
College and Career Readiness			54			53
ELP Progress			59			55
					33	70

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.



## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	0%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	0
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	0%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
0%	0%	0%	0%		0%	0%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

### 2023-24 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%
White Students	0%	Yes	5	5

Economically  
Disadvantaged  
Students

0%

Yes

5

5

### 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%
White Students	0%	Yes	4	4

Economically  
Disadvantaged  
Students

0%

Yes

4

4

### 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%
Students With Disabilities				

## 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%
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	0%	Yes	3	3
Economically Disadvantaged Students	0%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											0%		
White Students											0%		
Economically Disadvantaged Students											0%		





## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	14%	48%	-34%	53%	-39%
Ela	6	14%	54%	-40%	54%	-40%
Ela	8	18%	47%	-29%	51%	-33%
Ela	9	0%	51%	-51%	53%	-53%
Math	6	0%	43%	-43%	56%	-56%
Math	8	0%	39%	-39%	54%	-54%
Science	8	0%	38%	-38%	45%	-45%
Biology		36%	63%	-27%	67%	-31%
Algebra		0%	30%	-30%	50%	-50%
Geometry		0%	40%	-40%	52%	-52%
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		10%	19%	-9%	23%	-13%
Algebra		0%	11%	-11%	17%	-17%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Geometry						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
History						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>



### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

---

Based on Early Warning System data, among other data sources, the most improved area for the 2023-2024 school year was in the area of positive culture and environment. With additional school-wide systems in place, students were more excited to attend school, causing an increase in attendance rates across all grade levels. To promote attendance, visual charts were available for student self-assessments and team building activities took place to encourage peers to come to school every day with a positive attitude.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

According to Early Warning Systems data, Florida Assessment of Student Thinking (FAST) scores, and other district and school based academic data, the majority of students enrolled at SRMI/ Renaissance performed under grade level in English/ Language Arts and Reading. For middle schoolers specifically, the number of course failures and non-proficient scale scores/ achievement levels on standardized tests are a concern.

Likely contributing factors include socio-economic status, behavioral struggles, and multiple Early Warning System alerts, especially that of discipline and attendance data. All SRMI middle school students (6th- 8th grade), experienced two or more suspensions last school year. Although many of these suspensions occurred prior to enrolling at Renaissance, behavior continued to be a barrier, causing a disruption to student learning. It is likely that missing instruction and opportunities to practice standard mastery has also played a role in lower academic achievement in reading both prior to and during enrollment at Renaissance.

Approximately 85% of students in 6th-8th grade earned a failing grade for at least one academic quarter of the school year in their ELA course. Additionally, fifty-eight percent of middle school students earned a level 1 for spring ELA FAST.

##### **Greatest Decline**

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

---

contributed to this decline.

---

With SRMI at Renaissance being a disciplinary alternative setting, it is expected that our most prevalent data point in Early Warning Systems would be student suspensions and other disciplinary concerns. While this is an area of need that our staff is familiar with and equipped to respond to, more student expulsions took place as a result of violent and/or aggressive behaviors. District zero-tolerance policy changes and school-based safety concerns led to expulsions without services, which resulted in more suspension days overall as opposed to the prior school year.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

When compared to the state average, the greatest gap is evident through course failures and standardized assessments- not just in ELA courses, but also in other core subject areas where reading is an important skill for obtaining and demonstrating understanding of content. When compared to state assessment data, our eighth graders continue to be under-performing the most in this area.

A significant factor contributing to this gap is the high number of eighth graders referred to SRMI's program as opposed to students in other grade levels. At the end of the 2024 school year, 8th grade was our largest population of middle school students. Additionally, many 8th graders are in need of unit recovery from 6th or 7th grade in order to be promoted to 9th grade. In these cases, it is our eighth graders with the most rigorous academic schedule and expectations, which may be overwhelming to many. This, coupled with significant behavioral deficits, has likely affected student focus, stamina, motivation, perseverance, and therefore acquisition of literacy skills and closing of large achievement gaps.

### **EWS Areas of Concern**

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

---

During SRMI/ Renaissance's data analysis, needs assessment, and strategic planning, several data components were utilized to determine areas in need of improvement. In addition to academic, discipline, and attendance data, SRMI stakeholders considered factors such as behavior improvements, character growth, parental involvement, successful completion of community and juvenile programs (not applicable to all students), and successful transitioning back to "base schools" upon completion of SRMI's alternative program.

While there were a multitude of successes to be celebrated in other areas for SRMI/ Renaissance students last school year, literacy proficiency continues to be the biggest area of need. In addition

many students struggled to meet criteria for program completion, resulting in longer enrollment periods for middle schoolers. Taking into consideration the purpose of SRMI's program, the nature of our transient population, and historical trends in these components, this is not surprising. However, for purposes of improvement planning, it must be addressed and taken into account as an area in need of attention. Renaissance staff members hope to positively impact student behavior and character development, which should also contribute to increased academic status, grade level promotions, and transition back to traditional school settings.

With the help of community resources and contracted partners, SRMI staff members aim to assist families in overcoming obstacles that may be contributing to lower student academic and behavioral performance. Collaboration and planning for individual students need to be looked at with more intensity.

### **Highest Priorities**

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

1. Increase ELA BEST standard mastery, as evident by course grades and performance on standardized assessments.
2. Increase student program completion/ decrease student recidivism.
3. Decrease number of out of school suspensions/ expulsions for students.
4. Increase opportunities for character growth and behavioral improvement.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Course failures in English and Reading courses, as well as the prevalence of level 1s on ELA Florida State Assessments and multiple subjects' End of Course Exams were analyzed during Strategic Planning for School Improvement. Economically Disadvantaged students, as well as white students, were identified as subgroups below the 41% Federal Index. Both of these subgroups enrolled at SRMI were especially considered during the evaluation and planning process due to the significantly high rate of course failures among these subgroups of students at SRMI's Renaissance Center.

Among the subgroups of economically disadvantaged and white students, lack of motivation and task completion were considered as well, as various data points and teacher input reflects this as a concern. This lack of effort is more prevalent than poor performance of students who turned in assignments and participated willingly in assessments. Lack of self-confidence and initiative were also greatly considered for developing plans for instructional improvement.

The critical need for increased rigor and vertical literacy skill acquisition leans heavily on student academic engagement. For this reason SRMI stakeholders identified this as the most important area of focus for this school year. If teachers are able to instill more self-confidence and self-directed learning in our students, with authentic learning opportunities and meaningful classroom experiences with peers and teachers, it is likely students will experience growth in literacy skills, which will also positively impact other course learning outcomes.

Although there are barriers to overcome with these subgroups, SRMI stakeholders believe obstacles will be easier to conquer as student "buy-in" becomes more common and consistent. Engagement in the learning process and the implementation of student collaboration strategies in the classroom have therefore been identified as pathways for academic improvement among these ESSA subgroups, and will remain the primary objective for improving student learning.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

At least 50% of economically disadvantaged students, and 50% of white students, enrolled at Renaissance Center will receive a level 2 or higher on Florida's Assessment of Student Thinking (FAST) spring ELA.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student acquisition of literacy skills will be monitored through FAST progress monitoring, course grades for English/ Language Arts and Reading, and IXL learning program. Students in need of tiered interventions will be closely monitored as data is collected for evaluation of progress with individualized literacy goals.

The Reading Teacher, English Language Arts Teacher, and Testing Coordinator will work closely to administer progress monitoring checks through IXL Learning and FAST progress monitoring checks. English and Reading teachers and support staff will conduct formative (formal and informal) assessments throughout the intervention process as well. Additional walk throughs will also be conducted by the Principal and Assistant Principal in the Reading and ELA middle school classrooms with this purpose in mind. IXL Learning progress monitoring will be utilized biweekly to further plan for continued student growth.

**Person responsible for monitoring outcome**

Shealiah Jordan

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

SRMI at Renaissance will purchase and implement the Strategic instruction model (SIM) as a school-wide approach to improving student literacy. Teachers will be empowered with evidence-based instructional tools and interventions that maximize student success. SIM components will be systematically incorporated with existing resources and district ELA and Reading curriculums. This program will help teachers develop comprehensive student support systems via student manuals, teacher guidebooks and other resources for content enhancement that will support targeted, rigorous, standards-based instruction.

**Rationale:**

SIM offers crosswalks between their program and other commonly utilized resources, allowing teachers to utilize direction and guidance for evidence based practices that will fit into existing programs. The Strategic Instruction Model (SIM), created by the University of Kansas Center has received a "Strong" rating from Evidence for ESSA, and is described as "a comprehensive adolescent literacy program that targets the full range of literacy skills students need to succeed in school, on state and national tests, and in their college and career choices."

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Personnel and Professional Development

**Person Monitoring:**

Shealiah Jordan

**By When/Frequency:**

September- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

SRMI will hire additional reading instructional staff to assist in implementation of the new program. The Principal, Assistant Principal Academic Coach, Reading Teacher, ELA Teacher, and literacy paraprofessionals will participate in professional learning for SIM implementation.

**Action Step #2**

Individualized Interventions

**Person Monitoring:**

Shealiah Jordan

**By When/Frequency:**

September- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will be evaluated for needed level of tiered support. All students will participate in Reading courses- either for enrichment or intervention. Progress Monitoring Plans will be designed and targeted literacy instruction/ remediation will take place throughout the school year.

**Action Step #3**

Student Transitions to Zoned Schools

**Person Monitoring:**

Shealiah Jordan

**By When/Frequency:**

October- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

As students complete the SRMI program and are released back to base schools, status evaluation will take place to determine student progress and future needs. Clear communication will take place between receiving school and SRMI/ Renaissance staff to ensure progress continues after withdrawal from Renaissance Center.

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Intervention

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Students enrolled at Renaissance Center are all receiving behavioral interventions, which is the mission and vision of our school. To enhance our program's endeavor in this area, Renaissance will work to improve school-wide curriculum and instructional practices utilized for building positive behavior. Using EWS, discipline, enrollment, and recidivism data stakeholders have identified interventions for behavior improvement as an area in need of attention. Discussion surrounding student discipline and character development led to a greater focus on the consistency and delivery of instruction in this area.

Ideally, improvement in behavior through effective interventions will also lead to increased success in other areas of students' lives, including academics.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Recidivism of students attending Renaissance Center for behavioral interventions will decrease by 2% by the end of the 2024-2025 school year.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Delivery of character development and life skills instruction will be heavily observed by administration and academic mentors to ensure instructional personnel are teaching content appropriately and with fidelity. This will take place via walkthroughs and will be discussed weekly at staff meetings. As professional development takes place to support teachers and paraprofessionals with this initiative, self-assessments and tracking documents will be used as guidance.

Student referrals to the Renaissance/ SRMI program will be monitored and evaluated to determine recidivism rates throughout the 2024-2025 school year. Utilization of a newly created position of Transition Specialist will help to monitor and maintain student progress following release from Renaissance, ensuring supports are in place for all previous students.



**Person responsible for monitoring outcome**

Christina Thrasher

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

SRMI/ Renaissance will use Positive Behavioral Interventions and Supports framework, as well Positive Action curriculum to support delivery of instruction for behavior improvement.

**Rationale:**

PBIS- evidence based framework for supporting students' behavioral, academic, social, emotional, and mental health; builds competence/ confidence, academic success, and improves school climate. Positive Action- emphasizes actions that promote a healthy and positive cycle, working through self-improvement concepts in a systematic way; whole school reform emphasizing climate and character development goals; identified as strong for ESSA Evidence.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional development for systems and behavioral interventions- tier 1

**Person Monitoring:**

Christina Thrasher

**By When/Frequency:**

June 2024- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

PBIS team participated in extensive 3-day PBIS training at district level; professional development began here with planning for 2024-2025 school year, drafting plans for implementation. Core team will lead all staff in initiative as we continue to build and utilize blueprint for implementing strategies, sustaining existing practices, and enhancing overall program. Professional development will continue to take place for solid understanding of students at tier 1 level (school-wide practices).

**Action Step #2**

Professional development for behavioral interventions- tier 2 and 3

**Person Monitoring:**

Christina Thrasher

**By When/Frequency:**

August- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All staff will participate in ongoing professional learning (school-based) to better understand how to



serve students at the tier 2 and tier 3 level receiving behavioral interventions. Positive Action curriculum will be purchased and utilized in PD for instructional practices, which will also include emotional intelligence, conscious discipline, and various research materials addressing educational psychology and behavioral aspects of understanding and shaping adolescent behaviors in the school setting.

### **Action Step #3**

Instructional Practices- lesson planning for behavioral interventions

#### **Person Monitoring:**

Christina Thrasher

#### **By When/Frequency:**

September- ongoing quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional staff will collaborate to create lesson plans that incorporate resources listed above and evidence-based instructional practices. Instructional planning will consider students at all levels and will allow for differentiation and extensions for various components including conflict resolution, healthy decision making, self-concept, mental health, thinking skills, bullying prevention, substance use/abuse prevention, violence prevention, character and civic education, life skills, brain-based learning, multiple intelligences, self-awareness/ self-management, and social awareness/ relationship skills.

### **Action Step #4**

Implementation and monitoring of behavioral intervention lesson plans

#### **Person Monitoring:**

Chrisitna Thrasher

#### **By When/Frequency:**

September- ongoing daily/ weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School-wide behavioral intervention lesson plans will be carried out daily. Instructional practices and student progress will be evaluated by administrators through walk-throughs/ observations, as well as student grades/ projects, and most importantly overall changes in student behavior.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students in 6th- 12th grades attending Renaissance Center typically struggle with appropriate interaction with others, participation in school-wide activities, and initiative to attend and participate in classes regularly. Attendance data, as well as poor course grades and assessment scores from the 2023-2024 school year indicate a need for improvement in positive culture and environment. To assist with this, SRMI staff aim to revamp tier 1 systems that will promote positivity across campus,

which will lead to higher student engagement in school related activities. Although attendance rates did improve last school year, there is much more progress to make in this area.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

At least 70% of all students (6th-12th grade) will maintain an attendance rate of 80% or greater while enrolled at SRMI/ Renaissance Center.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Attendance goals will be monitored for all students through daily and weekly analysis by administration. Visual charts will be created and posted for students to self-monitor. Charts will show individual attendance data, as well as "team" data. As incentives are awarded for progress in this area, progress in this area will be reviewed closely in weekly meetings with teachers and support staff and will be shared with parents/ guardians frequently (contacted for every absence and given updated attendance rate every two weeks at minimum).

PBIS initiatives will promote student attendance and will incorporate success in this area as part of ongoing celebrations within our program.

### **Person responsible for monitoring outcome**

Christina Thrasher

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

PBIS- evidence based framework for supporting students' behavioral, academic, social, emotional, and mental health; builds competence/ confidence, academic success, and improves school climate. Renaissance will continue implementation of PBIS, with many adjustments developed by the team collaboratively. Resources from [attendanceworks.org](https://www.attendanceworks.org) will also be utilized to help educate staff members, parents/guardians/families, and students regarding the impact attendance will have on the lives (present and future) of our youth. Positive Action- emphasizes actions that promote a healthy and positive cycle, working through self-improvement concepts in a systematic way; whole school reform emphasizing climate and character development goals; identified as strong for ESSA Evidence.

#### **Rationale:**

PBIS and Positive Action will both be utilized for the purpose of improving behavioral interventions and promoting positive culture on our campus. Both programs indicate value for improving the school environment and climate, which will in turn increase student attendance. Resources from [attendanceworks.org](https://attendanceworks.org) will be utilized to help educate staff members, parents/guardians/families, and students regarding the impact attendance will have on the lives (present and future) of our youth. Through positive relationships built amongst SRMI staff, students, and families, as well as continuous education about the impact of absenteeism, Renaissance will establish a school-wide culture that celebrates a high rate of attendance. Resources and strategies available through [attendanceworks.org](https://attendanceworks.org) will be also continue to be used for program implementation, as well as for students in need of additional supports to in order to be successful in reaching attendance goals set forth in personalized action plans for improvement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

**Action Step #1**

Tier 1 Expectations/ PBIS foundational plan

**Person Monitoring:**

Christina Thrasher

**By When/Frequency:**

August

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Establish school-wide (tier 1) expectations through PBIS- incentives, and celebrations that will highlight positive student attendance. Begin Professional Development and Family educational activities that start the school year with value placed on student attendance and positive school climate

**Action Step #2**

Identify individual needs; begin tier 1 system practices

**Person Monitoring:**

Christina Thrasher

**By When/Frequency:**

August- ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will be identified as tier 1, 2, or 3 for both behavioral and attendance interventions. Individualized action plans will take place in addition to school-wide "ESPN" (Every Student Present Now) initiative, which includes all students enrolled at Renaissance.

**Action Step #3**

Monitoring and Evaluation of Progress

**Person Monitoring:**

Christina Thrasher

**By When/Frequency:**

ongoing- weekly (beginning in August)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Evaluate progress for students at all levels. Students at tier 2 and 3 attendance status- establish personalized intervention with mentor, and begin implementing action plans (ongoing Child Study Team/ Youth and Family Alternatives supports will take place for students at tier 3 level beginning as

soon as need is evident per district action plan and will continue throughout school year until need decreases). Monitoring will take place via student management system, but also through more personalized charts and graphs visible to students and staff throughout campus. Incentives will be provided and celebrations will take place as progress is shared with all stakeholders. Attendance data will be utilized in determining eligibility for program completion and release back to zoned school.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

Renaissance Center's School Improvement Plan will be disseminated to stakeholders via School Advisory Council (SAC) meetings, as well as at Family Nights for parents/ guardians. Progress towards SIP goals will also be shared at these meetings/ events so as to keep all stakeholders informed throughout the school year. SAC meetings will occur seasonally and there will be a minimum of one Family Night for the fall semester and one Family Night for the spring semester. Families in need of information in other languages will be provided a copy of the SIP in the preferred language.

All Renaissance students will receive a copy of the School Improvement Plan upon it's publishing date. Students referred to our program after that time will receive a hard copy at their student intake which must occur for all students beginning our program.

The SIP will also be made available for viewing via SRMI's website, <https://srmischool.org/home/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

Staff at Renaissance Center aim to build positive relationships with parents and families as a high priority. We know it is essential for parents and school staff to work as a team for student growth in

both behavior and academics.

As a first step, SRMI/ Renaissance will conduct formal intakes with the student and guardian present to establish a strong foundation upon referral to our program. During this intake process, students and parents will be presented with program information including SRMI's mission and vision, goals for the student, rules and procedures, and other pertinent information regarding the individual student and circumstances that lead to enrollment at Renaissance. Following this initial enrollment process, every student will be assigned to a designated staff member as the school-home liaison. This staff member will make contact with the parent/ guardian at a minimum of once every two weeks to report progress at school. Contact will be made more frequently, or by additional staff members, as necessary dependent on need.

Parents and guardians will also be contacted via email, mass call-outs, letters, and flyers for various items throughout the school year. Parent conferences will be conducted with flexible times to accommodate family needs.

The Parent and Family Engagement Plan will be available for viewing via SRMI's website, [srmischool.org](http://srmischool.org). In addition, upon it's publishing, the PFEP will be sent home with all students. Following that date, all students will receive a hard copy at the time of their intake. Parents who need it will be provided this document in a different language. Additionally, the PFEP will be made available at SAC meetings and during Family Night events.

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

---

SRMI at Renaissance aims to strengthen the academic rigor, specifically through mathematics and literacy remediation and enrichment. As laid out in Focus Areas (ESSA subgroup for reading and Instructional practices for interventions) action plans, teachers and staff will provide differentiated instruction and individualized support systems for student growth in these academic areas. Additional curriculum for interventions will be purchased and additional support staff will be utilized in the ELA and Reading classrooms to assist in carrying out steps of plan.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

This plan has been developed in coordination and integration with district initiatives and intervention curriculum. SRMI will align reading interventions with district middle schools and utilize district approved core and supplemental curriculum for English/ Language Arts. This plan also links to further implementation of Florida's B.E.S.T. standards and walk through tools through state resources such as Florida Center for Reading Research. Most importantly, this plan was built with the Every Student Succeeds Act (ESSA) tiers of evidence and findings as a driving force for resource selection and planning for improvement.

Areas of need and goals for improvement were developed through collaboration among multiple stakeholders, with district resources and support personnel in mind.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

---

Renaissance staff work together to build and implement character development interventions, with explicit instruction for personal growth. Embedded in this curriculum, as well as in required instruction set forth by the state and district legislation, SRMI teachers and support personnel strive to positively impact student emotional intelligence, which encompasses both intrapersonal and interpersonal skillsets. Additionally, SRMI works closely with local mental health agencies (including but not limited to Impact and Eckerd Connects) to initiate and provide counseling during and outside of the school day. Staff also works closely with law enforcement, social workers, guidance counselors, and other school-based mentors to ensure steady growth in areas outside of academics for all students.

#### Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

---

Students enrolled at Renaissance Center participate in career exploration through multiple courses, including Personal, Career, and School Development, Critical Thinking, and various Social Studies courses. Guest speakers visit our school to assist in exposure to post-graduation opportunities, and field trips to vocational schools and colleges take place as well. Although students at Renaissance are not able to participate in On the Job Training or Dual Enrollment courses, we work to have clear lines of communication and network with the appropriate contacts on behalf of students and their interests/ goals.

#### Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

---

SRMI at Renaissance Center implements a Positive Behavior Interventions and Support (PBIS) program, with instructional interventions for the area of behavior and character growth. In addition to this school-wide program, and as the district's alternative setting for behavior modification, all staff are



highly trained to address problem behaviors and encourage more positive actions and appropriate choices. Since the students at Tier 1 on our campus were actually at higher behavioral tiers in the traditional school setting, we recognize that all of our students will benefit from additional behavioral supports and crisis prevention than traditional schools are likely to employ.

**Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

---

Professional learning will take place throughout the school year for teachers, paraprofessionals and other school personnel to improve instruction and use data to analyze student strengths and needs, as well as to drive further lesson and assessment plans. With a learner-centered approach, staff will have opportunities to participate in professional development that pertains to state and district initiatives and encompasses current best practices for academic standards. In addition to larger group professional learning, staff will be given resources to attend individualized PD that best fits their subject areas and instructional needs. These opportunities will take place at the school and district level, as well as through a variety of other resources relevant to curriculum and materials used on our campus. Professional learning on our campus will be designed and delivered with adult learning theory in mind to ensure appropriate use of andragogy and provision of continuous feedback.

**Strategies to Assist Preschool Children**

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

---

not applicable

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

The Leadership Team, including Principal, Assistant Principal, Dean of Discipline, and Executive Director will continuously review school improvement funding allocations as any changes may arise. Thus far, all stakeholders have been involved in decision making process for how to use allocated funding for purposes of improvement. These practices will continue as we monitor progress toward cultural and academic goals.

This process for ongoing review has, and will continue to, ensure resources and interventions are evidence based, directly tied to improvement goals, and are implemented with fidelity. Resources will be evaluated monthly via student improvement data and walk-throughs to determine effectiveness of implementation.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

Specific resources will include hiring additional, highly qualified, personnel to provide academic and behavioral interventions. With more staff available to meet various student needs in these areas, intervention groups will be smaller, more student-centered, engaging/ meaningful, and directly relevant to student deficits. Additional personnel will be hired at the beginning of the school year and will participate in ongoing intensive training (from August to May) to ensure interventionist abilities and fidelity of proper implementation. Student intervention plans will be designed upon student enrollment and these staff members will assist in supporting students in this remediation process. Collaboration among all instructional and support personnel will also take place weekly throughout the school year to evaluate student growth and the need for any adjustments in the intervention plans.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/7900	UNISIG	0.0	610.00
<b>Total</b>	<b>Indirect Costs</b>				<b>610.00</b>
<b>Areas of Focus</b>	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>Consumable student supplies for learning, including anchor charts, markers, student organizational tools, and other instructional/ project supplies for learning activities.</i>	5100/510	UNISIG	0.0	5, 390.00
<b>Areas of Focus</b>	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>Technology-Related Noncapitalized Fixtures and Equipment: 5 document cameras for classroom use.</i>	5100/649	UNISIG	0.0	1, 000.00
<b>Areas of Focus</b>	Instructional Practice - Intervention <i>Professional Services: two full time employees to provide services to students. Transition Specialist and Instructional Interventionist o The Transition Specialist provides one-on-one and small group support to students, providing guidance/ practice activities for meeting both academic and behavioral goals while enrolled at SRMI as well as through their transition back to traditional school settings. He meets with students for this purpose on our campus, as well as other campuses in the district as needed to further support continued progress and decrease future referrals back to an alternative setting. o The Instructional Interventionist provides behavioral interventions and academic interventions. She meets with students one-on-one and in small groups, providing explicit instruction for character development and support for academic growth in all subject areas.</i>	5100/590	UNISIG	0.0	85, 000.00
<b>Areas of Focus</b>	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>IXL Learning for Math and ELA- 125 students (tech based/ online program)</i>	5100/369	UNISIG	0.0	2, 250.00
<b>Areas of Focus</b>	ESSA Subgroups - Economically Disadvantaged Students (FRL) <i>ESSA Evidence (ESSA) Based Behavioral Intervention program: Positive Action. We will purchase both the Middle School Starter Bundle and High School Starter Bundle (aligned to SIP areas of focus and Positive Culture and Environment goal) - The following website will show screenshots, if needed. <a href="https://www.positiveaction.net/middle-school-combo">https://www.positiveaction.net/middle-school-combo</a>:</i>	5100/590	UNISIG	0.0	2, 250.00
<b>Total</b>	<b>Areas of Focus</b>				<b>95, 890.00</b>
<b>Positive Culture and Environment</b>	Positive Behavior and Intervention System (PBIS) <i>Evidence (ESSA) Based Behavioral Intervention program: Positive Action .</i>	5100/590	UNISIG	0.0	3, 500.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Total	Positive Culture and Environment				3, 500.00
Plan Budget Total					100, 000.00