

School Improvement Plan (SIP)

**CHARTER SCHOOL VERSION**

Proposed for 2017-2018

*A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.*

School Name: Renaissance Charter School at Plantation School Location Number: 5023

Current Grades Served: K-8 Contract Grades Served: K-8 Year School Opened: 2011

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 2017-2018 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

<b>Complete School Name:</b> Renaissance Charter School at Plantation	District: <b>Broward</b>
<b>School Location Number:</b> 5023	
<b>Principal:</b> Sheriffee Humphrey	District Superintendent: <b>Robert Runcie</b>
<b>Governing Board Member(s):</b> Ken Haiko, Thomas Wheeler, Dennis Clark, Margaret Wells, John O'Brien, Shane Strum and Preston Jones	<b>Date of School Board Charter Approval:</b> 8/31/17 <b>Date of Most Recent School Board Charter Amendment:</b>

##### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

##### Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sheriffee Humphrey	Social Science 6-12 Educational Leadership MPA E.d.S.	1	9	Renaissance Charter School at Plantation – D Coral Springs Charter School – A Renaissance Charter School at Plantation – C Renaissance Charter School at Plantation – B Renaissance Charter School at Plantation – B
Assistant Principal	Nicolas Bardoni	Elementary Ed. K-6 Educational Leadership MBA	2	3	Renaissance Charter School at Plantation – D Renaissance Charter School at Plantation – D Renaissance Charter School at University – A

### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
ELA	Aliyah Shortsleeve	Pre-K – 3 <sup>rd</sup> Grade ESOL Endorsement Reading Endorsement Pre-K Handicapped Disability Endorsement	7	3	Renaissance Charter School at Plantation – D Renaissance Charter School at Plantation – D Renaissance Charter School at Plantation – C Renaissance Charter School at Plantation - B
Math/SCI	DeShawn Brookshire	Elementary Education K-6 ESOL Endorsement	1	1	Renaissance Charter School at Cooper City – A Renaissance Charter School at Cooper City – A Renaissance Charter School at Cooper City – A
ELA	Michelle Jacobs	Elementary Education K-6 ESOL Endorsement	7	1	Renaissance Charter School at Plantation – D

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Required components of the School Improvement Plan for Charter Schools:

#### 1. Mission Statement

Provide your school's mission statement:

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

#### 2. Academic Data

Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, iReady, etc.), if available:

Based on RCSP's demographics, Annual Measurable Objectives (AMO) are reported for all students in the following subgroups: All students, Black/African American, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged. RCSP has consistently provided rigorous instruction and held students and teachers to high standards and expectations. We will strive to meet our AMO attainment status through implementation of our Education Model, which is the main driver of instruction. When implemented properly it can yield significant results. As you will observe in section 6 of the School Improvement Plan, RCSP requires more resources and materials to fully support the educational model and assist a large majority of students that struggle with foundational ELA and Math skills. Furthermore, it is important to acknowledge the school-wide improvement RCSP experienced in 2016-2017 across all but one component of the state accountability framework. The overall school grade improve by 8%, which placed the school 1% from attaining a C letter grade. The three academic areas that we will focus on this year and will address our gaps and substantially affect change in student achievement are: 1) Increase curriculum and technology tools to reinforce learning for struggling students and progress monitoring of mastery of competencies, 2) Provide a concentrated intervention targeting Tier 2 and 3 students, and 3) Improve foundational academic skills with targeted tutoring.

The data provided below is a subset of Annual Measurable Objectives (AMO) for school year(s) 2014-2016. Please note that AMO data has not been released for 2017. We can assume by the increases in FSA proficiency in Reading, Math, and Science for 2017 that 2018 sub-group results will align to the school-wide trend.

Annual Measurable Objectives (AMO) Data 2014-2016

Subgroup	School Grade 2016	Percent Tested English Language Arts (ELA)	Reading % Scoring Satisfactory 2014	ELA % Scoring Satisfactory 2015	ELA % Scoring Satisfactory 2016	Percent Tested Mathematics	Mathematics % Scoring Satisfactory 2014	Mathematics % Scoring Satisfactory 2015	Mathematics % Scoring Satisfactory 2016
ALL STUDENTS	D	99	58	40	32	97	47	36	28
AMERICAN INDIAN									

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

ASIAN		100		55		92		45	
BLACK/AFRICAN AMERICAN		99	53	35	32	98	41	33	25
HISPANIC		98	64	50	39	98	54	42	36
WHITE		100	66	51	42	93	57	48	31
ENGLISH LANGUAGE LEARNERS		100	31	27	24	98	37	21	28
STUDENTS WITH DISABILITIES		99	36	20	13	100	29	29	16
ECONOMICALLY DISADVANTAGED		99	53	35	31	98	44	33	26

Below are assessment data results derived from previous FSA assessments. The information provided is a three-year comparison of state (FSA) assessment data. In 2016, RCSP dropped to a letter grade of D as a result of decreased proficiency across all tested subjects and lower than anticipated growth due to the more rigorous learning gains qualification. A significant contributing factor to this drop in performance was a high teacher turnover rate including a high number of certified teachers. While RCSP maintained a D in 2017, the school increased across all performance measures except for middle school acceleration. School-wide RCSP experienced a 5% point increase in the overall school-grade. Middle school acceleration decreased by 19% points, which largely attributed to the school not achieving a full letter grade improvement. Student performance in geometry was particularly low at 26%. Furthermore, student achievement levels in ELA experienced incremental improvement with the exception of higher performance in 6<sup>th</sup> and 8<sup>th</sup> grades.

In the 2017-2018 school year, a concerted effort has been placed on identifying students ready for accelerated coursework and providing more targeted support for them to be successful in end of course exams. Furthermore, RCSP has expanded the industry certification offerings to provide other opportunities for students to develop career readiness skills. RCSP's school improvement plan also emphasizes a targeted focus on reading and writing intervention with the expanded use of Reading Plus and Lexia along with the addition of Fountas and Pinnell LLI kits RCSP has expanded access to technology to increase usage of evidence based math and ELA instructional software programs. RCSP has increased professional development and support for teachers. Going into the 2017-18 school year, RCSP has successfully increased teacher retention and has started to close the gap in the number of certified teachers.

Provided in the table below is FKLRS Data for Kindergarten. Students assessed show area of weakness in Scientific Thinking at 11% and 14% for Language and Literacy. These areas are provided so that we can support students in Kindergarten who are starting their academic journey.

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Kindergarten FLKRS Data

FLKRS Kindergarten	Personal and Social Development	Language and Literacy	Mathematical Thinking	Scientific Thinking	Physical Development, Health and Safety	WSS Overall
Total Proficiency:	17.30%	14.80%	0%	11.30%	33.90%	9.60%

2015, 2016, & 2017 FSA Assessment Data

Year	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2016	Informational Baseline Grade 2015
2017	41	54	48	30	46	46	30	45	20	360	9	40	99	D	C
2016	34	42	44	28	34	34	26	34	39	315	9	35	99	D	C
2015	40	N/A	N/A	36	N/A	N/A	43	69	46	234	5	47	98	C	

Grade Level FSA Comparison Data for RCSP for 2015-16 and 2016-17 ELA and Math

Grade Level	ELA	
	15-16	16-17
3	43	53
4	40	45
5	28	41
6	30	37
7	19	32
8	44	35

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Math</b>		
<b>Grade Level</b>	<b>15-16</b>	<b>16-17</b>
3	29	28
4	48	36
5	26	34
6	19	22
7	8	31
8	10	22

To provide an added layer of data, below are historical NWEA assessment results. The table below displays the percent of students at or above the 50<sup>th</sup> percentile and is broken down by year, benchmark, subject and grade, with cohorts highlighted in color. These additional data points provide more information as it relates to grade level data. It is important to note that, in mathematics, the 5<sup>th</sup> grade cohort (i.e. 2<sup>nd</sup> graders in 2014-15) has dropped 28% in the percent of students at the 50<sup>th</sup> percentile and above since the fall of the 2014-2015 school year (57% to 29%). The majority of the cohort is performing below the national average. Subsequently, the 4<sup>th</sup> grade cohort dropped 32% in the percent of students at the 50 percentile or above since the fall or 2014-2015 school year in mathematics (65% to 33%). Consequently, this cohort is performing below the national average.

**RCSP - % of Students at 50th Percentile or Above**

<b>All Grades</b>		2014-15			2015-16			2016-17			2017-18
<b>Subject</b>	<b>Grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Fall</b>
<b>Mathematics</b>	0	52%	68%	71%	49%	45%	60%	48%	52%	74%	35%
	1	65%	58%	63%	75%	61%	67%	43%	37%	43%	60%
	2	57%	48%	46%	71%	53%	53%	55%	43%	43%	51%
	3	45%	51%	50%	58%	38%	39%	42%	24%	25%	44%
	4	35%	33%	47%	56%	41%	46%	33%	24%	33%	33%
	5	36%	33%	40%	37%	21%	36%	39%	31%	46%	29%
	6	35%	29%	24%	33%	26%	22%	24%	24%	21%	43%
	7	37%	33%	42%	32%	16%	17%	28%	20%	25%	23%
8	29%	30%	32%	45%	42%	33%	24%	20%	18%	34%	
<b>Reading</b>	0	71%	71%	74%	72%	60%	66%	67%	47%	71%	46%
	1	71%	70%	62%	77%	60%	63%	52%	41%	43%	65%
	2	60%	69%	65%	65%	57%	66%	62%	58%	59%	58%
	3	59%	54%	55%	66%	46%	52%	48%	41%	42%	52%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

4	59%	55%	45%	59%	58%	56%	54%	44%	48%	58%
5	48%	59%	58%	52%	38%	44%	49%	56%	59%	56%
6	47%	45%	40%	65%	43%	44%	56%	43%	60%	59%
7	54%	50%	62%	49%	37%	30%	46%	43%	39%	56%
8	59%	51%	47%	62%	57%	52%	39%	45%	45%	58%

The table below displays the percent of students meeting their growth targets on the NWEA MAP Growth assessment. The table is broken down by year, benchmark, subject and grade, with cohorts highlighted in color. It should be noted that the current 4<sup>th</sup> grade cohort has dropped 39% points in percent of students meeting their growth targets, since the Fall of 2015-16 school year in Mathematics (71% to 32%). Approximately, 66% of this cohort is growing well below the national norm. Also, in Reading, the current 3<sup>rd</sup> grade cohort has dropped 15% points in the percent of students meeting their growth targets, since the Fall of 2014-15 school year (54% -> 39%). The majority of the students in this cohort are growing at a pace below the national average.

**RCSP - % of Students Meeting Growth Target**

All Grades		2015-16			2016-17			2017-18
Subject	Grade	Fall to Fall	Fall to Winter	Fall to Spring	Fall to Fall	Fall to Winter	Fall to Spring	Fall to Fall
Mathematics	0	--	47%	62%	--	50%	82%	--
	1	52%	25%	47%	37%	32%	39%	69%
	2	71%	28%	29%	27%	30%	28%	63%
	3	58%	31%	19%	26%	22%	26%	43%
	4	57%	31%	35%	21%	26%	45%	32%
	5	32%	28%	48%	29%	30%	54%	55%
	6	47%	34%	21%	41%	42%	39%	54%
	7	36%	30%	35%	34%	49%	66%	45%
Reading	0	--	38%	55%	--	48%	73%	--
	1	54%	27%	38%	40%	29%	38%	61%
	2	50%	33%	38%	35%	38%	47%	63%
	3	57%	29%	36%	36%	32%	42%	39%

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	4	46%	44%	42%	41%	43%	56%	58%
	5	42%	38%	40%	47%	59%	59%	65%
	6	77%	28%	30%	63%	43%	61%	65%
	7	48%	30%	21%	33%	51%	50%	60%
	8	69%	46%	32%	51%	47%	57%	63%

### 3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

Renaissance Charter School at Plantation will provide a rigorous program that addresses the stated student objectives below. It is the aim of our school to include the elements necessary to reap a successful outcome based on providing all students the opportunity to a free and appropriate educational program. The objectives listed below will target our instruction and services to surpass the norm in providing a quality education. The student objectives listed relate to grades K-8. Specified instructional, assessment, and programs will be applied to the listed grade bands as the instructional strategies relate to the various instructional resources and programs that address school instructional needs.

#### Grades K-2

##### ELA

- Provide a researched based curriculum, traditional and web-based (Wonders, Reading Plus, Lexia and Triumph Learning), for increasing learning opportunities for all students, with special emphasis on low-performing students, in particular, students in the lowest 25-30%.
- Encourage the use of innovative learning methods such as small group instruction, intervention support –pullout/push including going above and beyond the necessary requirements outlined in our school’s K-8 reading plan (please note we opted out of the School Board of Broward County’s K-12 Reading Plan).
- We will collect student baseline data for grades K-2 based on the 2016-2017 school year using the Northwestern Evaluative Association (NWEA) assessment in Reading and Mathematics. In addition, we will administer the Primary Mid-year and End-of-year Assessment for our primary grades.
- Implement Intensive Reading support for students who transition into Tier 2 and 3 based on the RtI process. Examples of Tier 2 and Tier 3 interventions include pullouts and small group instruction provided by intervention specialist who work with students (K-2) using research based programs i.e., Lexia Core 5, Wonders; Tier 2 Intervention program and Fountas and Pinnell Leveled Literacy Intervention System. All programs used are conducted with fidelity by design and results of student progress provided for Tier intervention determination will be documented in a red student folder including the evidence of the student interventions provided and results of the intervention implemented. Please refer to section 5 which details further the Tiered intervention through RtI. The support provided will build capacity with students learning necessary phonemic, decoding, and reading comprehension skills. Subsequently, if there are any changes in placement all determinations are made through the MTSS/RtI Team.

##### MATH

- Implement Intensive Mathematics support for Tier 2 and 3 students (K-2) using research-based intervention programs: TenMarks, Imagine Math, Envision 2.0. Students who fall within the lowest 25-30% receive interventions e.g., pull-out/push-in support. In addition, for this year we are instituting the evidenced-based platform TenMarks, which targets math support for all students in K-2.

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### SOCIAL STUDIES

- Social Studies Weekly, which is in alignment with LAFS, is utilized to conduct instruction daily with 35 minutes for instructional time. There is an interactive component which creates a connected experience for both teacher and student.

### SCIENCE

- Science standards are unpacked and curriculum maps and lesson plans are used. Furthermore, Interactive Notebooks are provided for science vocabulary building vocabulary and content knowledge development. In addition, hands-on experiments are conducted and BrainPop Jr. is used to support coverage and the introduction of concepts in an engaging way. Science content is conducted daily with 35 minutes for instruction.

### Grades 3-5

#### ELA

- Provide a researched based curriculum traditional and web-based Wonders, Reading Plus Lexia Core 5, and Triumph Learning for increasing learning opportunities for all students, with special emphasis on low-performing students, in particular students in the lowest 25-30%.
- Encourage the use of innovative learning methods such as small group instruction, and intervention support –pullout/push in including going above and beyond the necessary requirements outlined in our school’s K-8 reading plan (please note we opted out of the School Board of Broward County’s K-12 Reading Plan).
- We will collect student baseline data at the beginning of each school year for grades 3-8 based on the 2016-2017 school year using the Northwestern Evaluative Association (NWEA) assessment in Reading and Mathematics.
- Students in grades 4-5 will be provided monthly writing prompts and assessed using research based writing rubrics. This year students will participate in research based writing programs (Write Steps and/or Top score) to enhance and support conventional writing proficiency. Moreover, students will be well prepared to participate in the FSA ELA.
- Implement an intensive reading program provided to FSA Level 1 and 2 students in grades 3-5 and a Florida standards based instructional focus program that will target specific deficiencies and build capacity (phonemic awareness, decoding, and reading comprehension skills).
- 

#### MATH

- Provide a researched-based curriculum, traditional and web-based Envisions 2.0 and Imagine Math, for increasing learning opportunities for all students, with special emphasis on low-performing students, in particular students in the lowest 25-30%.
- RCSP will administer interim NWEA assessments and regular standards-based assessments that provide data on standards that need to be covered each month to increase student proficiency on the Florida Standards Assessment (FSA) and End-of-Course exams (EOC).
- RCSP will implement the Evidenced based platform TenMarks (3-5) which targets math support for all students in grades 3-5.

### SOCIAL STUDIES

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- Social Studies Weekly is in alignment with LAFS and is utilized to conduct instruction daily with 35 minutes for instructional time for grades 3-5. There is an interactive component which creates a connected experience for both teacher and student.

### SCIENCE

- Science Gizmos used in grades 4 and 5 will assist students with walking through experiments using virtual labs. Moreover, instructional videos via BrainPop Jr. and Science Weekly will also be introduced to provide content and early learning concepts and comprehension. Science Fusion is the instructional textbook used in grade 5. Triumph Learning (for after school tutoring) will be implemented as test prep for students needing to master NGSSS. For more information on Science instruction please reference the Science Action Plan.

### Grades 6-8

#### ELA

- Provide research based curriculum, ELA Collections, in grades 6-8.
- Use evidenced based and adaptive instructional software programs, Reading Plus, Lexia Strategies (6-8) Triumph Learning for increasing learning opportunities for all students, with special emphasis on low-performing students, in particular students in the lowest 25-30%.
- Encourage the use of innovative learning methods such as small group instruction, and intervention support –pullout/push in including going above and beyond the necessary requirements outlined in our school’s K-8 reading plan (please note we opted out of the School Board of Broward County’s K-12 Reading Plan).
- We will collect student baseline data at the beginning of each school year for grades 3-8 based on the 2016-2017 school year using the Northwestern Evaluative Association (NWEA) assessment in Reading and Mathematics.
- Students in grades 6-8 will be provided monthly writing prompts and assessed using research based writing rubrics. This year students will participate in research based writing programs (Write Steps and/or Top score) to enhance and support conventional writing proficiency. Moreover, students will be well prepared to participate in the FSA ELA.
- Implement an intensive reading program provided to FSA Level 1 and 2 students in grades 3-5 and a Florida standards-based instructional focus program that will target specific deficiencies and build capacity with student learning necessary (phonemic, decoding, and reading comprehension skills.)
- Implement an Intensive Reading course to students who scored below proficiency FSA Level 1 and 2 in grades 6-8. Rigorous researched based programs will be used to facilitate instruction (Reading Plus, Lexia Strategies, and Triumph Learning programs that support reading comprehension, phonics, or decoding.

#### MATH

- Provide a researched based curriculum traditional and web-based Envisions 2.0 and Imagine Math for increasing learning opportunities for all students, with special emphasis on low-performing students, in particular students in the lowest 25-30%.
- Implement Intensive Mathematics courses provided to FSA Level 1 and 2 students in Middle School. This course is independent of the 3 mathematics courses needed to matriculate to high school and a Florida standards-based instructional focus program that will target specific deficiencies and build capacity with student learning necessary for math areas such as, number sense, Algebraic equations, Geometry, and Probability, within testing grades 3-8.
- RCSP will administer assessments that includes interim NWEA assessments and regular standards-based assessment that provide data on standards that need to be covered each month to increase student proficiency on the Florida Standards Assessment (FSA) and End of Course Exams (EOC).

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### **SOCIAL STUDIES**

- Middle School uses core textbooks for grades 6-8. Civics uses research-based instructional software Prepworks which supports core instruction within the Civics classroom. This instructional software assists students in understanding Government/Citizenship and cultural and historical information and provides preparation for the FSA EOC Assessment.

### **SCIENCE**

- Science Gizmos used in grades 6-8 will assist students with walking through experiments using virtual labs. In addition, science interactive notebooks will be used to build science fluency. Moreover, instructional videos via Brain Pop Jr. will also be introduced to provide content and early learning concepts and comprehension. iScience is the instructional textbook used in grades 6-8. Triumph Learning will be implemented as test prep for students needing to master NGSSS.

### **School-Wide (K-8)**

- Provide School Advisory Council (SAC) collaboration, consultation, and feedback relating to the curriculum and instruction, methods of instruction, and data discussions, based on varied research and state assessments and preview of innovative educational trainings pertinent for parental support.
- We will conduct monthly data analysis reviews through observation and assessment of teacher performance and student results. In addition, constant progress monitoring will occur based on Progress Monitoring Plans (PMPs), Personalized Learning Plans (PLPs) quarterly and classroom walkthroughs. This will provide insight on student's academic progress in the areas of ELA Reading, ELA Writing, Math, and Science. Parent conferences will be mandatory to provide our stakeholders with important data to assist in providing support in student academic progress.
- Renaissance Charter School at Plantation will ensure we follow and align our promotion criteria to the Broward school district pupil progression plan
- Ensure enrollment targets occur and provide elementary and middle school student an engaging academic environment where all students meet curricular goals through activities such as: tutoring, intervention supports, and innovative teaching and learning.
- Decrease suspension rates thorough consistent use of our Response to Intervention/Multi-Tiered Support System (RtI/MTSS) and through a positive rewards-based system CHAMPS. A research based model that provides a disciplined approach to positive behavioral support.
- Increase parent/student involvement through our Parent Teacher Cooperative/Parent Teacher Association (PTC/PTA).
- Use with fidelity the programs from our Reading Plan that uses CIRP/SIRP/CCRP during our extended day – Triumph Learning Resources, Lexia and Reading Plus.

## ***4. Student Performance Data Analysis***

Provide a ***detailed*** analysis in narrative format of the student performance data including academic performance by each subgroup:

### **RtI Process**

RCSP's Response to Intervention (RtI) program supports identification of student deficiencies and ongoing progress monitoring. RCSP uses the NWEA MAP assessment as the universal screener for all grade levels. NWEA MAP is a nationally normed, research-based assessment administered three times per year that provides valid and reliable achievement and growth data. RCSP use the NWEA data to identify the lowest performing group of students and coordinate additional diagnostic screenings for these students. Diagnostic assessments vary by grade level and are listed below. Interventions are then put in to place and progress monitored regularly. RCSP uses Easy-CBM to graph student deficiencies and assess progress through the course of a 6-8 week intervention. If students are not responding after three trials of interventions, the special education process commences. Regardless of the disability, CSUSA follows the federal and state guidelines to refer a student for special education and determine the specific services and paraprofessional support required.

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Grades K-2 RtI Reading Assessment		
Category	Assessment	Frequency
Screening	NWEA MAP; Fountas and Pinnell, Reading Running Records	3 times per year
Diagnostic	FLKRS/STARS Early Literacy; DIBELS	Minimum 3 times per year
Progress Monitoring	Reading Running Records; EASY CBM, Lexia, Reading Plus	Minimum of every 3-4 sessions within a 6-8 week intervention cycle
Outcome Measures	State assessments; NWEA MAP Interim 3	Minimum of every 3-4 sessions within a 6-8 week intervention cycle

Grades 3-5 RtI Reading Assessment		
Category	Assessment	Frequency
Screening	NWEA MAP; DIBELS; Easy CBM	3 times per year
Diagnostic	DIBELS	Minimum 3 times per year
Progress Monitoring	Reading Running Records; Lexia; Reading Plus; EASY CBM	Minimum of every 3-4 sessions within a 6-8 week intervention cycle
Outcome Measures	State assessments; NWEA MAP Interim 3	Minimum of every 3-4 sessions within a 6-8 week intervention cycle

Grades 6-8 RtI Reading Assessment		
Category	Assessment	Frequency
Screening	NWEA MAP; DIBELS; Easy CBM	3 times per year
Diagnostic	Wonders, DIBELS, DAR	Minimum 3 times per year
Progress Monitoring	EASY CBM; Lexia; Reading Plus; Standards based formative assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle
Outcome Measures	State assessments; NWEA MAP Interim 3	Minimum of every 3-4 sessions within a 6-8 week intervention cycle

Renaissance Charter School at Plantation acknowledges an increase in performance by our student subgroups. However, in light of growth of our subgroups we need an additional year for substantial growth. Furthermore, the data below presents RCSP results disaggregated by subgroups. A transient student population and

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

lack of strong communication between, ELL parents and the school impacted student achievement. In addition, last year only a small number of teachers and staff were available to appropriately translate parent concerns to administration. Again, please note the performance of our sub-group data is in line with overall school wide data trends in performance. Major barriers that contributed to performance were the lack of reinforced learning opportunities due to limited access to instructional technology tools, RTI programs and resources, and opportunities for targeted tutoring. Our deficiencies based on the data below and described in upcoming Section 5 will address the school's approach to combat these areas of concern, including the RtI process, and allow solid instructional strategies to support student growth.

### 2016 FSA Data

Student Sub Group	FSA Reading %	FSA Math %
American Indian	N/A	N/A
Black/African American	32%	25%
Hispanic	39%	36%
ELL	24%	28%
SWD	13%	16%
ED	34%	28%

Deeper data analysis highlights achievement gaps between RCSP and the district in (ELA, Math and Science.). Student subgroups with the most pronounced gaps include Black, SWD, and ELL students. In most instances we scored 19% below the school district and state. The tables below in each academic area provide a clearer picture as to where RCSP positions itself by subgroup while compared to the school district and state overall.

### 2016 FSA Data

English Language Arts Assessment Results (FSA and FSAA)*						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	34	99	55	99	53	99
WHITE	42	100	70	99	64	99
BLACK OR AFRICAN AMERICAN	32	99	39	99	34	99
HISPANIC/LATINO	39	98	59	99	51	99
ASIAN	N	N	78	100	78	100

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	59	99	51	99
TWO OR MORE RACES	60	100	63	99	58	99
DISABLED	13	99	22	98	19	98
ECONOMICALLY DISADVANTAGED	31	99	44	99	42	99
ELL**	24	100	34	99	29	99
MIGRANT	N	N	21	100	30	99
LOWEST 25%						
FEMALE	37	99	59	99	58	99
MALE	32	99	50	99	49	99
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						
<b>Mathematics Assessment Results (FSA, EOCs and FSAA)*</b>						
<b>Percent of Students Scoring Satisfactory and Above</b>						
	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>
ALL STUDENTS	28	98	56	98	54	98
WHITE	31	97	72	98	65	98

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

BLACK OR AFRICAN AMERICAN	25	99	40	98	35	97
HISPANIC/LATINO	36	96	60	99	51	98
ASIAN	N	N	82	98	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	98	54	97
TWO OR MORE RACES	50	100	63	98	58	98
DISABLED	16	99	27	96	25	96
ECONOMICALLY DISADVANTAGED	26	99	45	98	44	98
ELL**	28	100	43	99	38	98
MIGRANT	N	N	21	93	39	98
LOWEST 25%						
FEMALE	28	99	57	98	55	98
MALE	27	98	55	98	54	97
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						
<b>Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *</b>						
<b>Percent of Students Scoring Satisfactory and Above</b>						
	<b>School %</b>		<b>District %</b>		<b>State %</b>	
	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>	<b>2015-16 Results</b>	<b>% Tested</b>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

ALL STUDENTS	26	99	54	98	56	98
WHITE	N	N	69	99	68	98
BLACK OR AFRICAN AMERICAN	20	99	38	98	36	97
HISPANIC/LATINO	52	100	58	99	52	98
ASIAN	N	N	77	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	97	54	97
TWO OR MORE RACES	N	N	63	99	61	98
DISABLED	12	100	24	97	24	95
ECONOMICALLY DISADVANTAGED	23	100	43	98	45	97
ELL	N	100	26	99	24	98
MIGRANT	N	N	28	93	35	97
LOWEST 25%						
FEMALE	29	100	54	99	56	98
MALE	23	98	54	98	57	97
An "N" indicates no test results were reported.						
*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.						
		<b>ELA</b>		<b>Math</b>		
<b>School</b>		<b>2015-16</b>		<b>2015-16</b>		
Grade 3		44		30		

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Grade 4	42	50
Grade 5	26	26
Grade 6	31	21
Grade 7	21	10
Grade 8	45	29
Grade 9		
Grade 10		
HS		

**Historical FSA Results - By Performance Level and Subgroup**

			2014-15	2015-16	2016-17				2014-15	2015-16	2016-17
<b>ELA</b>	<b>White</b>	Level 1	16.7%	30.3%	14.3%	<b>Math</b>	<b>White</b>	Level 1	28.6%	38.5%	10.5%
		Level 2	31.5%	30.3%	19.0%			Level 2	26.5%	26.9%	47.4%
		Level 3	29.6%	18.2%	33.3%			Level 3	16.3%	19.2%	26.3%
		Level 4	18.5%	21.2%	33.3%			Level 4	26.5%	11.5%	15.8%
		Level 5	3.7%	0.0%	0.0%			Level 5	2.0%	3.8%	0.0%
	<b>Hispanic</b>	Level 1	26.7%	33.7%	30.4%		<b>Hispanic</b>	Level 1	32.1%	42.7%	43.9%
		Level 2	27.6%	24.7%	18.8%			Level 2	29.4%	24.4%	24.2%
		Level 3	23.3%	24.7%	26.1%			Level 3	20.2%	22.0%	22.7%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

			Level 4	15.5%	12.4%	17.4%		
			Level 5	6.9%	4.5%	7.2%		
		Black	Level 1	31.8%	39.1%	34.2%		
			Level 2	33.9%	29.9%	28.6%		
			Level 3	20.8%	19.5%	22.3%		
			Level 4	12.0%	9.6%	12.9%		
			Level 5	1.6%	1.9%	2.0%		
		Two or More Races	Level 1	10.0%	12.5%	26.7%		
			Level 2	45.0%	31.3%	13.3%		
			Level 3	20.0%	37.5%	20.0%		
			Level 4	15.0%	12.5%	20.0%		
			Level 5	10.0%	6.3%	20.0%		
		Asian	Level 1	33.3%	**.*	**.*		
			Level 2	16.7%	**.*	**.*		
			Level 3	16.7%	**.*	**.*		
					Level 4	15.6%	9.8%	6.1%
					Level 5	2.8%	1.2%	3.0%
				Black	Level 1	37.5%	53.9%	46.7%
Level 2	32.1%				24.1%	26.0%		
Level 3	21.3%				16.0%	20.2%		
Level 4	8.0%				5.1%	5.6%		
Level 5	1.2%				0.8%	1.4%		
Two or More Races	Level 1			27.8%	15.4%	42.9%		
	Level 2			27.8%	38.5%	14.3%		
	Level 3			5.6%	30.8%	14.3%		
	Level 4			27.8%	15.4%	21.4%		
	Level 5			11.1%	0.0%	7.1%		
Asian	Level 1			20.0%	**.*	**.*		
	Level 2			40.0%	**.*	**.*		
	Level 3			10.0%	**.*	**.*		

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

		Level 4	25.0%	**.*	**.*			Level 4	20.0%	**.*	**.*
		Level 5	8.3%	**.*	**.*			Level 5	10.0%	**.*	**.*
<b>Source:</b> <a href="https://edstats.fldoe.org/">https://edstats.fldoe.org/</a>											

The table below displays FSA results broken down by domain and performance levels for 2015-2016 and 2016-2017. The values represent the percent of students proficient respective to the domain and performance level. The color coding scheme is based on the quintile distribution of the results. Results below 19.9% are highlighted in red, between 20% and 39.9% are highlighted in orange, between 40% and 59.9% are highlighted in yellow, results in between 60% and 79.9% are highlighted in green, and lastly, results above 80% are highlighted in blue.

R CSP - FSA ELA - By Grade (3-5) and Performance Level

Grade	Performance Level	Key Ideas and Details		Craft Structure		Integration of Knowledge and Ideas		Language and Editing		Text-Based Writing	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
3	1	27%	22%	28%	29%	21%	24%	50%	55%	--	--
	2	49%	30%	50%	49%	33%	36%	71%	72%	--	--
	3	72%	55%	68%	62%	46%	51%	83%	81%	--	--
	4	83%	69%	82%	77%	55%	58%	91%	90%	--	--
	5	90%	85%	91%	88%	73%	66%	97%	95%	--	--
	SW	54%	44%	53%	54%	37%	42%	71%	74%	--	--
4	1	33%	27%	34%	42%	24%	27%	53%	46%	41%	46%
	2	56%	42%	50%	64%	33%	42%	56%	56%	57%	54%
	3	68%	56%	61%	75%	55%	63%	71%	73%	62%	62%
	4	83%	78%	68%	79%	69%	76%	75%	83%	69%	61%
	5	92%	92%	86%	92%	72%	90%	81%	96%	80%	65%
	SW	56%	49%	51%	64%	41%	51%	62%	64%	55%	55%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

5	1	28%	23%	32%	36%	19%	25%	50%	47%	41%	37%
	2	55%	50%	47%	56%	30%	41%	64%	65%	58%	50%
	3	67%	66%	59%	67%	44%	45%	84%	83%	71%	60%
	4	84%	84%	72%	81%	64%	69%	91%	86%	70%	67%
	5	86%	82%	84%	100%	89%	88%	88%	96%	77%	70%
	SW	47%	51%	45%	56%	31%	42%	63%	67%	54%	51%

**RCSP - FSA ELA - By Grade (6-8) and Performance Level**

Grade	Performance Level	Key Ideas and Details		Craft Structure		Integration of Knowledge and Ideas		Language and Editing		Text-Based Writing	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
6	1	26%	17%	26%	33%	30%	28%	54%	49%	37%	40%
	2	41%	41%	46%	51%	35%	41%	71%	66%	63%	60%
	3	60%	61%	64%	62%	52%	63%	77%	71%	69%	65%
	4	77%	72%	73%	71%	65%	75%	87%	84%	79%	71%
	5	75%	80%	89%	86%	75%	85%	94%	86%	95%	80%
	SW	44%	44%	46%	52%	41%	48%	69%	66%	58%	58%
7	1	26%	25%	27%	28%	24%	28%	58%	45%	42%	39%
	2	45%	46%	46%	45%	39%	41%	71%	64%	57%	59%
	3	57%	50%	60%	65%	54%	53%	81%	72%	60%	66%
	4	67%	69%	76%	73%	55%	64%	83%	86%	73%	65%
	5	--	82%	--	97%	--	79%	--	100%	--	75%
	SW	37%	41%	39%	46%	33%	41%	66%	60%	50%	52%
8	1	30%	24%	36%	27%	27%	27%	47%	57%	48%	48%
	2	45%	41%	48%	46%	45%	53%	68%	67%	62%	65%
	3	56%	54%	62%	67%	60%	69%	78%	83%	71%	70%
	4	73%	78%	80%	70%	69%	83%	90%	91%	76%	73%
	5	90%	82%	89%	88%	75%	89%	75%	90%	90%	80%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	SW	51%	42%	55%	48%	50%	52%	70%	70%	64%	62%
--	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Based on the ELA data above our domain area of strength was garnered in the Language and Editing domain. Despite improvements in the 2016-2017 school year the domain content area of Integration of Knowledge and Idea has demonstrated a low level of student performance for the past 2 years. Key Ideas and Details and Text Based Writing for 5<sup>th</sup> grade has seen a decline. Furthermore, students in grades 6-8 have seen a decrease in Language and Editing. The overall percentage of level 1 students dropped across all domains.

RCSP - FSA MATH - By Grade and Performance Level

Grade	Performance Level	Operations, Algebraic Thinking, and Numbers in Base Ten		Numbers and Operations - Fractions		Measurement, Data, & Geometry					
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
3	1	38%	41%	21%	27%	47%	29%				
	2	70%	71%	34%	44%	66%	49%				
	3	85%	83%	53%	77%	69%	59%				
	4	92%	91%	77%	98%	87%	80%				
	5	92%	92%	94%	89%	95%	100%				
	SW	60%	62%	36%	47%	60%	45%				
Grade	Performance Level	Operations and Algebraic Thinking		Numbers and Operations in Base Ten		Numbers and Operations - Fractions		Measurement, Data, & Geometry			
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
4	1	29%	37%	44%	35%	31%	50%	40%	18%		
	2	43%	60%	70%	58%	52%	69%	58%	34%		
	3	59%	70%	82%	74%	68%	82%	68%	55%		
	4	81%	81%	90%	91%	85%	96%	78%	68%		
	5	100%	96%	96%	98%	100%	100%	89%	87%		

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	SW	49%	55%	68%	56%	55%	67%	58%	37%		
Grade	Performance Level	Operations and Algebraic Thinking, & Fractions		Numbers and Operations in Base Ten		Measurement, Data, & Geometry					
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
5	1	24%	16%	24%	15%	21%	22%				
	2	45%	39%	46%	44%	44%	49%				
	3	63%	57%	70%	60%	58%	66%				
	4	77%	74%	81%	73%	78%	81%				
	5	85%	91%	87%	93%	92%	91%				
	SW	42%	38%	43%	39%	39%	46%				
Grade	Performance Level	Ratio and Proportional Relationships		Expressions and Equations		Geometry		Statistics and Probability		The Number System	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
6	1	20%	35%	16%	20%	12%	3%	24%	34%	30%	19%
	2	42%	63%	35%	38%	19%	14%	37%	53%	63%	45%
	3	49%	76%	56%	56%	35%	28%	49%	56%	79%	67%
	4	71%	83%	71%	69%	60%	54%	71%	67%	94%	92%
	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	SW	32%	53%	29%	34%	19%	13%	33%	45%	48%	39%
Grade	Performance Level	Ratio and Proportional Relationships		Expressions and Equations		Geometry		Statistics and Probability		The Number System	
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
	1	17%	8%	17%	9%	9%	8%	33%	25%	15%	18%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

7	2	32%	24%	42%	21%	21%	19%	43%	43%	41%	40%
	3	55%	49%	54%	46%	36%	28%	62%	67%	61%	60%
	4	87%	81%	67%	74%	62%	46%	56%	83%	88%	83%
	5	0%	93%	0%	83%	0%	54%	0%	78%	0%	88%
	SW	24%	28%	27%	26%	15%	19%	38%	44%	26%	39%
Grade	Performance Level	Expressions and Equations		Fractions		Geometry		Statistics and Probability and The Number System			
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
8	1	22%	19%	17%	18%	24%	17%	20%	29%		
	2	40%	35%	22%	28%	42%	32%	35%	45%		
	3	48%	49%	35%	43%	63%	41%	50%	56%		
	4	44%	68%	54%	64%	67%	50%	75%	70%		
	5	0%	0%	0%	0%	0%	0%	0%	0%		
	SW	31%	31%	21%	27%	34%	26%	28%	40%		

Based on the Math data above 3<sup>rd</sup> and 4<sup>th</sup> grade decreased in the domain area of Measurement, data and geometry from 2015-2016 to 2016-2017. Moreover, 5<sup>th</sup> grade saw a 4 percent decrease in Base Ten, Fractions and Numbers and Algebraic Thinking. Grades 6- 8 saw slight increase across all domain areas. The only exception was 8<sup>th</sup> grade Geometry.

2015, 2016 & 2017 FSA Assessment Data

Year	English Language Arts Learning Gains of the Lowest 25%	English Language Arts Learning Gains	Mathematics Learning Gains of the Lowest 25%	Mathematics Learning Gains	Science Achievement	Social Studies Achievement	Middle School Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2016	Informational Baseline Grade 2015

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2017	41	54	48	30	46	46	30	45	20	360	9	40	99	D	C
2016	34	42	44	28	34	34	26	34	39	315	9	35	99	D	C
2015	40	N/A	N/A	36	N/A	N/A	43	69	46	234	5	47	98	C	

### 5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. A chart format is acceptable. Areas of deficiency are based on student performance data.

As indicated in the school performance section, Renaissance Charter School at Plantation has identified several deficiencies that must be addressed as they relate to the specific subgroups (Black, ELL, and SWD) that are experiencing increased deficiencies as it translates into lower levels of proficiency. Deficiencies are based on students not achieving proficiency on the Florida State Assessment. Note please reference Historical Charts on pages 18-20.

#### % of Students Not Proficient

Student Sub Group	FSA Reading %	FSA Math %
American Indian	N/A	N/A
Black/African American	68%	75%
Hispanic	61%	64%
ELL	76%	72%
SWD	87%	84%
ED	66%	72%

Our core instructional programs are aligned and approved through our educational management organization (CSUSA) along with our K-12 Reading Plan and support our Guaranteed and Viable Curriculum (GVC). The Guaranteed and Viable Curriculum (GVC) Educational Model aligns with our mission, as we implement a rigorous Guaranteed and Viable Curriculum (GVC), our research-based curriculum aligned to state standards, and support by Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) aligned textbook resource programs. All identified deficiencies will require support through Response to Intervention (RtI) which includes a multi-Tiered support system. RCSP has an RtI/MTSS committee that meets weekly to review student progress and intervention provided. In addition, the committee supports the effective implementation of the program through this process:

- Reviews the assessments used to analyze students data (NWEA, DAR and Reading Running Records).

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- The data used to inform instruction and assist in moving students from Tier 1 through universal screener through standards based classroom and placed to a higher Tier based on the cycle of support and the students' response to the provided interventions. The data will be reviewed with the student, parent and committee.
- Students will be grouped and regrouped based on individual students' progress and response to the provided strategies and interventions.
- Tier 2 (needs based learning) and Tier 3 (student support team) students' progress will be monitored daily/continuously for 6-9 weeks by the teacher and the additional intervention team support provided.
- Teaching targets will be determined by the teacher providing strategies and intervention and will be discussed with the student and intervention team member for Tier 2 and Tier 3 students.
- Intervention Specialists will deliver intensive instruction.

### **Response to Intervention at RCSP**

**RtI Process** - RCSP's multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. RCSP uses NWEA MAP as the universal screener for all grade levels. Running Reading Records are also used for students in grades K-2 as a Universal Screener. Diagnostic tools vary by grade level and include DIBELS, STAR early literacy, Wonders, DAR and Easy CBM. Easy CBM is used for progress monitoring for all grade levels along with additional grade specific tools, such as Lexia Core 5 and Reading Plus. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.

**Tier 2 & 3 Targeted Interventions Tier 2 – Needs-Based Learning.** In addition to Tier 1, targeted students participate in differentiated lessons by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small groups in addition to the time allotted for core instruction.

**Tier 3 – SST-Driven Learning.** In addition to Tier 1 and Tier 2, targeted students participate in differentiated lessons by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts

**Differentiated RtI block** - Students will be pulled to an intervention classroom where they will receive individualized intervention using research-based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards-based instruction within the targeted intervention support has a ratio of 1:3 in the intervention room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades 6-8 and 90-minute block for grades k-5.

**ELL Specific** – RCSP will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6-8 as needed via English Through ESOL and Developmental Language Arts Through ESOL.

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- **Tier 1: Standards-Based Classroom Learning:** All students participate in general education learning that includes universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of a standards-based classroom structure, differentiation of instruction, including flexible grouping, multiple means of learning, demonstration of learning, progress monitoring of learning through multiple formative

Depending on which Tier the child falls under, RCSP implements various interventions and increases the amount of instructional minutes provided. The following interventions are available:

- **Differentiated RtI Block:** This component is included in Tier 1 (Standards-Based Classroom Learning) and Tier 2 (Needs-Based Learning) This RtI Block is a data driven intervention period. Students are tiered based on data and supported based on their instructional need. Moreover, students are placed in various classes for a block of time to receive targeted instruction in either reading, math, or science depending on their levels and skill deficiencies. In addition, to support Literacy the Fountas and Pinnell Leveled Literacy Intervention system (LLI) is implemented. This block of time takes place in grades K-5. Grades 6-8 receive support from critical thinking time in the master schedule.
- **Push-in/Pull-out Instruction:** This component is included within Tier 2 (Needs-Based) and Tier 3 (Student Support Team) Outside of their core classes, students receive intensive instruction based on their skill level. In addition, we ensure that students utilize available technology to access approved research-based instructional software technology programs that support increase academic efficacy. Push in/Pull out Service are conducted by Intervention Specialists who provide an additional layer of support for students who may require Tier 2 or Tier 3 intervention. Currently, we utilize 7 intervention specialists trained on research based intervention programs for (K-2) using research based programs i.e., Lexia Core 5, Wonders; Tier 2 Intervention program and Fountas and Pinnell Leveled Literacy Intervention System. Furthermore, for grades (3-8) Reading Plus, Lexia, Fountas and Pinnell Leveled Literacy Intervention system. Students identified for next leveled intervention were provided by general education teachers and based on use of Tier 1 instructional strategies and that must be moved based on the need for increased interventions as the student is not responding to general interventions. Data is collected through the use of all research based programs implemented. Data reports are developed and used when discussing student responses to Interventions used. All students will have data charts and forms that outline the history of the intervention provided and included a goal setting section that address forward progress for each student.

The differentiated RtI block (as referred to above) is provided to students for a set amount of time each day, but other interventions may be increased or decreased depending on the amount of support the child needs. Students eligible for Tier II and III interventions receive all interventions during the school day. Differentiated RtI Block: 30 minutes/ 5 days per week; the time identified is referenced as “Puma Studies” and is dedicated to providing RtI support

In addition to RtI, extended instructional minutes are provided to students below grade level through extended day learning opportunities, additional tutoring, in school interventions and targeted support. RCSP’s Reading Plan provides an additional layer of targeted support for students who are multiple grade levels behind. RCSP’s Reading Plan ensures that students below grade level benefit from comprehensive and supplemental reading instruction amounting to 200 minutes per day to achieve the catch up growth needed.

RCSP - 1617 FSA ELA - By Grade (3-5) and Performance Level

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Grade	Performance Level	Key Ideas and Details	Craft Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
3	1	22%	29%	24%	55%	
	2	30%	49%	36%	72%	
	3	55%	62%	51%	81%	
	4	69%	77%	58%	90%	
	5	85%	88%	66%	95%	
	SW	44%	54%	42%	74%	
4	1	27%	42%	27%	46%	46%
	2	42%	64%	42%	56%	54%
	3	56%	75%	63%	73%	62%
	4	78%	79%	76%	83%	61%
	5	92%	92%	90%	96%	65%
	SW	49%	64%	51%	64%	55%
5	1	23%	36%	25%	47%	37%
	2	50%	56%	41%	65%	50%
	3	66%	67%	45%	83%	60%
	4	84%	81%	69%	86%	67%
	5	82%	100%	88%	96%	70%
	SW	51%	56%	42%	67%	51%

RCSP - 1617 FSA ELA - By Grade (6-8) and Performance Level

Grade	Performance Level	Key Ideas and Details	Craft Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
6	1	17%	33%	28%	49%	40%
	2	41%	51%	41%	66%	60%
	3	61%	62%	63%	71%	65%
	4	72%	71%	75%	84%	71%
	5	80%	86%	85%	86%	80%
	SW	44%	52%	48%	66%	58%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

7	1	25%	28%	28%	45%	39%
	2	46%	45%	41%	64%	59%
	3	50%	65%	53%	72%	66%
	4	69%	73%	64%	86%	65%
	5	82%	97%	79%	100%	75%
	SW	41%	46%	41%	60%	52%
8	1	24%	27%	27%	57%	48%
	2	41%	46%	53%	67%	65%
	3	54%	67%	69%	83%	70%
	4	78%	70%	83%	91%	73%
	5	82%	88%	89%	90%	80%
	SW	42%	48%	52%	70%	62%

RCSP - 1617 FSA MATH - By Grade and Performance Level

Grade	Performance Level	Operations, Algebraic Thinking, * & Numbers in Base Ten - for 3rd Grade)	Numbers and Operations - Fractions	Measurement, Data, & Geometry		
3	1	41%	27%	29%		
	2	71%	44%	49%		
	3	83%	77%	59%		
	4	91%	98%	80%		
	5	92%	89%	100%		
	SW	62%	47%	45%		
Grade	Performance Level	Operations and Algebraic Thinking	Numbers and Operations in Base Ten	Numbers and Operations - Fractions	Measurement, Data, & Geometry	
4	1	37%	35%	50%	18%	
	2	60%	58%	69%	34%	
	3	70%	74%	82%	55%	

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	4	81%	91%	96%	68%	
	5	96%	98%	100%	87%	
	SW	55%	56%	67%	37%	
Grade	Performance Level	Operations and Algebraic Thinking, & Fractions	Numbers and Operations in Base Ten	Measurement, Data, & Geometry		
5	1	16%	15%	22%		
	2	39%	44%	49%		
	3	57%	60%	66%		
	4	74%	73%	81%		
	5	91%	93%	91%		
	SW	38%	39%	46%		
Grade	Performance Level	Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
6	1	35%	20%	3%	34%	19%
	2	63%	38%	14%	53%	45%
	3	76%	56%	28%	56%	67%
	4	83%	69%	54%	67%	92%
	5	0%	0%	0%	0%	0%
	SW	53%	34%	13%	45%	39%
Grade	Performance Level	Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
7	1	8%	9%	8%	25%	18%
	2	24%	21%	19%	43%	40%
	3	49%	46%	28%	67%	60%
	4	81%	74%	46%	83%	83%
	5	93%	83%	54%	78%	88%

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	SW	28%	26%	19%	44%	39%
Grade	Performance Level	Expressions and Equations	Fractions	Geometry	Statistics and Probability and the number system	
8	1	19%	18%	17%	29%	
	2	35%	28%	32%	45%	
	3	49%	43%	41%	56%	
	4	68%	64%	50%	70%	
	5	0%	0%	0%	0%	
	SW	31%	27%	26%	40%	

Please note the deficiencies listed below are derived from the 2017 FSA and the 2015-2016 AMO data set at the beginning of section 4 and provides the action steps necessary to achieve the necessary objectives. Please note that we provide basic mainstream instruction with ESOL strategies and that as AMO ELL data is listed as a deficiency this population is included all throughout this documents with all general education and mainstream instructional strategies. SWD is mainstreamed as well as is considered general education within the specific instructional actions provided for the deficiencies.

**Deficiency (1) Based on FSA data 42% of 3<sup>rd</sup> and 5<sup>th</sup> graders are struggling in Reading in the content area of Integration of Knowledge and Ideas as well as 49% of 4<sup>th</sup>, 44% of 6<sup>th</sup>, 41% of 7<sup>th</sup>, and 42% of 8<sup>th</sup> graders are struggling in Reading in the content area of Key Ideas and Details.**  
**Deficiency (2) Based on FSA data 45% of 3<sup>rd</sup> and 37% of 4<sup>th</sup> graders are struggling in Math in the content area of Integration of Measurement and Data and Geometry, 38% of 5<sup>th</sup> in Math in the content area of Operations and Algebraic Thinking and Fractions, as well as 13% of 6<sup>th</sup>, 19% of 7<sup>th</sup>, and 26% of 8<sup>th</sup> graders are struggling in Math in the content area of Geometry.**

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<p><b><u>Response to Intervention</u></b></p> <p><b>RtI Process</b>                      RCSP’s multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. RCSP uses NWEA MAP as the universal screener for all grade levels. Running Reading Records are also used for students in grades K-2 as a</p>	<p><b><u>Reading</u></b>                      Sheriffee Humphrey – Principal                      Nicolas Bardoni – Assistant Principal                      Sonja Azim - Student Services Coordinator                      Aliyah Shortsleeve-CRT                      Michelle Jacobs-CRT                      DeShawn Brookshire – CRT                      Lynne Leuthard – Lead Co-Teacher                      Interventionist Team (six teachers)                      Danielle Arnow –Tutoring Coordinator</p>	<p><b><u>Reading</u></b>                      Lexia Core 5 for grades (K-5),                      Lexia strategies for grades (6-8)                      Reading Plus for grades (3-8)                      Fountas and Pinnell –Leveled Literacy Intervention (K-6)                      Wonders Leveled Lessons (K-5)                      PD and coaching on RtI strategies</p> <p><b><u>Math</u></b>                      Envisions 2.0 (K-8)</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Universal Screener. Diagnostic tools vary by grade level and include DIBELS, STAR early literacy, Wonders, DAR and Easy CBM. Easy CBM is used for progress monitoring for all grade levels along with additional grade specific tools, such as Lexia Core 5 and Reading Plus. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.</p> <p>Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on- going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.</p>	<p><b>Math</b>                  Sheriffee Humphrey – Principal                  Nicolas Bardoni – Assistant Principal                  Aliyah Shortsleeve-CRT                  DeShawn Brookshire-CRT                  Michelle Jacobs-CRT                  Lynne Leuthard – Lead Co-Teacher                  Interventionist Specialist Team (six teachers)                  Danielle Arnow – Tutoring Coordinator</p>	<p>Imagine Math (3-8)                  TenMarks (K-2)                  Triumph Learning (K-8)                  Prepworks – Algebra 1 (6-8)                  PD and coaching on programs and strategies</p>		
---	---	--	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts</p> <p><b>Differentiated RtI block</b> In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards</p>			
<p><b>Tutoring</b> Tutoring provides additional instructional minutes outside of school to support catch up growth for students below grade level. If students are not able to attend tutoring accommodations will be made during the school day to provide the support students need</p>	<p>Nicolas Bardoni – Assistant Principal Danielle Arnow – Tutoring Coordinator</p>	<p>Triumph Learning (K-8)</p>	<p><b>September 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>without interrupting their required instructional periods and intervention blocks (RtI). Tutoring transpires through our 21<sup>st</sup> CCLC program and on Saturday through Title 1. NWEA data is used to identify students who are below the targeted RIT score. Twelve teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on NWEA data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. A Tutoring Coordinator is in place to facilitate the program.</p>			
<p><b><u>Extended Instructional minutes-</u></b> All Tier 1, 2, and 3 students will receive 90 minutes grades K-5 and 120 minutes grades 6-8 daily of balanced ELA and Math instruction. Grades 6-8 are on block scheduling this school year, which allows more time for deeper and extended learning.</p> <p><b><u>Data Driven Instruction</u></b></p> <p>Pre-and post-standards-based assessments will be used to evaluate mastery of standards taught. Standards needing further instruction will be re-taught and differentiated support provided via adaptive instructional software programs and curricular resources.</p> <p>Students are active participants in their own learning and will review data</p>	<p><b><u>Reading</u></b> Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT</p> <p><b><u>Math</u></b> Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Aliyah Shortsleeve-CRT Michelle Jacobs-CRT Lynne Leuthard-Lead Co-Teacher Interventionist Specialist Team (six teachers)</p>	<p><b><u>Reading</u></b> Wonders Leveled Lessons (K-5) Reading Plus (3-8) Lexia Core 5 (K-5)</p> <p><b><u>Math</u></b> Envisions 2.0 (K-8) Imagine Math (3-8) TenMarks (K-2) Triumph Learning (K-8) Preworks – Algebra 1 (6-8)</p> <p><b><u>Reading</u></b> Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports Fountas &amp; Pinnell -Leveled Literacy Intervention (K-6)</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>throughout the year to assess progress toward their goals. A personalized learning plan will be implemented to provide guidance for the student in reaching their goal. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity. The personalized learning plan will be reviewed as interim and formative assessments are available.</p>			
<p><b><u>Data Chats-</u></b> Weekly data chats with ELA-Reading and Math teachers in grades K-8 will be held to focus on analyzing data for the subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use NWEA data Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support standards mastery.</p> <p>Students are engaged in data review to position them as active participants in their own learning. Students analyze their NWEA results and in-class assessments and discuss challenges with their teacher.</p>	<p><b><u>Reading and Math</u></b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT</p>	<p><b><u>Reading and Math</u></b> Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	<p><b>August 2017-June 2018</b></p>
<p><b><u>Professional Development</u></b> RCSP has enhanced the professional development and support provided to</p>	<p><b><u>Reading</u></b> Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT</p>	<p><b><u>Reading</u></b> Professional Development on Higher Order Thinking Strategies</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>increase the level of rigorous instruction. An intensive focus will be placed on training teachers to chunk information, facilitate small group instruction, and promote higher order thinking and student engagement. Content specific professional development and coaching will focus on standards based instruction in math, ELA and science. Additionally, training will focus on teaching domain specific vocabulary. Further training will support the use of response journals, grade level task cards and scoring of evidence based writing responses. The school’s renewed focus on blended learning necessitates ongoing, job-embedded training on how to effectively utilized the adopted instructional software programs. Training will be provided on site by the vendor, and the CRT will provide ongoing coaching and monitoring of effective usage.</p>	<p>Lynne Leuthard – Lead Co-Teacher Interventionist Specialist Team (six teachers)</p>	<p>Small Group Instruction and Centers Student Engagement Chunking Information Grade Level Task Cards Student Journals to Provide Evidence-Based Responses</p>	
<p><b>Deficiency (3) Based on FSA sub-group data 76% of ELL students are struggling to meet proficiency in Reading. Deficiency (4) Based on FSA sub-group data 72% of ELL students are struggling to meet proficiency in Math.</b></p>			
<p><b>Specific Actions:</b></p>	<p><b>Person(s) Responsible:</b></p>	<p><b>Resources Needed</b></p>	<p><b>Timeline:</b></p>
<p><b><u>RtI Process</u></b> The aforementioned RtI process will be in place for all students, including English Language Learners. RCSP will offer ELL students instructional services through a Mainstream/Inclusion English</p>	<p><b><u>Reading</u></b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Michelle Jacobs-CRT DeShawn Brookshire – CRT</p>	<p><b><u>Reading</u></b> Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Wonders Leveled Lessons (K-5) American Heritage Spanish and Creole Dictionaries</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6–8 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and an Academy administrator and documented in lesson plans. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.</p> <p><b><u>Tier 2 &amp; 3 Intervention</u></b></p> <p>Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as</p>	<p>Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p> <p><b><u>Math</u></b>                  Sheriffee Humphrey – Principal                  Nicolas Bardoni – Assistant Principal                  Aliyah Shortsleeve-CRT                  DeShawn Brookshire-CRT                  Michelle Jacobs-CRT                  Lynne Leuthard – Lead Co-Teacher Interventionist Specialist Team (six teachers)                  ESOL Pullout Teachers</p>	<p>Velazquez Press Content Glossaries</p> <p><b><u>Math</u></b>                  Envisions 2.0 (K-8)                  Imagine Math (3-8)                  TenMarks (K-2)                  Triumph Learning (K-8)                  Prepworks – Algebra 1 (6-8)                  Velazquez Press Content Glossaries</p>		
---	---	---	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>appropriate.</p> <p>Fountas and Pinnell Leveled Literacy Intervention will be a key resource for ELL students. Each lesson provides the teacher with specific suggestions for helping English language learners. These suggestions are specific to the texts they read in the particular lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many English language learners find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. Further, we determined that LLI is effective with ELL students. Finally, the current study showed that LLI is effective with economically disadvantaged children in both rural and suburban settings.</p> <p>Fountas and Pinnell Leveled Literacy Intervention is a research based curriculum proven to remediate ELL students. Findings from a recent study indicate that ELL struggling readers demonstrated accelerated progress using LLI (Heinemann, 2010), with over 70% of ELL students achieving an instructional reading level three times higher than their pre-LLI level.</p>				
--	--	--	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Fountas and Pinnell Leveled Literacy Intervention will be a key resource for ELL students. Each lesson provides the teacher with specific suggestions for helping English language learners. These suggestions are specific to the texts they read in the particular lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many English language learners find difficult. The size of the group allows learners to be active talkers so that they extend language by using it.</p> <p>In addition to Fountas and Pinnell, RCSP uses Lexia as an intervention for ELL students. Lexia is used to support phonological awareness, enhances vocabulary knowledge, builds fluency, develops key comprehension strategies and improves listening and reading skills. Lexia is aligned to best practices in ELL instruction and provides audio directions in various languages. K-8 ELL students use Lexia during pull out instruction for 30 minutes, 2-3 times per week.</p> <p><b><u>Tutoring</u></b> In addition, students who are level 3 and 4, as based on the ELL Proficiency Levels-Code can attend afterschool tutoring 3-5 times per week. Tutoring transpires through our 21<sup>st</sup> CCLC program and on Saturday through Title</p>	<p>Nicolas Bardoni – Assistant Principal Danielle Arnow – Tutoring Coordinator</p>	<p>Triumph Learning (K-8)</p>	<p><b>September 2017-June 2018</b></p>	
---	--	-------------------------------	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>1. NWEA data is used to identify students who are below the targeted RIT score. 12 teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on NWEA data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. A Tutoring Coordinator is in place to facilitate the program. Students that are unable to attend tutoring after school will be provided with additional support during the school day outside of their Reading and Math instructional blocks.</p>			
<p><b><u>Reading and Math</u></b> All Tier 1, 2, and 3 ELL students will receive 90 minutes grades K-5 and 120 minutes grades 6-8 of daily balanced instruction. Grades 6-8 are on block scheduling this school year which allows for more time for deeper and extended learning.</p> <p><b><u>Reading</u></b> Direct instruction, guided reading, self-selected reading time and shared reading time, vocabulary and word study through differentiated instruction.</p> <p><b><u>Math</u></b> Direct instruction, setting goals/objectives, building vocabulary, identifying similarities and differences, interactive games focusing on math strategies and practice, summarizing math concepts, Cornell note-taking,</p>	<p><b><u>Reading</u></b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT</p> <p><b><u>Math</u></b> Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Aliyah Shortsleeve-CRT Michelle Jacobs-CRT Lynne Leuthard-Lead Co-Teacher ESOL Pullout Teachers</p>	<p><b><u>Reading</u></b> Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Fountas and Pinnell –Leveled Literacy Intervention (K-6) Wonders Leveled Lessons (K-5) American Heritage Spanish and Creole Dictionaries Velazquez Press Content Glossaries</p> <p><b><u>Math</u></b> Envisions 2.0 (K-8) Imagine Math (3-8) TenMarks (K-2) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8) Support Instructional Materials</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>graphic organizers, and differentiated instruction.</p>		<p>Velazquez Press Content Glossaries</p>	
<p><b><u>Reading</u></b>          Targeted Reading Intervention higher order thinking based on individual ELL students' needs.          Teachers will ask and answer questions referring explicitly to the text as the basis for their answers. Each ELL student will have an individual set of grade level task-cards. Additionally, students will have reading response journals to create written evidence-based responses to a variety of texts and high-order thinking prompts.</p>	<p><b><u>Reading</u></b>          Sheriffee Humphrey – Principal          Nicolas Bardoni – Assistant Principal          Aliyah Shortsleeve-CRT          DeShawn Brookshire-CRT          Michelle Jacobs-CRT          Lynne Leuthard – Lead Co-Teacher          Interventionist Team (seven teachers)</p>	<p><b><u>Reading</u></b>          Professional Development on Higher Order Thinking Strategies          Small Group Instruction and Centers          Student Engagement          Chunking Information          Grade Level Task Cards          Student Journals to Provide Evidence-Based Responses</p>	<p><b>August 2017-June 2018</b></p>
<p><b><u>Data Chats</u></b>          Weekly data chats with ELA-Reading teachers in grades K-8 will be held to focus on analyzing data for the subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use NWEA data Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2, and 3 levels of intervention. Included in the data chats is data specifically related to ELL students classified Level 1-5. Assessment data as mentioned previously will determine if mastery was demonstrated and the need for elevated intervention support.</p>	<p><b><u>Reading</u></b>          Sheriffee Humphrey – Principal          Nicolas Bardoni – Assistant Principal          Aliyah Shortsleeve-CRT          DeShawn Brookshire-CRT          ESOL Pull-Out Teachers</p>	<p><b><u>Reading</u></b>          Unify - data platform          NWEA Map Reports          FSA Reports          Reading Plus Reports          Lexia Reports</p>	<p><b>August 2017-June 2018</b></p>
<p><b><u>Differentiated RtI Block</u></b>          Differentiated RtI Block implemented during the instructional day from grade K-5. The purpose is to provide an</p>	<p><b><u>Reading and Math</u></b>          Sheriffee Humphrey – Principal          Nicolas Bardoni – Assistant Principal          Aliyah Shortsleeve-CRT</p>	<p><b><u>Reading and Math</u></b>          Unify - data platform          NWEA Map Reports          FSA Reports</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>additional layer of support for Tier 1, 2, and 3 ELL and general education students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. Outside of intervention, teachers work with their students to analyze data on NWEA and in class assessments.</p> <p>The teacher will implement targeted instructional Strategies that are based on the ESOL Instructional Strategies Matrix from the School Board of Broward County to assist students with participating in class conversations and use academic and domain specific vocabulary. Specific Socratic methods of discussion to facilitate group discussions will be used.</p> <p><b><u>ESOL Professional Development</u></b></p> <p>RCSP trains teachers to understand the ESOL Matrix and provides ongoing coaching and modeling to support teachers in implementing the strategies effectively. During RCSP’s Returning Teacher Orientation in August 2017, ESOL training was provided in a whole group setting. Teachers were trained to understand when to use specific ESOL strategies and how to integrate the relevant strategies into lesson planning. A follow-up training on lesson planning with ESOL accommodations transpired in October 2017. An additional follow-</p>	<p>DeShawn Brookshire-CRT Lynne Leuthard – Lead Co-Teacher ESOL Pull-Out Teachers</p>	<p>Reading Plus Reports Lexia Reports</p>		
--	---	---	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>up session is scheduled in December 2017 and will be delivered in small groups by the CRTs and ESOL coordinator. In addition to scheduled professional development, modeling and coaching are provided throughout the school year to help teachers implement the strategies effectively. CRTs check lesson plans weekly to ensure ESOL accommodations are in place. Classroom observations are conducted weekly to assess the effectiveness of the ESOL strategies.</p>			
<p><b><u>Math</u></b>          Math Small Group Standard-Based Instruction. Teachers will provide support and maintain interventions that are currently in place including: Math Pullouts, individualized instruction through instructional software and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). The data collected will be derived from the Northwest Evaluation Assessment (NWEA) and school math supplemental resources. All assessments will have reports provided to review data for progress monitoring purposes. A personalized learning plan will be implemented to provide guidance for the ELL student in reaching their goal. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity.</p>	<p><b><u>Math</u></b>          Nicolas Bardoni – Assistant Principal          Sonja Azim - Student Services Coordinator          Aliyah Shortsleeve-CRT          DeShawn Brookshire-CRT          Michelle Jacobs-CRT          Lynne Leuthard – Lead Co-Teacher          ESOL Pullout Teachers</p>	<p><b><u>Math</u></b>          Unify - data platform          NWEA Map Reports           Professional Development on Differentiated instructions, Small Groups and Centers           Classroom Walkthrough Tool</p>	<p><b>August 2017-June 2018</b>   <b>August 2017</b>   <b>August – September 2017</b></p>

2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p><b>Deficiency (5) Based on sub-group FSA data 87% of SWD students are struggling to meet proficiency in Reading.</b>  <b>Deficiency (6) Based on sub-group FSA data 84% of SWD students are struggling to meet proficiency in Math.</b></p>			
<b>Specific Actions:</b>	<b>Person(s) Responsible:</b>	<b>Resources Needed:</b>	<b>Timeline:</b>
<p><b><u>RtI</u></b>                      Ensure that all SWD students in need of Tier 2: Needs based learning and Tier 3: Student support team driven learning receive the required support through targeted interventions. This includes small group learning (K-8) and centers (K-8). In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities.</p> <p>Instruction within the targeted intervention support has a ratio of 1:3 in the intervention room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades 6-8 and 90-minute block for grades K-5. This support is in addition to required minutes of support outlined in each student’s IEP. Students who require extended learning will attend afterschool tutoring 3-5 times per week. Tutoring transpires through our 21<sup>st</sup> CCLC program and on Saturday</p>	<p><b><u>Reading and Math</u></b>                      Sheriffee Humphrey – Principal                      Nicolas Bardoni – Assistant Principal                      Sonja Azim - Student Services Coordinator                      ESE Teachers                      Aliyah Shortsleeve-CRT                      DeShawn Brookshire-CRT                      Michelle Jacobs-CRT                      Lynne Leuthard – Lead Co-Teacher                      Interventionist Team (seven teachers)</p>	<p><b><u>Reading</u></b>                      Lexia Core 5 for grades (K-5),                      Lexia strategies for grades (6-8)                      Reading Plus for grades (3-8)                      Fountas and Pinnell –Leveled Literacy Intervention (K-6)                      Wonders Leveled Lessons (K-5)</p> <p><b><u>Math</u></b>                      Envisions 2.0 (K-8)                      Imagine Math (3-8)                      TenMarks (K-2)                      Triumph Learning (K-8)                      Prepworks – Algebra 1 (6-8)</p>	<p><b>August 2017-June 2018</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>through Title 1. NWEA data is used to identify students who are below the targeted RIT score. 12 teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on NWEA data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. SWD student in extended learning will be provided every accommodation per their IEP as they would during the normal school day i.e., flexible seating, extended time, etc. A Tutoring Coordinator is in place to facilitate the program and is an ESE teacher during normal school hours.</p> <p><b><u>Differentiated RtI Block</u></b>          Differentiated RtI Block implemented during the instructional day from grade K-5. The purpose is to provide an additional layer of support for SWD students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. Student led data review i.e., review of NWEA data and in-class assessments. Students will discuss what challenges they experienced with comprehending the standards. The teacher will implement research based instructional strategies that assist students with participating in class conversations and use academic and domain specific vocabulary. Teachers will engage students through Socratic methods of discussion to facilitate</p>	<p><b><u>Reading and Math</u></b>          Sheriffee Humphrey – Principal          Nicolas Bardoni – Assistant Principal          Sonja Azim - Student Services Coordinator          ESE Teachers          Aliyah Shortsleeve-CRT          DeShawn Brookshire-CRT          Michelle Jacobs-CRT          Lynne Leuthard – Lead Co-Teacher</p>	<p><b><u>Reading and Math</u></b>          Unify - data platform          NWEA Map Reports          FSA Reports          Reading Plus Reports          Lexia Reports</p>		
--	--	--	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>group discussions. The SWD students are receiving 30 additional minutes outside of their required minutes of support. In addition, these strategies are additionally reinforced with the ESE teacher.</p>			
<p><b><u>Instructional Minutes</u></b> All SWD students will receive 90 minutes grades K-5 and 120 minutes grades 6-8 daily of balanced ELA instruction. Grades 6-8 are on block scheduling this school year which allows for more time for deeper and extended learning.</p> <p><b><u>Data Driven Instruction</u></b></p> <p>Reading instruction includes direct instruction, guided reading, self-selected reading time and shared reading time, vocabulary and word study through differentiated instruction.</p> <p>Math instruction includes direct instruction, setting goals/objectives, building vocabulary, identifying similarities and differences, interactive games focusing on math strategies and practice, summarizing math concepts, Cornell note-taking, graphic organizers, and differentiated instruction.</p>	<p><b><u>Reading and Math</u></b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator ESE Teachers Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT Lynne Leuthard – Lead Co-Teacher</p>	<p><b><u>Reading</u></b> Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Fountas and Pinnell –Leveled Literacy Intervention (K-6) WonderWorks Tiered Intervention Lessons (K-5)</p> <p><b><u>Math</u></b> Envisions 2.0 (K-8) Imagine Math (3-8) TenMarks (K-2) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8)</p>	<p><b>August 2017-June 2018</b></p>
<p><b><u>Reading</u></b> Targeted Reading Intervention higher order thinking based on individual SWD students’ needs. Teachers will ask and answer questions referring explicitly to the text as the basis for their answers. Each SWD</p>	<p><b><u>Reading</u></b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator ESE Teachers Aliyah Shortsleeve-CRT</p>	<p><b><u>Reading</u></b> Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>student will have an individual set of grade level task-cards. Additionally, students will have reading response journals to create written evidence-based responses to a variety of texts and high-order thinking prompts. The ESE teachers follow up and provide additional support reinforcing the skills develop through the appropriate instructional strategy. Students are receiving additional support outside the required number of hours indicated on each student’s IEP.</p>	<p>DeShawn Brookshire-CRT Michelle Jacobs-CRT Lynne Leuthard – Lead Co-Teacher</p>		
<p><b>Data Chats</b> Weekly data chats with ELA-Reading teachers in grades K-8 will be held to focus on analyzing data for the subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use NWEA data Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2, and 3 levels of intervention. Assessment data as mentioned previously will determine if mastery was demonstrated and the need for elevated intervention support. In addition, a PLC with a focus on raising student achievement for SWD students will be part of the school PLC schedule</p>	<p><b>Reading</b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator ESE Teachers Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT Lynne Leuthard – Lead Co-Teacher</p>	<p><b>Reading</b> Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	<p><b>August 2017-June 2018</b></p>
<p><b>Math</b> Math Small Group Standard-Based Instruction. Teachers will provide support and maintain interventions that are currently in place including: Math Pullouts, individualized instruction</p>	<p><b>Math</b> Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p><b>Math</b> Unify - data platform NWEA Map Reports FSA Reports Imagine Math Reports TenMarks Reports</p>	<p><b>August 2017-June 2018</b></p>

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>through instructional software and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). The data collected will be derived from the Northwest Evaluation Assessment (NWEA) and school math supplemental resources. All assessments will have reports provided to review data for progress monitoring purposes. A personalized learning plan will be implemented to provide guidance for the SWD student in reaching goal attainment. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity. In addition, PLC with a focus on raising student achievement for SWD students will be part of the school PLC schedule.</p>	<p>Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT Lynne Leuthard – Lead Co-Teacher</p>			
---	---	--	--	--

### 6. *Approved Educational Program*

Identify and list each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented (in narrative format):

Renaissance Charter School at Plantation (RCSP) provides an educational program developed and provided through our Educational Model. This model has been approved by our governing board and by extension our charter agreement with our sponsor. The Educational Model aligns with our mission, as we implement a rigorous Guaranteed and Viable Curriculum (GVC), our research-based curriculum aligned to state standards, and support by Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) aligned textbook resource programs. This ensures that RCSP will have a positive effect on students as we are providing all students high-quality, rigorous instruction. The research behind the GVC comes from the work of Robert Marzano, who articulates that the GVC is primarily a combination of the factors “*opportunity to learn*” and “*time.*” We are using the GVC to guarantee academic excellence in every classroom, and steady academic progress as students build their knowledge and skills from one year to the next. The implementation of the GVC ensures that the academic content necessary for achievement within each grade is not disregarded or replaced. Clear guidance by the leadership team and curriculum resource teachers is given to teachers regarding the content to be addressed in specific courses and at specific grade levels to monitor student mastery of standards. Teachers focus on the attained curriculum through regular assessment to ensure that each student masters the content of every lesson. Teachers regularly review student progress and develop personal learning plans and goals with each student. All components of the approved educational program were implemented as described in the approved charter application.

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Our Educational Management Organization (CSUSA) provides guidance and curriculum support, with training and personnel necessary, to see the process through. The following information provides clarity on our process. Some elements that were not implemented with complete fidelity were consistently using data driven instruction in the classroom, progress monitoring, and consistent use of curriculum and instructional techniques by classroom teachers (please note that these areas are highlighted with an asterisk\*\*), and using fidelity in making data-driven decision-making.

Renaissance Charter School at Plantation has implemented all components of the approved educational program as outlined in the charter application. However, after assessing the fidelity of implementation and effectiveness of each component, RCSP has identified 3 deficiencies to be addressed in the plan set forth. The school has reinvigorated its focus on the following core programmatic elements of the education model: data driven instruction, access to technology, and decision and progress monitoring. These areas were also a focus in 2017 and contributed to improvement in key areas. RCSP intends to build on the improved implementation of these components to enhance the impact of these evidence-based practices on student performance.

**The following components of the Education Model have been implemented at the school. However, specific improvements have been identified to improve implementation and maximize the impact on student learning.**

### *Data Driven Instruction*

Our leaders and teachers analyze baseline data, then target professional development to support teachers' knowledge of the best instructional strategies to best meet the needs of each student. Teachers then have the information needed to effectively adjust instruction through spiraled teaching, regrouping and other differentiated strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support around meeting the needs of each student, we ensure a culture of continuous improvement and increased student achievement. While the core segments are consistent, the instructional methods are dependent on the needs of the individual student as revealed by the data. Rather than a one-size-fits-all approach, innovative learning methods are utilized, and range from any or all of the following strategies:

- Student-Centered Learning
- Blended Learning
- Marzano's Thirteen High Probability Instructional Strategies
- Cross-Curricular Instruction and Learning
- Multiple Intelligences
- Project-based Learning
- Cooperative Learning

### *Access to Technology*

Using technology in the 21<sup>st</sup> Century has become a hallmark in any classroom. Our long-range goal is to have a school where the ratio of child to computer is 1:1. In order to facilitate the resources necessary to ensure students have access to instructional software and can test during state assessments, we must increase the availability of technology. To do this, we need to ensure that these instructional software programs and assessments are implemented with fidelity with the advent of available technology:

- Reading Plus (3-8)
- Lexia Core 5 (K-5) and Lexia Strategies (6-8)
- TenMarks (K-2)
- Imagine Math (3-8)
- NWEA (K-8)

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- FLKRS/STARS Early Literacy (K)
- FSA (3-8)
- Triumph Learning – Digital Coach (3-8)
- PrepWorks
- Edmentum – Plato – (6-8)

### ***Decision & Progress Monitoring***

Decision is the final action. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction; reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that teachers do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher re-teaches, either by whole-class or small-group instruction, until all students have mastered the standard. These decisions are determined through data chats and team meetings and guide the standards that are taught in using Instructional Focus Plans (IFP), which are described as follows.

Throughout the year, as part of professional development, a member of our leadership team leads data chats, in which teachers meet in grade levels to analyze students' data to ensure that they have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting, and are a part of the driving force that has motivated the teachers at our school to be committed to the growth of our students.

After analysis of data is conducted, teachers, in conjunction with the administrative team, plan together and schedule learning objectives aligned to the Instructional Focus Plan (IFP), which is a data-driven calendar. This calendar is developed based on the data provided by each Common Monthly Assessment, which teachers analyze to determine which standards need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. The IFP is a spiral review and has a designated section of time within each instructional block, thus does not take away from the instructional time designated for new content. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. These calendars are developed for both English Language Arts (ELA) and Mathematics. Teachers are required to post and track results within the classroom to motivate and challenge their students.

In order to meet the needs of our students, teachers follow the Education Model and data-driven decision making with regard to the instructional strategies used within the classroom. Teachers use various strategies to reach all learners, such as cross-curricular instruction, blended learning, project-based learning, and others. The core instructional strategies used at our school include Marzano's thirteen high probability instructional strategies. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. The thirteen strategies that yield the highest learning gains when implemented effectively include:

- Tracking student progress and using scoring scales
- Setting goals/objectives
- Building vocabulary
- Identifying similarities and differences

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- Interactive games
- Summarizing
- Note-taking
- Nonlinguistic representations
- Student Discussion/Chunking
- Homework
- Practice
- Effort and Recognition
- Graphic Organizers

### **2017-2018 Strategies to Increase Data Driven Instruction and Progress Monitoring with Fidelity**

Listed below are measurement tools used for assessment purposes to monitor progress throughout this year. These are used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA. The listed assessment tools do not preclude us from incorporating other measures that may be determined necessary to support our mission.

- **NWEA Interim Assessments**: Include three administrations in the areas of ELA, mathematics, and science. The Northwest Evaluation Association (NWEA) assessments are nationally normed, Florida Standards-aligned assessments proven to be effective at targeting student achievement and determining the skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
- **NWEA MAP**: Tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
- **NWEA MAP for Science**: Aligned with a swath of science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in eighth grade, but we have the option of offering this assessment to other grade levels if necessary. In addition, RCSP will use the FSA Item Specifications and support resources to address the science standard of Nature and Practice. This standard will be addressed through a targeted standards based curriculum pacing calendar and effective lesson plans.
- **Assessments System**: Assessments provided by Unify/Performance Matters which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards and include short-term review, as well as spiral review to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between interim assessments administered by NWEA.
- **Instructional Focus Plan Assessments**: Tests typically given every week and align to specifications of Florida Standards and NGSSS. They measure mastery of competencies within the GVC. IFP instruction and assessment match the skills and concepts each class needs to work on in order to reach mastery.
- **Weekly Standards-Based Assessments**: Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment measures the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These are teacher-created or from purchased resources and are used in all subjects.

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Renaissance Charter School at Plantation’s aim is to use the evaluative measurement assessments and tools listed above to analyze data, target instruction, and progress monitor, so teachers and students have an ongoing source of data to help increase student achievement. In addition, all data collected and reviewed will determine the level of intervention needed to increase learning for all general education students and stratified subgroups.

### 7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline. How will each program be implemented in the future? How will teachers be prepared for implementation? Or, if the program(s) will not be implemented, will another program replace it?

Deficiency (1) Data Driven Instruction			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<p>Increase the use of a blended model of instruction for all general education students including subgroups. This model will include the use of small group instruction, teacher led instruction and the use of technology web-based instruction. This will occur in grades (K-8) The instructional software used i.e., Reading Plus, Lexia, Imagine Math and TenMarks have a reporting component which provides data and allows teachers to develop an instructional focus program.</p> <p><b><u>Blended learning Professional Development</u></b></p> <p>RCSP provides training on selected instructional software programs along with ongoing support on how to use the data to differentiate instruction. Initial training was provided during RCSP’s Returning Teacher Orientation in August 2017. The training focused on effective usage of the following research-</p>	<p>Sheriffee Humphrey – Principal                      Nicolas Bardoni – Assistant Principal                      Aliyah Shortsleeve-CRT                      DeShawn Brookshire-CRT                      Michelle Jacobs-CRT</p>	<p>Unify - data platform                      NWEA Map Reports                      FSA Reports                      Reading Plus Reports                      Lexia Reports                      Imagine Math                      TenMarks</p>	<p>August 2017-June 2018</p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>based instructional software programs.</p> <ul style="list-style-type: none"><li>• Training on Imagine Math (formerly Think Through Math)</li><li>• Training on Reading Plus</li><li>• Training on Lexia</li><li>• Training on TenMarks</li></ul> <p>The training supported teachers in understanding the recommended dosage, analyzing the data reports and accessing supplemental resources to support the blended instructional model.</p> <p>In October 2017, CRTs provided a refresher training on the instructional software programs along with strategies to incorporate the programs into center rotations. In January 2018, further training on effective blended learning methods will be provided by the CSUSA Innovations Team.</p> <p>Beyond scheduled professional development opportunities, CRTs and the school leadership team, provide ongoing support, monitor effective usage and observe blended learning strategies in the classroom. A laptop cart schedule has been developed to support students in meeting the recommended usage. Weekly</p>			
--	--	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>usage reports are analyzed during regular data chats and use to monitor effective implementation of research based programs. Ongoing training is provided to teachers on how to analyze the data and provide additional resources to support student learning.</p>			
<p>Create conditions in the class room for student centered learning using cooperative learning strategies. Teachers will implement instructional strategies that will allow students to drive learning. This will be facilitated through cooperative learning strategies. Students will be assigned roles within small group and participate in instruction and presenting student data and instructional materials. All teachers will provide the resources necessary for the lesson objectives as indicated on lesson plans. These strategies will be cross curricular.</p>	<p>Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT General Education Classroom Teachers</p>	<p>Professional Development - Differentiated Instruction Professional Development – Cooperative Learning Groups Professional Development – Student Led Conferences Professional Development – Increase Student Engagement and Motivation</p>	<p>August 2017 September 2017 September 2017 September and October 2017</p>
<p>Provide cross-curricular instruction and learning for grades K-8. Reading and Writing taught in Social Studies via reading informational text and writing will occur in preparation for state assessments. Curriculum resources will be provided (Write Steps and Top Score). Reading Plus will also be administered during scheduled Social Studies time (K-5) and elective classes for middle school (6-8).</p>	<p>Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT General Education Classroom Teachers</p>	<p>Top Score Write Steps Reading Plus</p>	<p>August 2017 August 2017</p>
<p>Deficiency (2) Access to technology</p>			

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Specific Actions:</b>	<b>Person(s) Responsible:</b>	<b>Resources Needed</b>	<b>Timeline:</b>
Increase access to needed technology to build 21 <sup>st</sup> century learning skills. The increase in technology will support higher usage of evidence-based instructional software programs proven to yield significant student gains.	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT	Student laptops	October/November 2017
Deficiency (3) Decisions and Progress Monitoring			
<b>Specific Actions:</b>	<b>Person(s) Responsible:</b>	<b>Resources Needed</b>	<b>Timeline:</b>
Ensure data chats meetings are implemented with fidelity. Teachers will be provided NWEA, Unify, and/or any state assessment data. The grade level leader will lead a discussion on reported data and follow step by step the question guide that will assist teachers in focusing on key data points necessary to drive instruction, develop instructional focus calendars, and tailor instruction to meet the needs of the students to increase achievement levels. In addition, instructional strategies will be developed to address the gaps that currently exist for above proficiency level students so they do not lose gains and are challenged through accelerated instructional standards.	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT	Professional Development - CSUSA Data Chat Guiding Questions Document	September 2017
Appropriate understanding and use of assessment data for professional development and strategic instructional decisions – how to group students, when to use centers	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT DeShawn Brookshire-CRT	Reading Plus and Reports (3-8) Lexia Core 5 (K-5) Lexia Strategies (6-8) Imagine Math and Reports (3-8) TenMarks (K-2)	August 2017 August 2017 August 2017

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

or small groups based on new data, and how to read NWEA Map reports, Unify reports, and any of our instructional software programs, Reading Plus, Lexia and Imagine Math.	Michelle Jacobs-CRT	Unify - data platform NWEA Map Reports FSA Reports	August 2017
---	---------------------	--	-------------

### 8. Barriers to Student Success

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. A chart format is acceptable. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, or limited professional development. How will the school address the identified/listed barriers?

Renaissance Charter School at Plantation recognizes that our barriers are not only academic but cultural as well. A needs assessment has been conducted as well as feedback from our CSUSA parent and staff surveys. The data and feedback provided has allowed us to internally review our processes and needs so that we may discover and develop strategies to improve. RCSP has identified these three barriers as potential challenges to student success. These are the other barriers to student success. Parent engagement is an important component in student success. We must provide increased opportunities for parents to become involved and participate. In addition, we must continue to become part of the social fabric and give families an opportunity to remain at RCSP and not move on to another school. Finally, RCSP reduced teacher turnover this past school cycle but, we can reduce it even further. A consistent staff can produce positive student outcomes. Furthermore, what is subsequently provided are specific actions necessary in changing these barriers decrease in academic competitions, transient student population and teacher turnover) into opportunities. These are barriers RCSP will overcome.

Barrier (1) Limited parental engagement in school activities and events			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
Host additional activities at the school that promote students and celebrate their accomplishments. Parents will be encouraged to attend our Spelling Bees, Regional Science Fairs, Social Studies Fairs and Honor Roll Assemblies, Academic Competitions & Award Ceremonies. The impact on student achievement will be student motivation once parents take an activity role in the extracurricular activities of the school.	Sheriffee Humphrey –Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT	Quarterly Parent Activity Feedback forms Parent Survey	August 2017-June 2018

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Barrier (2) Transient student population			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
Provide increased opportunities for student support and build a solid base of families that will start in Kindergarten and complete 8 <sup>th</sup> grade. Increase the number of buses we currently have to from 3 to 5. Increase marketing in the municipal community to increase familiarity with our stakeholders.	Sheriffee Humphrey- Principal Major Briggs – School Enrollment Administrator Nicolas Bardoni – Assistant Principal	Transportation Contract Renewal RCSP and CSUSA Marketing Materials Calendar of Community Events	August 2017 – June 2018
Barrier (3) Increased teacher turnover			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
Provide increased incentives and certification support through our human resource and schools operational support division. In addition, staff will have the opportunity to participate in personalized professional development that allows them to feel supported and ready to address the classroom Management, curricular and financial challenges that confront teachers and staff daily.	Sheriffee Humphrey- Principal Nicolas Bardoni – Assistant Principal Toni Barnes-Dean of Students Jimmy Maruri – School Operations Administrator DeShawn Brookshire – CRT Michelle Jacobs-CRT Aliyah Shortsleeve-CRT	Incentive resources Certification manual and resources from SBBC Certification and FDOE	August 2017-June 2018

### 9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved. What are the expectations, based on the student performance data provided?

Renaissance Charter School at Plantation aims to achieve the following based on the above listed barriers and deficiencies. Moreover, this combines our subgroup area deficiencies and social barriers. What we strive to achieve are solutions to resolve the academic gap indicated by the decrease in student data. Listed below will be our goals that will assist us in changing the low levels of student achievement and increase our academic profile - these goals will be considered our student achievement goals with the intended effect of seeing these outcomes transpire for 2017-2018.

#### ELL Goal(s)

- **Goal 1: By May 2018 75% of ELL students will experience a 5% increase in student learning gains over the previous year as measured by the 2018 Florida Standards Assessment (FSA).**

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- **Goal 2: By May 2018, 50% of ELL students will attain language proficiency gains based on the WIDA – ACCESS 2.0.**

### ESE Goal(s)

- **By May 2018, 80% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2018 Florida Standards Assessment (FSA).**
- **By May 2018, 90% of Gifted students will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2018 Florida Standards Assessment (FSA).**
- **By May 2018, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2018 Florida Standards Assessment (FSA).**
- **By May 2018, 90% of Gifted students will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2018 Florida Standards Assessment (FSA).**

### Literacy Goal

- **By May 2018, RCSP will increase the number for proficient students from 41% to 48% as evidenced by the Florida Standards Assessment (FSA).**

### Mathematics Goal

- **By May 2018, the 75% of students in grades 3-8 will demonstrate a 5% increase in learning gains in Math as evidenced by the Florida Standards Assessment (FSA).**

### Science Goal

- **By May 2018, the school in both grades 5 and 8 will demonstrate an increase in proficiency of 10 points over last years' Statewide Science Assessment (SSA) in Science to attain a school wide goal of 30%.**

## Parent Involvement Action Plan

**Strategies and Activities to Increase Parent Participation** – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?). Address the needs of all subgroups.

**Parent Involvement Goal:** *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

**By May of 2018, we will experience a 15% increase in parent participation on the School Advisory Committee and school related events. The aforementioned goal will be achieved through the following activities listed below.**

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>2016-2017 Current Level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i> <u>15</u> % <b>Total number:</b> <u>150</u>			<b>2017-2018 Expected Level of Parent Involvement:</b> <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i> <u>25</u> % <b>Total number:</b> <u>250</u>		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Title or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. Meet & Greet and New Parent Orientation	A parent meeting that introduces the stakeholders to the classroom teacher and school faculty. There are translators in Spanish and Creole available for our ESOL families. The purpose and impact of this meeting is to provide curriculum context on student achievement and report out on instructional practice.	August 2017	Parent Survey, Meeting feedback forms, and one-on-one conferences	Sheriffree Humphrey – Principal Nicolas Bardoni - Assistant Principal Toni Barnes – Dean of Students	Title 1
2. Open House	Parent Meeting to receive information about student class schedules, curriculum, and teacher expectations. The impact on student achievement is providing parents a complete overview of the instructional process and the expectations at home.	September 2017	Parent feedback requests and Parent Survey	Sheriffree Humphrey – Principal Nicolas Bardoni -Assistant Principal Toni Barnes – Dean of Students	Title 1
3. Monthly Parent Universities	Monthly Parent Universities are held the first Tuesday of every month. The meetings are held to nurture student	October-Monthly until the end of	Parent Survey	Sheriffree Humphrey – Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT	Title 1

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>learning through home practice of academic skills, share data with families to drive student performance, create purposeful partnerships with families, and share the overall responsibility for student learning. The academic-focused approach to parent involvement in education gives parents the knowledge and skills necessary to be informed advocates for their children’s education. Topics that will be provided will be “How to Support the Gifted Student” and “How Can ESE Accommodations Help Everyone?” In addition, ELL parents are included in all these meeting as our population of ELL students have increased.</p> <p>Faculty translators in Spanish and Creole are available at Parent Universities to support our non-English parents. The impact is that these parent trainings will assist RCSP in edifying our stakeholders so that they become viable partners in their child’s learning.</p>	<p>school year.</p>		<p>DeShawn Brookshire-CRT Michelle Jacobs-CRT</p>	
--	---	---------------------	--	---	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>4. Parent-School-Student Compacts</p>	<p>RCSP shares responsibility with parents/guardians for high student performance by developing a school-parent-student compact. Compacts are discussed at Open House. Parents, students, and staff review the compact and sign each year. All letters are written in English, Spanish, and Creole to support our non-English speakers. The impact is parents become aware of the reciprocal relationship necessary for student success.</p>	<p>August – September 2017</p>	<p>Documentation of signed compacts kept on file</p>	<p>Sonja Azim – Student Services Coordinator- Jessica Burgess-Johnson-Admin Assistant</p>	<p>Title 1</p>
<p>5. School Advisory Council (SAC)</p>	<p>RCSP shares responsibility with parents/guardians for high student performance. To motivate parents we will provide dinner for our parents and students in attendance. As well as start every meeting with a performance or presentation from a student or grade level perspective. The impact on student achievement is ensuring that all parents are informed of the instructional goals and needs of the school.</p>	<p>Monthly</p>	<p>Parents must notify the SAC chair to be placed on the agenda for public comment.</p>	<p>Danielle Arnow – SAC Chair</p>	<p>Title I</p>
<p>6. FSA Workshops &amp; Trainings</p>	<p>To motivate parents by displaying students work</p>	<p>Monthly</p>	<p>Parent Survey</p>	<p>Sheriffee Humphrey – Principal</p>	<p>Title 1</p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	and projects. Parents are incentivized and motivated. The winner of the most parent participation will receive a Pizza Party for their family.			Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT	
7. Academic Competitions & Award Ceremonies	Parents will be encouraged to attend our Spelling Bees, Regional Science Fairs, Social Studies Fairs, and Honor Roll Assemblies. The impact on student achievement will be student motivation once parents take an active role in the extracurricular activities of the school.	Quarterly	Parent Activity Feedback forms Parent Survey	Sheriffee Humphrey – Principal Nicolas Bardoni -Assistant Principal Toni Barnes- Dean of Students Aliyah Shortsleeve –CRT DeShawn Brookshire-CRT Michelle Jacobs-CRT	Title 1 and Other

**English Language Learners (ELLs) Action Plan**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

<b>Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.</b>												
Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	1	.02	5		7		11	2.2	9	18.3	12	24.4
Speaking	7		7		10		23	46.9	2	.04	1	.02
Reading	9		12		15		5	1	9	18.3	1	.02
Writing	8	16.3	8	16.3	21		13	26.5	1	.02	0	0

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Oral Language	3		7		9	18.3	16	32.6	8	16.3	4	.08
Literacy	8	16.3	10		15		13	26.5	2	.04	0	0
Comprehension	5		10		15		5	1	9	18.3	6	.12
Overall Score	8	16.3	7		14		19	38.7	2	.04	0	0

**Goal 1: By May 2018 80% of ELL students will experience a 5% increase in student learning gains over the previous year as measured by the 2018 Florida Standards Assessment (FSA).**

**Goal 2: By May 2018, 75% of ELL students will increase language proficiency gains based on the WIDA – ACCESS 2.0.**

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Title or Position Responsible for Monitoring
<p>Ensure that all ELL students in need of Tier 2: Needs based learning and Tier 3: Student support team driven learning receive the required support through targeted interventions. This includes small group learning (K-8) and centers (K-8). In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities.</p> <p>Resources: American Heritage dictionaries and Velazquez Content Glossaries, Lexia Core 5 and Lexia Strategies, and Wonders Leveled Lessons.</p> <p>We provide basic mainstream instruction with ESOL strategies and we ensure that the general education curriculum is adjusted so that it is comprehensible to ELL Students</p> <p>Instruction within the targeted intervention support has a ratio of 1:3 in the intervention</p>	All Level 1, 2, 3 and 4 students	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	Monthly	During School Hours	Teacher-Created Assessments (Pre and Post), NWEA results and FSA	Sonja Azim Elesia Edgecombe Lynne Leuthard Intervention Teachers

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades (6-8) and 90-minute block for grades (K-5).</p>						
<p>After school Tutoring will be provided to all Tier 2 and Tier 3 level ELL students. Tutoring will be provided 3 days per week an hour a day in the areas of ELA- Reading, Writing, Math, and Science. ELL and general education students will be provided instruction through a blended model of small group instruction and web-based technology.</p> <p><u>Tutoring</u></p> <p>In addition to RtI during the school day, ELL students are invited to participate in after school tutoring. Any ELL student attending tutoring is paired with either a student and/or teacher that is fluent in the home language. A majority of ELL students at RCSP is Spanish speaking followed by Creole. Researched based programs used such as Lexia can provide support in other languages and our teachers have been trained in the program.</p> <p>The ELL tutoring program consists of 3 hours per day over 6 days, which equates to 18 additional hours outside the normal school day. Tutors monitor attendance daily and follow-up on absences as needed.</p>	<p>Level 1, 2, 3 and 4 students</p>	<p>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>September 2017- April 2018</p>	<p>After school</p>	<p>Teacher-Created Assessments (Pre and Post), NWEA results and FSA</p>	<p>Nicolas Bardoni Danielle Arnow Valerie Ward Sonja Azim Elesia Edgecombe</p>
<p>Pull outs/ Push-ins by ESOL certified teachers. ELL students can be supported through Pull-Outs or in class by an ESOL endorsed teacher who speaks the home language i.e., Spanish and/or Creole. The teacher reviews the lesson and standards the</p>	<p>Level 1 and 2 students</p>	<p>Listening and Speaking, Reading, Oral Language, Literacy,</p>	<p>September 2017- June 2018</p>	<p>During School Hours</p>	<p>Teacher-Created Assessments (Pre and Post), NWEA results and FSA</p>	<p>ESOL certified teachers who speak Spanish and creole</p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>general education teacher is teaching. This support teacher can also review data and provide intervention support to assist the student in comprehending and demonstrating mastery of the necessary standards required.</p> <p>When necessary, students may be pulled out of their scheduled class to provide one on one targeted support. Every effort is made to provide the needed intervention within designated intervention blocks, though students may sometimes be pulled out during homeroom, specials or RtI block for additional support.</p>		<p>Comprehension, Writing</p>				

**Exceptional Student Education (ESE) Action Plan**

**Student Strategies and Activities** – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) and gifted students to be implemented that logically support this goal. Indicate the level of proficiency for SWD and Gifted. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards.

<p><b>Exceptional Student Education (SWD/Gifted) Literacy Goal:</b>                  By May 2018, 80% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2018 Florida Standards Assessment (FSA).                  By May 2018, 90% of Gifted students will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2018 Florida Standards Assessment (FSA).</p>	
<p><b>Include data for Proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e., FSA Reading, DAR, FAIR, BAS, etc.):</b>  <b>13%</b></p>	<p><b>Include data for Non-proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e. FSA Reading, DAR, FAIR, BAS, etc.):</b>  <b>87%</b></p>



**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>extended learning. Instructional strategies provided are: Direct instruction, guided reading, self-selected reading time and shared reading time, vocabulary, and word study through differentiated instruction.</p>			<p>Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data, Fountas and Pinnell - LLI Kit Assessments</p>	<p>Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	
<p>Targeted Reading Intervention higher order thinking based on individual SWD students’ needs. Teachers will ask and answer questions referring explicitly to the text as the basis for their answers. Each SWD student will have an individual set of grade level task-cards. Additionally, students will have reading response journals to create written evidence-based responses to a variety of texts and high-order thinking prompts. The ESE teachers follow up and provide additional support reinforcing the skills developed through the appropriate instructional strategy. Students are receiving additional support outside the required number of hours indicated on each student’s IEP.</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data, Fountas and Pinnell - LLI Kit Assessments</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>
<p>Differentiated RtI Block implemented during the instructional day for grades K-5. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 SWD and general education students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. Student led data review i.e., review of NWEA data and in-class assessments. Students will discuss what challenges they experienced with comprehending the standards. The teacher will implement Kagan Strategies that</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students</p>	<p><b>\$0</b></p>

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

assist students with participating in class conversations, use academic and domain specific vocabulary. Teachers will engage students through Socratic methods of discussion to facilitate group discussions. The SWD students are receiving 30 additional minutes outside of their required minutes of support. In addition, these strategies are additionally reinforced with the ESE teacher.			Summative: Teacher-Created Assessments, Quarterly Assessment Data, Fountas and Pinnell - LLI Kit Assessments	Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher	
If students qualify for gifted programming, their needs will be met. Adaptive programs such as Reading Plus are used to challenge all learners at their own level.	August 2017- June 2018	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data  Summative: Teacher-Created Assessments	Sonja Azim – Student Support Services	\$0

<p><b>Exceptional Student Education (SWD/Gifted) Math Goal:</b>                  By May 2018, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2018 Florida Standards Assessment (FSA).                  By May 2018, 85% of Gifted students will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2018 Florida Standards Assessment (FSA).</p>			
<p><b>Include data for Proficient students with disabilities (SWD) and gifted students for Math</b> (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</p> <p>16%</p>		<p><b>Include data for Non-proficient students with disabilities (SWD) and gifted students for Math</b> (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</p> <p><b>84%</b></p>	
<p><b>2017 Current Level of Performance</b> 16%</p>	<p><b>2018 Expected Level of Performance</b> 21%</p>	<p><b>2017 Current Level of Performance</b> 84%</p>	<p><b>2018 Expected Level of Performance</b> 79%</p>

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for ESE students for the following years:						
Baseline Data 2014-15 45%	2015-16 29%	2016-17 16%	2017-18 21%	2018-19 26%	2019-20 31%	2020-21 36%
Strategies and Activities to increase ESE Achievement in Math <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source	
<p>Ensure that all SWD students in need of Tier 2: Needs based learning and Tier 3: Student support team driven learning receive the required support through targeted interventions. This includes small group learning (K-8) and centers (K-8). In addition, SWD students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities. Resources – Envisions 2.0 Math, Imagine Math and Triumph Learning. Instruction within the targeted intervention support has a ratio of 1:3 in the intervention room.</p> <p>A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades 6-8 and 90-minute block for grades K-5. This support is in addition to required minutes of support outlined in each student’s IEP. In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>August 2017- June 2018</p> <p>September 2017</p>	<p>During School Hours</p> <p>Afterschool Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	\$0	
<p>All Tier 1, 2 and 3 SWD students will receive 90 minutes grades K-5 and 120 minutes grades 6-8 daily of balanced Mathematics instruction. Grades 6-8 are on block scheduling this school year which allows for more time for deeper and extended learning. Instructional strategies (Marzano based) provided are: Direct instruction, Setting goals/objectives, building vocabulary, identifying similarities and differences, interactive games focusing on math strategies and practice,</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students</p>	\$0	

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>summarizing math concepts, Cornell note-taking, graphic organizers, and differentiated instruction.</p>			<p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	
<p>RtI Block implemented during a class homeroom for grades K-8. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 SWD and general education students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. Student led data review i.e., review of NWEA data and in-class assessments. Students will discuss what challenges they experienced with comprehending the standards. The teacher will implement Kagan Strategies that assist students with participating in class conversations and use academic and domain specific mathematics vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions. Students are receiving additional 30 minutes of support outside the required number of hours indicated on each student’s IEP.</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>
<p>Math Small Group Standard-Based Instruction. Teachers will provide support and maintain interventions that are currently in place including: Math Pullouts, individualized instruction through instructional software, and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). The data collected will be derived from the Northwest Evaluation Assessment (NWEA), Common Monthly Assessment and school math supplemental resources. All assessments will have reports provided to review data for progress monitoring purposes. A personalized learning plan will be implemented to provide guidance for the SWD student in reaching their goal. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity.</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>
<p>If students qualify for gifted programming, their needs will be met. Adaptive programs such as Imagine Math are used to challenge all learners at their own level.</p>					

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Literacy Action Plan**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

<b>Literacy Goal:</b> <b>By May 2018, RCSP will increase the number of proficient students from 41% to 48% as evidenced by the Florida State Assessment (FSA).</b>						
Include data for Proficient students (i.e., FSA Reading, FAIR, BAS, iReady, etc.): 41%			Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAS, iReady, etc.): <b>59%</b>			
2017 Current Level of Performance 41%	2018 Expected Level of Performance <b>48%</b>	2017 Current Level of Performance 52%	2018 Expected Level of Performance <b>59%</b>			
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance targets for the following years:</b>						
Baseline Data 2014-15 40%	2015-16 32%	2016-17 41%	2017-18 48%	2018-19 51%	2019-20 56%	2020-21 60%
Strategies and Activities to increase Student Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source	
Targeted Reading Intervention Ensure that all students in need of Tier 2: Needs based learning and Tier 3: Student support team driven learning receive the required support through targeted interventions. This includes small group learning (K-8) and centers (K-8). In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities.	<b>August 2017- June 2018</b>	<b>During School Hours</b>	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students	<b>\$100,000-Resources/ Operating/ Title 1</b>	

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>In grades K-5, Wonderworks is the research-based curriculum and is also used to conduct baseline assessment data. Supplemental intervention reading resources include Fountas and Pinnell Leveled Literacy Intervention Kits, Lexia Core 5 and Lexia Strategies.</p> <p>In grades 6-8, ELA Collections and National Geographic Inside are the core research-based curriculum. Supplemental reading interventions include Fountas and Pinnell Leveled Literacy Intervention, Reading Plus, and Lexia Strategies.</p> <p>All programs provided are in alignment with our School’s Reading Plan and targeted to specific grade bands.</p> <p><b>K-5 Intervention block</b></p> <p>Students receive targeted instruction in classes during a specific time block that are grouped based on their various levels of performance and targeted skill gaps. Each quarter, the groups are adjusted accordingly based on formative and progress-monitoring data to ensure students continuously get the support they need. Instruction within the targeted intervention support has a ratio of 1:3 in the intervention room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional) 90-minute block for grades (K-5).</p> <p><b>K-5 Comprehensive Core Reading Program</b></p> <ul style="list-style-type: none"> <li>Wonders Leveled Lessons: Wonders is the state approved core reading program reading for kindergarten through fifth grade. Wonders is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of</li> </ul>		<p>Summative: Teacher-Created Assessments, Quarterly Assessment Data, Fountas and Pinnell - LLI Kit Assessments</p>	<p>Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	
---	--	---	---	--

## 2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

literacy skills needed for the success of 21st century learners. It correlates to the standards across all grade levels, and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language.

### K-5 Supplemental Intervention Reading Resources

Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute ELA block in times such as RtI block, through content area integration, during enrichment activities and any other opportunity to support student achievement.

- Fountas and Pinnell –Leveled Literacy Intervention (LLI) kits
- Lexia Core 5 and Lexia Strategies

### 6-8 Intensive Reading Class

In middle school, students who need remediation as determined by their performance on state assessments will receive an intensive reading, M/J Intensive Reading class, CPALMS code 1000010, in addition to their scheduled English Language Arts courses. Students are enrolled in intensive reading course for one semester, or the entire year, and are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress-monitoring data to ensure students continuously get the support they need. Instruction within the targeted intervention support has a ratio of 1:3 in the intervention room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades (6-8).

### 6-8 Comprehensive Core Reading Program

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<ul style="list-style-type: none"> <li>• ELA Collections: In grades six through eight, Collections a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized. The program contains multiple resources that include a reading focus. Collections is also used to support guided reading and offer a vast array of supplemental novels.</li> </ul> <p>6-8 Supplemental Intervention Reading Resources</p> <p>Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute ELA block in times such as RtI block, through content area integration, during enrichment activities and any other opportunity to support student achievement.</p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell –Leveled Literacy Intervention (LLI) kits</li> <li>• Reading Plus</li> <li>• Lexia Strategies</li> </ul> <p>Resources used cover both Reading Plan CIRP and SIRP requirements.</p> <p><u>Tutoring</u> Tutoring transpires through our 21<sup>st</sup> CCLC program and on Saturday through Title 1. NWEA data is used to identify students who are below the targeted RIT score. 12 teachers have been selected to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on NWEA data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. A Tutoring Coordinator is in place to facilitate the program.</p>					
<p><u>Writing Curriculum</u></p>	<p><b>August 2017- June 2018</b></p>	<p><b>During School Hours</b></p>	<p>Formative: Lesson Plan</p>	<p>Sheriffee Humphrey – Principal</p>	<p><b>\$0</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>ELA Writing Across all content areas will occur in grades K-8. The program Top Score and Writer steps will be utilized in the classroom during the 90-120-minute block of ELA instruction. All students will have the opportunity to practice writing in a grade specific and level based on the ELA – Florida Standards. Primary grades (K-2) will focus on building vocabulary to increase student word usage. Grades (3-8) will participate in monthly writing prompts provided by the curriculum team. In addition, writing will transpire during student social studies period in grades (3-8) students will have the opportunity to use historical and geographic information to build a narrative, expository or argumentative essay. All writing prompts will be text based and include texts that are both literary and informational. Furthermore, students in grades (3-8) will use either/and the Write Steps and Top Score Writing program. Students in grades (4-8) will have the opportunity to review FSA – ELA Writing samples to see student exemplars and rubrics.</p> <p>Professional development on using Top Score and Write Steps will be provided to maximize the impact of these programs</p>	<p><b>August 2017 –October 2017</b></p>		<p>Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Nicolas Bardoni – Assistant Principal                  Sonja Azim – Student Support Services                  Toni Barnes – Dean of Students                  Aliyah Shortsleeve – CRT                  DeShawn Brookshire –CRT                  Michelle Jacobs – CRT                  Lynne Lethuard – Co-Teacher</p>	
<p><u>Data Chats</u>                  Weekly data chats held with grade level ELA-Reading teachers will be held with administration to focus on and to analyze data for the subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. Furthermore, student level data chats will transpire with the teacher to discuss deficiencies and success in standards mastery. Data used for data chats is provided by NWEA and Standards based teacher assessments developed through Unify/Performance Matters and instructional software i.e., Reading Plus and Lexia Data Reports. Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2, and 3 levels of intervention. They will develop instruction that utilizes required instructional curriculum that meets the K-12 Reading Plan SIRP and CIRP Requirements – (K-2) Wonders, Lexia Core 5 and Triumph Reading Resources, (3-8) Reading Plus,</p>	<p><b>August 2017- June 2018</b></p>	<p><b>During School Hours</b></p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal                  Nicolas Bardoni – Assistant Principal                  Sonja Azim – Student Support Services                  Toni Barnes – Dean of Students                  Aliyah Shortsleeve – CRT                  DeShawn Brookshire –CRT                  Michelle Jacobs – CRT                  Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>

Revised August 31, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Lexia Core 5 and Strategies, and Triumph Learning Resources					
<p><u>Literacy Focus in Social Studies</u> Grades K-5 Increase literacy support through Social Studies, in grades K-5 through project based learning. Students will have an opportunity to research important historical figures and report out to their grade level teachers. The student must research and the teacher will develop a rubric to report out.</p> <p>Grades 6-8 Middle School students (6 &amp; 8) will participate in all class level activities and participate in the Broward County History Fair to gain exposure to civic and historical activities. In addition, Civics (7<sup>th</sup> grade) cross-curricular instructional activities will be implemented. Prepworks, a researched-based instructional software will support student learning through targeted instruction provided to assist students in understanding Government/Citizenship and cultural and historical information. Prepworks, provides skills assessments, practice tests and skills review as well. This will prepare the students for the 7<sup>th</sup> Grade End of Course (EOC) assessment. Prepworks is a researched based program that is based on Florida standards. Furthermore, Social Studies Weekly is utilized in grade Elementary grades and aligns with LAFS and provides a digital component.</p>	<b>August 2017- June 2018</b>	<b>During School Hours</b>	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire –CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher	<b>\$0</b>
<p><u>Assessments</u></p> <p>At the beginning of every school year, teachers will analyze previous year’s state testing scores and assess each student’s reading level through a variety of assessments. Refer to section 4 for an overview of the types of assessments used by grade band and grade level.</p>					

**K-12 Comprehensive Research-Based Reading Plan (check one): Opt-In \_\_\_\_\_ Opt-Out  X**

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\***

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

**STEM/Math/Science Goal(s):**

- **Science Goal: By May 2018, the school in both grades 5 and 8 will demonstrate an increase in proficiency of 10 points over last years’ Statewide Science Assessment (SSA) in Science to attain a school wide goal of 30%.**
- **Math Goal: By May 2018, 75% of students in grades 3-8 will demonstrate a 5% increase in learning gains in Math as evidenced by the Florida Standards Assessment (FSA).**

**Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):**

Year	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%
2017	30	46	46
	Science Achievement		
	30		

Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source
<p><u>Math</u></p> <p>To address Math support that encompasses curriculum and instruction we have provided these action strategies to address all students regardless of Tiered intervention.</p> <p>RCSP promotes high quality Tier 1 by using research based curriculum and providing professional development on effective math strategies. Envision 2.0 is the primary Tier 1 curriculum and offers the flexibility of print, digital and blended instruction. Envision 2.0 is research based and provides project-based learning, visual learning strategies and customization options. In October 2017, RCSP teachers attended a training on math strategies, including</p>	<b>August 2017- June 2018</b>	<b>During School Hours</b>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students</p>	<b>TenMarks-\$8,200/ Title 1 Imagine Math-\$10,000/Operating</b>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>multiple ways to solve word problems, using math 360. Further professional development has been scheduled for the second semester and includes training on the CUBE strategy for problem solving and Van De Walle et al’s strategies for teaching mathematics developmentally.</p> <p>Ensure that all students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive the required support through targeted interventions twice per week. This includes small group learning and centers (K-8). Imagine Math and NWEA are used to determine a student’s Quantile or RIT score. Based on this data, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities. Resources used are – Envision 2.0 intervention component (K-8), Imagine Math and TenMarks (K-2). Imagine math, formerly Think Through Math, is an instructional software program that builds conceptual understanding of problem-solving skills. We have also incorporated Math Journals to support student learning and vocabulary building.</p> <p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Gizmos used in grades 4-8 will assist students with walking through experiments using virtual labs. Gizmos are virtual manipulatives to help students develop a deep understanding of concepts through inquiry and exploration. They are primarily used as a teaching tool, but can be used by individual students as well. Each gizmo includes student exploration worksheet, assessment, vocab sheet, and a teacher guide.</li> <li>• Science weekly (digital program) for students below grade 5</li> </ul> <p>In addition, science interactive notebooks will be used to build science fluency in K-3. Moreover, instructional videos via Brain Pop Jr. will also be introduced to provide content and early learning concepts and comprehension. Science Fusion is the</p>			<p>Aliyah Shortsleeve – CRT DeShawn Brookshire – CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	
---	--	--	--	--

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>instructional textbook used in grades 5-8. Instruction within the targeted intervention support has a ratio of 1:3 in the intervention room. A traditional RCSP classroom implementing small group has a ratio of 1:6. This intervention is different from the traditional 120-minute block schedule for grades (6-8) and 90-minute block for grades (K-5).</p> <p>In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 1 hour 3-5 days per week. Students will participate in tutoring 3-5 hours per week. Triumph Learning (test prep) program and resources for both Math and Science will be the curriculum in provided including a blended model combining technology and direct instruction to prepare students for NGSSS test preparation.</p>					
<p><u>Math and Science</u></p> <p>All Tier 1, 2 and 3 students in grades (K-4) will receive 90 minutes of Math instruction and a separate 30 minutes of Science and grades (5-8) receive 120 minutes of daily balanced separate Mathematics and Science block. Grades 6-8 this school year is on block scheduling which allows for more time for deeper and extended learning. Instructional strategies (Marzano based) provided are: direct instruction, Setting goals/objectives, building vocabulary, identifying similarities and differences, interactive games focusing on math strategies and practice, summarizing math concepts, Cornell note-taking, graphic organizers and differentiated instruction.</p>	<p><b>August 2017-2018</b></p>	<p><b>During School Hours</b></p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire – CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Math and Science Small Group Standard-Based Instruction for grades (K-8). Teachers will provide support and maintain interventions that are currently in place including: Math and/or Science Pullouts, individualized instruction through instructional software and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). The data collected will be derived from the Northwest Evaluation Assessment (NWEA) for math only, Quarterly Assessments and Science Practice State Assessment (PSA) based on the Florida standards using performance matters and will be administered in January 2018. All assessments will have reports provided to review data for progress monitoring purposes. A personalized learning plan will be implemented to provide guidance for the student in reaching goal attainment. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity.</p>	<p><b>August 2017-June 2018</b></p>	<p><b>During School Hours</b></p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal                  Nicolas Bardoni – Assistant Principal                  Sonja Azim – Student Support Services                  Toni Barnes – Dean of Students                  Aliyah Shortsleeve – CRT                  DeShawn Brookshire – CRT                  Michelle Jacobs – CRT                  Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>
---	-------------------------------------	-----------------------------------	---	---	-------------------

**Science Goal(s):**  
**By May 2018, the school in both grades 5 and 8 will demonstrate an increase in proficiency of 10 points over last years’ Statewide Science Assessment (SSA) in Science to attain a school wide goal of 30%.**

<p><b>Include data for Proficient students (i.e., FSA, End Of Course Examinations):</b> 30%</p>		<p><b>Include data for Non-proficient students (i.e. FSA, End of Course Examinations):</b> 70%</p>	
<p><b>2017 Current Level of Performance</b> 30%</p>	<p><b>2018 Expected Level of Performance</b> 40%</p>	<p><b>2017 Current Level of Performance</b> 70%</p>	<p><b>2018 Expected Level of Performance</b> 60%</p>

**Mathematics Goal(s):** **By May 2018, the 75% of students in grades 3-8 will demonstrate a 5% increase in learning gains in Math as evidenced by the Florida Standards Assessment (FSA) in Math.**



**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>model combining technology and direct instruction.</p> <p>There is an increased focus on PD in the area of math and supporting teachers with understanding how to teach math conceptually. Teachers are being supported with breaking down the math standards and targeting instruction for small groups of students. Standards-based formative assessments will be used to help develop Instructional Focus Plans for re-teaching standards not yet mastered.</p>						
<p>Science Small Group Standard-Based Instruction for grades (K-8). Teachers will provide support and maintain interventions that are currently in place including: Science Pullouts, individualized instruction through instructional software, Science Fusion, Gizmos (5-8), Science Interactive notebooks and differentiated instruction strategies (ex. centers, teacher-led small group, etc.).Standards based formative assessments developed through Unify will be administered throughout the year in addition to a Practice State Assessment mid-year to provide data on student mastery of FL science standards. All assessments will have reports provided to review data for progress monitoring purposes. A personalized learning plan will be implemented to provide guidance for the student in reaching goal attainment. School Administration will review the data school-wide and work with the individual teams to provide feedback and monitoring with fidelity.</p>	<p><b>Science</b></p>	<p><b>August 2017-2018</b></p>	<p><b>During School Hours</b></p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, Quarterly Assessment Data</p>	<p>Sheriffee Humphrey – Principal                      Nicolas Bardoni – Assistant Principal                      Sonja Azim – Student Support Services                      Toni Barnes – Dean of Students                      Aliyah Shortsleeve – CRT                      DeShawn Brookshire –CRT                      Michelle Jacobs – CRT                      Lynne Lethuard – Co-Teacher</p>	<p><b>\$0</b></p>

**STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity**

*Please note that each Strategy does not require a professional development or PLC activity.*

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates <i>(e.g.: Early Release)</i> and Schedules <i>(e.g.: Frequency of meetings)</i>	Title or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
Student Engagement <ul style="list-style-type: none"> <li>• Labs</li> <li>• Hands-On Activities</li> </ul>	(5 & 8) Grades Science	DeShawn Brookshire – CRT Aliyah Shortsleeve – CRT Michelle Jacobs –CRT	(5 & 8) Science Teachers	Monthly- ongoing	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Toni Barnes – Dean of Students Aliyah Shortsleeve – CRT DeShawn Brookshire – CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data  Summative: Teacher-Created Assessments, Quarterly Assessments Data	\$0
Higher Order Thinking	All Subject Area Teachers (K-8)	DeShawn Brookshire – CRT Aliyah Shortsleeve – CRT Michelle Jacobs –CRT	All Subject Area Teachers (K-8)	Monthly - ongoing	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created	\$0

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

					<p>Sonja Azim – Student Support Services                  Toni Barnes – Dean of Students                  Aliyah Shortsleeve – CRT                  DeShawn Brookshire – CRT                  Michelle Jacobs – CRT                  Lynne Lethuard – Co-Teacher</p>	<p>Assessment, NWEA Data                   Summative: Teacher-Created Assessment, Quarterly Assessment Data</p>	
Differentiated Instruction	(5 & 8) Science and Math Teachers (K-8)	DeShawn Brookshire – CRT Aliyah Shortsleeve – CRT Michelle Jacobs – CRT	(5 & 8) Science and Math Teachers (K-8)	Monthly –ongoing	<p>Sheriffee Humphrey – Principal                  Nicolas Bardoni – Assistant Principal                  Sonja Azim – Student Support Services                  Toni Barnes – Dean of Students                  Aliyah Shortsleeve – CRT</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data                   Summative: Teacher-Created Assessment Data, Quarterly Assessments</p>	\$0

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

					DeShawn Brookshire – CRT Michelle Jacobs – CRT Lynne Lethuard – Co-Teacher		
--	--	--	--	--	--	--	--

**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).

**Graduation Rate** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify graduation rate target for the following years:</b>							
<b>Baseline Data 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	
<b>Students In Cohort:</b>							
<b>Include data for <u>Proficient</u> students meeting graduation requirements (i.e., FSA, End Of Course Examinations):</b>				<b>Include data for <u>Non-proficient</u> students meeting graduation requirements (i.e. FSA, End of Course Examinations):</b>			
<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>
<b>Graduation Data:</b>							
<b>2017 <u>Number</u> of Students That Graduated In Cohort:</b>	<b>2017 <u>Percent</u> of Students That Graduated In Cohort:</b>	<b>2018 <u>Expected Number</u> of Students That Will Graduate In Cohort:</b>	<b>2018 <u>Expected Percent</u> of Students That Will Graduate In Cohort:</b>	<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>	<b>2017 <u>Current</u> Level of Performance (% and number of students)</b>	<b>2018 <u>Expected</u> Level of Performance (% and number of students)</b>
<b>Students Post Cohort:</b>							

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Include data for <u>Proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):</b>		<b>Include data for <u>Non-proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):</b>	
<b>2017 <u>Current</u> Level of Performance</b>	<b>2018 <u>Expected</u> Level of Performance</b>	<b>2017 <u>Current</u> Level of Performance</b>	<b>2018 <u>Expected</u> Level of Performance</b>
<b>Graduation Data:</b>			
<b>2017 <u>Number</u> of Students That Graduated Post Cohort:</b>	<b>2017 <u>Percent</u> of Students That Graduated Post Cohort:</b>	<b>2018 <u>Expected Number</u> of Students That Will Graduate Post Cohort:</b>	<b>2018 <u>Expected Percent</u> of Students That Will Graduate Post Cohort:</b>
<b>Industry Certification Information Section:</b>			
<b>2017 <u>Number</u> of Students That Received Industry Certification:</b>	<b>2017 <u>Percent</u> of Students That Received Industry Certification:</b>	<b>2018 <u>Expected Number</u> of Students That Will Receive Industry Certification:</b>	<b>2018 <u>Expected Percent</u> of Students That Will Receive Industry Certification:</b>
<b>Industry Certification Programs Offered</b> <i>(please list each program individually using specific program titles):</i>	<b>Number of Students In Program In Cohort</b>	<b>Number of Students In Program Post Cohort</b>	<b>Number and Percentage of Students That Completed and Received Certification</b>
<b>Acceleration Programs Offered</b> <i>(please list each program individually using specific program titles, i.e.: AP, AICE, dual enrollment):</i>	<b>Number of Students In Program In Cohort</b>	<b>Number of Students In Program Post Cohort</b>	<b>Number and Percentage of Students That Achieved College and Career Readiness Through Acceleration</b>

**2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Strategies and Activities to increase Student Achievement and Graduation Rate <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Select Appropriate Subject Area <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source

