

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2016-2017

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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

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

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.

2016-2017 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.	3	8	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	1	2	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)
	Aliyah Shortsleeve	Pre-K – 3 rd Grade ESOL Endorsement Reading Endorsement Pre-K Handicapped Endorsement	6	2	Renaissance Charter School at Plantation – D Renaissance Charter School at Plantation – C Renaissance Charter School at Plantation - B
	Destiny Keen	Elementary Education K-6	2	2	Renaissance Charter School at Plantation - D

2016-2017 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 a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Renaissance Charter School at Plantation students will be able 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, etc.), if available:

Based on our RCSP's demographics, Annual Measurable Objectives (AMO) results 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 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 did not effectively implement two areas the Educational Model with fidelity. The result was a downward trend in proficiency and student achievement. In addition, by not effectively providing appropriate instructional, social, and emotional support for all of our students we did not perform as well academically. Our model is based on data-driven instruction; research based practices and personalized learning experiences tailored to meet the needs of every child, general education, SWD and ELL. Moreover, the data provided below is a subset of Annual Measurable Objectives (AMO) for school year(s) 2011-2015. Please note that AMO data has not been released for 2016. We can assume by the decrease in FSA proficiency in Reading, Math and Science that it our determination that 2016 will follow the same declining trend. Furthermore, as you see below the school year(S) 2012 and 2013 was the last period of time RCSP experienced growth in both Reading and Math from one year to another. This can be applied to all students in specific subgroups (Black, Hispanic, White, ELL, SWD and Economically Disadvantaged). Currently, Renaissance Charter School at Plantation strives to return to a model of growth through fidelity of use of our Educational Model.

Annual Measurable Objectives (AMO) Data

Subgroup	Preliminary School Grade 2015	Percent Tested English Language Arts (ELA)	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	ELA % Scoring Satisfactory 2015	Percent Tested Mathematics	Mathematics % Scoring Satisfactory 2011	Mathematics % Scoring Satisfactory 2012	Mathematics % Scoring Satisfactory 2013	Mathematics % Scoring Satisfactory 2014	Mathematics % Scoring Satisfactory 2015
ALL STUDENTS	C	99		57	64	58	40	97		56	66	47	36
AMERICAN INDIAN													
ASIAN		100					55	92					45

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

BLACK/AFRICAN AMERICAN	100	46	59	53	35	98	44	61	41	33
HISPANIC	99	70	65	64	50	98	66	70	54	42
WHITE	93	67	74	66	51	93	77	72	57	48
ENGLISH LANGUAGE LEARNERS	100	30	31	31	27	98	43	38	37	21
STUDENTS WITH DISABILITIES	100	18	26	36	20	100	28	47	29	29
ECONOMICALLY DISADVANTAGED	99	53	60	53	35	98	51	62	44	33

Below are assessment data results derived from previous FSA and FCAT assessments. The information provided first is a two-year comparison of state (FSA) assessment data. What is realized once you begin to analyze the data is a decrease in proficiency in Reading, Math Science and Social Studies. This is significant as the prior years' data based on FCAT was what led the school previously to a letter grade of "B". The subsequent data is a brief snap shot of FCAT achievement data. While this is important our focus has now shifted to the needs of effective instructional strategies it is important for us to align instruction through item specifications provided by the new Florida assessment FSA. The data is reflective of proficiency and learning gains. Based on the data provided below there has been a steady decline in proficiency and learning gains from the FCAT to the current FSA. Please note that the percentage tested for the past two years has been over 98%. Again, the Spring 2016 assessment outcome was a result of the overall deficiency with instructional delivery in the areas of math and reading and lack of fidelity to our Educational Model in the area of data driven instruction and progress monitoring through effective instructional decision-making. This itself will be the target of narrative in subsequent sections.

2015 & 2016 FSA Assessment Data

Year	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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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	

As stated previously above the following data is FCAT achievement data from 2012-2013 and 2013-2014. It has been abbreviated to focus on the main areas of proficiency and learning gains which have traditionally provided a positive foundation for RCSP. As RCSP adhered to the CSUSA Educational Model the school did yield more positive student achievement results. What is included in this data set is the FCAT writing data points including traditional Reading, Math and Science. This provides us a more targeted look at past growth patterns. Moreover, an important component to observe is the higher level of student learning gains made by students this again can be attributed to alignment to the CSUSA Educational Model. Currently, with the FSA we have experienced a decline in percentages of students making learning gains (please note that learning gains were reintroduced for the 2016 assessment). Furthermore, as outlined in forthcoming sections the deficiencies and barriers that led to a decrease in learning gains in Reading and Math will be addressed through the action steps sections outlined all throughout the school improvement plan (SIP).

2014 & 2015 FCAT Data

2013-2014

FCAT Reading & Writing

- 58 % at Level 3 or Higher in Reading
- 81 % Meeting the Writing Standards
- 71 % Making learning Gains in Reading
- 73% of Lowest 25% making learning gains in Reading

Mathematics & Science

- 47 % at Level 3 or Higher in Math
- 52 % at Level 3 or Higher in Science
- 57% Making learning Gains in Math
- 56% of Lowest 25% making learning gains in Math

2012-2013

FCAT Reading & Writing

- 64 % at Level 3 or Higher in Reading
- 59 % Meeting the Writing Standards
- 66 % Making learning Gains in Reading
- 67% of Lowest 25% making learning gains in Reading

Mathematics & Science

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- 66 % at Level 3 or Higher in Math
- 41 % at Level 3 or Higher in Science
- 73% Making learning Gains in Math
- 75% of Lowest 25% making learning gains in Math

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 address the stated student objectives below. It is the aim of our school to include the necessary 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 relates to grades K-8. Specified instructional, assessments and programs will be applied to the listed grade bands as the instructional strategies relate to the various instructional needs. We not only provide the basic program we target our instruction and services to surpass the norm in providing a quality education. We will do this by:

Grades K-2

- Provide a researched based curriculum traditional and web-based (WonderWorks, Reading Plus, Lexia, Envisions 2.0, Think Through Math 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 Kagan learning strategies, 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 for 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 Tier 2 and 3 students (K-2) using research based programs i.e., Lexia Core 5, Wonderworks Tier 2 Intervention, Fountas and Pinnell and Reading Eggs. The support provided will build capacity with student learning necessary phonemic, decoding and reading comprehension skills.
- Implement Intensive Mathematics support for Tier 2 and 3 students (K-2) using research based programs i.e., Think Through Math, Envisions 2.0 intervention program. Students who fall within the lowest 25-30% receive interventions e.g., pull-out/push-in support.

Grades 3-8

- Provide a researched based curriculum traditional and web-based (WonderWorks, Reading Plus, Lexia, Envisions 2.0, Think Through Math 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 Kagan learning strategies, 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 3-8 for the 2016-2017 school year using the Northwestern Evaluative Association (NWEA) assessment in Reading, and Mathematics.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- Students in grades 4-8 will be provided monthly writing prompts and assessed using research based writing rubrics. This year students will participate in a research based writing program (Write Steps and Top score) to enhance and support conventional writing proficiency. Moreover, students will be well prepared to participate in the FSA (ELA-WRITES).
- 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 program that support reading comprehension, phonics or decoding.
- Implement Intensive Mathematics courses provided to FSA Level 1 and 2 students in Middle 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).
- We will collect student baseline data for grades 3-8 using the Northwestern Evaluative Association (NWEA) assessment in Reading, Mathematics, Science, and Writing. The data collected will provide necessary information to develop an instructional focus program that provides targets deficiencies in standards mastery. In addition, we will administer a Common Monthly Assessment (CMA) that provides 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).

School-Wide (K-8)

- Provide School Advisory Council (SAC) collaboration, consultation and feedback relating to the curriculum and instruction, methods of instruction, data discussions based on varied research-based 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 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).
- Increase parent/Student involvement through our Parent Teacher Cooperative/Parent Teacher Association (PTC/PTA).

4. Student Performance Data Analysis

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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Renaissance Charter School at Plantation acknowledges the decrease in performance by our student subgroups. Currently, we do not have official AMO subgroup data for 2016 as stated in section 2 but, instead we compiled subgroup data from FSA portal reports. Furthermore, we counted individual student data points based on their sub groups categories and was able to gather preliminary data (not official) but, consistent and relevant data that provides evidence of a decrease in subgroup performance. In addition, we analyzed that data and compared it to the FSA 2015 data in Reading and Math and from that we determined that we have been on a downward dip in performance for all sub group categories these past year(s). Furthermore, this is a reflection of a transient student population, lack of strong communication between, ELL parents and the school. In addition, last year only a small number of teachers and staff were available to translate appropriately parent concerns to administration. Again, please note the decrease in our subgroup populations in other areas followed the same school-wide trend. Major barriers that contributed to the decline was the lack of data driven instruction and progress monitoring and effective instructional decision-making. Our deficiencies based on our simulated data and described in upcoming Section 5 will address the school’s approach to combat these areas of concern and allow solid instructional strategies to support student growth.

2016 Preliminary RCSP Simulated FSA Data

Student Sub Group	FSA Reading %	FSA Math %
American Indian	N/A	N/A
Black/African American	31.6%	20.9%
Hispanic	42.4%	32.1%
ELL	13.8%	6.91%
SWD	11.2%	13.7%
ED	N/A	N/A

As you delve deeper into the data you can begin to see declining trends in the ELA, Math and Science data set(s). Our students scored below the district in results with Black, SWD and ELL students. In most instances we scored a minimum 3% 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. Unfortunately, RCSP did not surpass the district or state in any area – ELA, Mathematics or Science.

2015 FSA Data

English Language Arts Assessment Results (FSA and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	40	99	55	99	54	99

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

WHITE	51	93	70	99	65	99
BLACK OR AFRICAN AMERICAN	35	100	38	99	34	99
HISPANIC/LATINO	50	99	59	99	51	99
ASIAN	55	100	77	100	77	100
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	99	53	99
TWO OR MORE RACES	45	100	63	99	58	99
DISABLED	20	100	26	99	25	98
ECONOMICALLY DISADVANTAGED	35	99	43	99	43	99
ELL**	27	100	33	99	30	99
MIGRANT	N	N	15	98	30	99
LOWEST 25%						
FEMALE	47	99	60	99	59	99
MALE	33	99	50	99	49	99
An "N" indicates no test results were reported.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						
Mathematics Assessment Results (FSA, EOCs and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

ALL STUDENTS	36	97	55	97	54	98
WHITE	48	93	71	97	64	97
BLACK OR AFRICAN AMERICAN	33	98	39	96	35	97
HISPANIC/LATINO	42	98	60	97	51	98
ASIAN	45	92	80	97	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	95	54	97
TWO OR MORE RACES	47	90	64	97	58	98
DISABLED	29	100	31	96	29	96
ECONOMICALLY DISADVANTAGED	33	98	45	97	44	97
ELL**	21	98	42	98	38	98
MIGRANT	N	N	24	100	39	98
LOWEST 25%						
FEMALE	35	98	56	97	54	98
MALE	38	97	55	97	54	97
An "N" indicates no test results were reported.						
**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.						
Science Assessment Results (Statewide Science Assessment or NGSSS, EOCs and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %	District %	State %			

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	43	98	55	98	57	98
WHITE	82	92	71	98	69	98
BLACK OR AFRICAN AMERICAN	36	98	39	97	37	97
HISPANIC/LATINO	47	100	60	98	53	98
ASIAN	N	N	75	99	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	66	99	58	97
TWO OR MORE RACES	N	N	62	98	61	98
DISABLED	25	100	29	96	30	96
ECONOMICALLY DISADVANTAGED	39	97	45	98	46	97
ELL	40	100	29	98	26	98
MIGRANT	N	N	19	100	36	97
LOWEST 25%						
FEMALE	43	99	55	98	56	98
MALE	43	97	55	98	58	97

An "N" indicates no test results were reported.

Once again as we target specific FSA data the next opportunity for us is to begin our process for progress monitoring to ensure fidelity to student growth. The data gives clear areas of growth. The next section will explain the process RCSP will use to progress monitor to ensure growth and success.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2015 & 2016 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
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	

Progress Monitoring

This year progress monitoring is an area of growth for us it was not evident last school year. Our process for progress monitoring will be covered in section 6 of the school improvement plan but, here is the process provided to reinforce how we will gather and track data results which in turn will increase student achievement. Listed below are measurement tools used for assessment purposes to monitor progress throughout the 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/FCAT 2.0. 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, Common Core-aligned assessments proven to be effective at targeting student achievement and determining 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 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.
- **Common Monthly Assessments:** Assessments provided by the ESP 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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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.

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:

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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. 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). All identified deficiencies will require support through Response to Intervention (RtI) which includes a multi-tiered support system. Targeted subgroups in grades (3-8) with low levels of proficiency (level 1 and 2) based on state assessments in Reading and Math will receive increased intervention support in the classroom (small groups, blended learning) as well as Tier 2 and Tier 3 support in the form of pull outs, push-ins. When general education or students belonging to specific subgroups are not performing at expected levels, procedures are in place to ensure students are properly identified and placed into appropriate intervention programs to get them back on track for success. RCSP follows the Response to Intervention tiers listed below.

- **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, and demonstration of learning; progress monitoring of learning through multiple formative assessments; and positive behavior supports.
- **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, and 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: Student Support Team (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 resources; 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.

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: 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.
- Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
- Tutoring/Extended Day: After-school small-group instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

The RtI block 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. For example, students can attend Saturday tutoring sessions or have multiple push-in/pull-out sessions during the week to catch up to grade level. Furthermore, As RCSP has opted out of the School Board of Broward County (SBBC) K-12 Reading Plan our interventions provided add an additional layer of support that is required and mandatory through our school Reading plan.

Please note the deficiencies listed below are derived from the simulated 2016 data set at the beginning of section 4 and provides the action steps necessary to achieve the necessary objectives.

Deficiency (1) 31.6% of Black students met proficiency in Reading

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<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. 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. Resources – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Fountas and Pinnell (K-5) WonderWorks Tiered Intervention Lessons (K-5)</p>	<p>August 2016-June 2017</p>
<p>All tier 1, 2 and 3 students will receive 90 minutes grades (K-5) and 120 minutes grades (6-8) daily of balanced ELA instruction. Grades 6-8 this school year is on block scheduling which allows for more time for deeper and extended learning. Instructional strategies provided are: Direct instruction, guided reading, self-selected reading time and shared</p>	<p>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>WonderWorks (K-5) Reading Plus (3-8) Reading Eggs (K-2) Lexia Core 5 (K-5)</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>reading time, vocabulary and word study through differentiated instruction.</p>			
<p>Weekly data chats with ELA-Reading teachers will be held 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. Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2 and 3 levels of intervention</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	<p>August 2016-June 2017</p>
<p>Targeted Reading Intervention higher order thinking based on individual students’ needs. Teachers will ask and answer questions referring explicitly to the text as the basis for their answers. Each student will have and 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>Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Professional Development on Higher Order Thinking Strategies Grade Level Task Cards Student Journals</p>	<p>August 2016-June 2017</p>
<p>RtI Block implemented during a class homeroom from grade K-8. 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. Student led data review i.e., review of NWEA data, Common Monthly Assessment (CMA) data and in-class assessments. Students will discuss what challenges they experienced with comprehending the standards. The teacher will implement Kagan</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017 September 2016 October 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>Strategies that assist students with participating in class conversations, use academic and domain specific vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions.</p>			
<p>Deficiency (2) 20.9% of Black students met proficiency in Math</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</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. 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. Resources – Envisions 2.0 Math, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8) Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>All tier 1, 2 and 3 students will receive 90 minutes grades (K-5) and 120 minutes grades (6-8) daily of balanced Mathematics instruction. 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>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8) Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	<p>August 2016-June 2017</p>
<p>RtI Block implemented during a class homeroom from grade K-8. 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. Student led data review i.e., review of NWEA data, Common Monthly Assessment (CMA) 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, use academic and domain specific mathematics vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions.</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Think Through Math Reports Mathletics Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017</p> <p>September 2016</p> <p>October 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<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 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>Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Unify - data platform NWEA Map Reports Professional Development on Differentiated instructions and Small Groups Classroom Walkthrough Tool</p>	<p>August 2016-June 2017 August 2016 August - October 2016</p>
<p>Deficiency (3) 13.8% of ELL students met proficiency in Reading</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</p>
<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</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Fountas and Pinnell (K-5) WonderWorks Tiered Intervention Lessons (K-5)</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>foundational support and enriched activities. Resources – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>			
<p>All tier 1, 2 and 3 ELL students will receive 90 minutes grades (K-5) and 120 minutes grades (6-8) daily of balanced ELA instruction. Grades 6-8 this school year is on block scheduling which allows for more time for deeper and 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>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>WonderWorks (K-5) Reading Plus (3-8) Reading Eggs (K-2) Lexia Core 5 (K-5)</p>	<p>August 2016-June 2017</p>
<p>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-</p>	<p>Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Professional Development on Higher Order Thinking Strategies Grade Level Task Cards Student Journals</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>based responses to a variety of texts and high-order thinking prompts.</p>			
<p>Weekly data chats with ELA-Reading teachers will be held to focus on and to analyze data for the ELL subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2 and 3 levels of intervention</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT ESOL Pull-Out Teachers</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	<p>August 2016-June 2017</p>
<p>RtI Block implemented during a class homeroom from grade K-8. The purpose is to provide an 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. Student led data review i.e., review of NWEA data, Common Monthly Assessment (CMA) 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, use academic and domain specific vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions.</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher ESOL Pull-Out Teachers</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017 September 2016 October 2016</p>
<p>Deficiency (4) 6.91% of ELL students met proficiency in Math</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<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, ELL 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, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>Sheriffie Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8) Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	<p>August 2016-June 2017</p>	
<p>All tier 1, 2 and 3 ELL students will receive 90 minutes grades (K-5) and 120 minutes grades (6-8) daily of balanced Mathematics instruction. 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</p>	<p>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8) Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	<p>August 2016-June 2017</p>	

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>and differences, interactive games focusing on math strategies and practice, summarizing math concepts, Cornell note-taking, graphic organizers and differentiated instruction.</p>			
<p>RtI Block implemented during a class homeroom from grade K-8. The purpose is to provide an 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. Student led data review i.e., review of NWEA data, Common Monthly Assessment (CMA) 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, use academic and domain specific mathematics vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions.</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Think Through Math Reports Mathletics Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017 September 2016 October 2016</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</p>	<p>Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers) ESOL Pull-Out Teachers</p>	<p>Unify - data platform NWEA Map Reports Professional Development on Differentiated instructions and Small Groups Classroom Walkthrough Tool</p>	<p>August 2016-June 2017 August 2016 August - October 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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 ELL 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>Deficiency (5) 11.2% of SWD students met proficiency in Reading</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</p>
<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, 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 – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator ESE Teachers Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers)</p>	<p>Lexia Core 5 for grades (K-5), Lexia strategies for grades (6-8) Reading Plus for grades (3-8) Fountas and Pinnell (K-5) WonderWorks Tiered Intervention Lessons (K-5)</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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>All tier 1, 2 and 3 SWD students will receive 90 minutes grades (K-5) and 120 minutes grades (6-8) daily of balanced ELA instruction. Grades 6-8 this school year is on block scheduling which allows for more time for deeper and 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>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>WonderWorks (K-5) Reading Plus (3-8) Reading Eggs (K-2) Lexia Core 5 (K-5)</p>	<p>August 2016-June 2017</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 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>Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers) Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Professional Development on Higher Order Thinking Strategies Grade Level Task Cards Student Journals</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>Weekly data chats with ELA-Reading and ESE teachers will be held to focus on and to analyze data for the SWD subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. Teachers will review data reports, internalize deficiencies and develop strategies to assist in student support for Tier 1, 2 and 3 levels of intervention. In addition, a PLC with a focus on raising student achievement for SWD students will be part of the school PLC schedule</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports</p>	<p>August 2016-June 2017</p>
<p>RtI Block implemented during a class homeroom from grade 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, Common Monthly Assessment (CMA) 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, use academic and domain specific vocabulary. Expect will use specific 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</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017 September 2016 October 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>additionally reinforced with the ESE teacher.</p>			
<p>Deficiency (6) 13.7% of SWD students met proficiency in Math</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</p>
<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, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. 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. In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>Sheriffie Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers) Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8) Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	<p>August 2016-June 2017</p>
<p>All tier 1, 2 and 3 SWD students will receive 90 minutes grades (K-5) and</p>	<p>Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT</p>	<p>Envisions 2.0 (K-5) Think Through Math (3-8)</p>	<p>August 2016-June 2017</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>120 minutes grades (6-8) daily of balanced Mathematics instruction. 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>Destiny Keen-CRT Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Mathletics (2-8) Triumph Learning (K-8) Prepworks – Algebra 1 (6-8) McGraw-Hill Houghton Mifflin (6-8)</p>	
<p>RtI Block implemented during a class homeroom from grade 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, Common Monthly Assessment (CMA) 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, 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</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Unify - data platform NWEA Map Reports FSA Reports Think Through Math Reports Mathletics Reports Professional development on Kagan Strategies Professional development on Thinking Maps</p>	<p>August 2016-June 2017 September 2016 October 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>support outside the required number of hours indicated on each student’s IEP.</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 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>Nicolas Bardoni – Assistant Principal Sonja Azim - Student Services Coordinator Aliyah Shortsleeve-CRT Destiny Keen-CRT Lynne Leuthard – Lead Co-Teacher Interventionist Team (six teachers) Sonja Azim - Student Services Coordinator ESE Teachers</p>	<p>Unify - data platform NWEA Map Reports Professional Development on Differentiated instructions and Small Groups Classroom Walkthrough Tool</p>	<p>August 2016-June 2017 August 2016 August - October 2016</p>

6. Approved Educational Program

Identify 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:

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 Common-Core 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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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.

Our Educational Management Organization (CSUSA) provides guidance and curriculum support in the training and personnel necessary to see the process through. The following information provides clarity on or process. Some elements that were not implemented with fidelity were lack of data driven instruction, progress monitoring and weak implementation of curriculum and instructional techniques (**please note that these areas are highlighted with an asterisk****) and using fidelity in making data-driven decision making. By not aligning our data to drive instruction and even more so not effectively progress monitoring. The result and outcome was decreased student proficiency and a reduction in the school grade from a “C” in 2015 to a “D” for 2016. In an attempt to explain our Educational Model and how it drives instruction effectively when implemented with fidelity here is a narrative of how the process works and what RCSP will do to ensure fidelity to the process and significant progress monitoring to increase student results and outcomes.

The individual components of the Education Model are described as follows:

Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students’ strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students’ scores on the state-mandated assessment from the previous school year. Additionally, in the areas of ELA and mathematics, a nationally normed, computer-based assessment provided by the Northwest Evaluation Association (NWEA) is administered to all students. Further, baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Data-Driven Instruction **WAS NOT IMPLEMENTED WITH FIDELITY**

Our leaders and teachers analyze baseline data, and then provide targeted professional development to support teachers’ knowledge base of the best instructional strategies to employ that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation 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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Assessment

After data-driven instruction, formative assessments are given to determine areas of growth and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the education model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Summative assessments will provide students with multiple opportunities to demonstrate standards mastery. Each teacher will use classroom assessments from the RCSP resources. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback of student performance on grade-level standards is then given to establish individualized goals for all students as provided by research conducted by Robert Marzano. To provide additional feedback in the instructional decision-making process, RCSP will use school-wide assessments including NWEA, CMA, and Running Reading Records (K – 2).

Grading

Grading of formative assessments is conducted through the electronic grade book in the student information system. Formative assessments are graded at the most specific level of the NGSSS and Florida Standards to facilitate data collection. As the data is collected, it is displayed within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

RCSP implements a unique philosophy that requires academic grades only reflect mastery of the grade level standards. In order to ensure integrity, academic grades will only reflect work completed in class. Work completed outside of the supervision of the teachers, such as homework, can be included in a practice grade, but not a mastery grade. The student grade book includes practice grades and mastery grades, but only the mastery grades are considered part of their final overall academic grade.

Students are not graded based on behavior that is tied to an assignment. For example, students will not be academically penalized for turning in an assignment late. However, they will receive a behavioral consequence for turning in work late because they did not follow the teacher's directions. The same principle applies for cheating. Students will receive a behavioral consequence if caught cheating, and are required to take a new, different assessment to measure mastery.

Grading a student's work solely on the standard that was taught allows the School to have a true indicator of the proficiency level of students as grades will not be skewed by non-academically related aspects. To support academic success, students will be given multiple opportunities to practice what is taught in order to demonstrate mastery. Communication is key in order for this philosophy to be effective, therefore students will receive timely feedback on their work. This allows for clear understanding of how they demonstrated learning effectively, or what can be done to improve next time they are assessed a standard. Parents will have real-time access to grades in the electronic grade book. Further, teachers will frequently communicate with families before a report card is issued to address any concerns about students who are failing their assignments.

Reporting

Reporting in the student information system offers our school the capability of disaggregating data by individual student, by individual class, and by grade level. It also offers teachers, parents, and student's online access to student data. Student achievement data is included in each student's file and makes year-to-year evaluation and tracking of benchmarks more efficient. It also provides all stakeholders information to make decisions about differentiating instruction for each student.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Decision & Progress Monitoring *WAS NOT IMPLEMENTED WITH FIDELITY*****

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, and 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
- Interactive games
- Summarizing
- Note-taking
- Nonlinguistic representations
- Student Discussion/Chunking

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- Homework
- Practice
- Effort and Recognition
- Graphic Organizers

2016-2017 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, Common Core-aligned assessments proven to be effective at targeting student achievement and determining 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 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.
- **Common Monthly Assessments**: Assessments provided by the ESP 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.

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 that teachers and students will have an ongoing source of data to help increase student achievement. In addition, all data collected and reviewed will determine the level of intervention of instruction 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:

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Deficiency (1) Data Driven Instruction was not Implemented with Fidelity			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
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, Think Through Math and Mathletics have a reporting component which provides data and allows teachers to develop an instructional focus program.	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT	Unify - data platform NWEA Map Reports FSA Reports Reading Plus Reports Lexia Reports Think Through Math Mathletics	August 2016-June 2017
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 teacher will provide the resources necessary for the lesson objectives as indicated on lesson plans. These strategies will be cross curricular and be facilitated across the curriculum.	Aliyah Shortsleeve-CRT Destiny Keen-CRT General Education Classroom Teachers	Professional Development - Differentiated Instruction Professional Development – Cooperative Learning Groups Professional Development – Student Led Conferences Professional Development – Increase Student Engagement and Motivation	August 2016 September 2016 November 2016 August 2016
Provide cross-curricular instruction and learning for grades (K-8). Reading and Writing will be taught cross-curricular. In Social Studies reading (informational text) and writing will occur in preparation for	Aliyah Shortsleeve-CRT Destiny Keen-CRT General Education Classroom Teachers	Top Score Write Steps Reading Plus	September 2016 August 2016

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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 addition during specials (K-5) and elective classes for middle school (6-8).</p>			
<p>Deficiency (2) Decisions and Progress Monitoring was not Implemented with Fidelity</p>			
<p>Specific Actions:</p>	<p>Person(s) Responsible:</p>	<p>Resources Needed</p>	<p>Timeline:</p>
<p>Ensure data chats meetings are implemented with fidelity. Teachers will be provided NWEA, CMA 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.</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>Professional Development - CSUSA Data Chat Guiding Questions Document</p>	<p>September 2016</p>
<p>Appropriate understanding and use of assessment data for professional development and strategic instructional decisions – how to group students, when to use centers or small groups based on new data and how to read NWEA Map reports, CMA reports and any of our instructional software programs,</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve-CRT Destiny Keen-CRT</p>	<p>Reading Plus and Reports (3-8) Reading Eggs (K-2) Lexia Core 5 (K-5) Lexia Strategies (6-8) Think Through Math and Reports (3-8) Mathletics (2-8) Unify - data platform NWEA Map Reports</p>	<p>August 2016 September 2016 August 2016 August 2016</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Reading Plus, Lexia, Reading Eggs, Think Through Math and Mathletics.		FSA Reports	
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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:

Renaissance Charter School at Plantation recognizes that our barriers are not only academic but culturally 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 weakness to student success. 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) Decrease in Academic Competitions, Awards and Extracurricular Activities			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
Provide increased 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 activity role in the extracurricular activities of the school.	Sheriffee Humphrey –Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT Destiny Keen-CRT	Quarterly Parent Activity Feedback forms Parent Survey	August 2016-June 2017
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 th 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 Jackie Allen – Enrollment Manager Nicolas Bardoni – Assistant Principal	Transportation Contract Renewal RCSP and CSUSA Marketing Materials Calendar of Community Events	August 2016 – June 2017
Barrier (3) Increased teacher turnover			
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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.</p>	<p>Sheriffee Humphrey- Principal Nicolas Bardoni – Assistant Principal Johanna Rodriguez – School Operations Administrator Destiny Keen - CRT</p>	<p>Incentive resources Certification manual and resources from SBBC Certification and FDOE</p>	<p>August 2016-June 2017</p>
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9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved:

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 2016-2017.

ELL Goal(s)

- Goal 1: **By May 2017 60% of ELL students will experience a 5% increase in student learning gains over the previous year as measured by the 2017 Florida Standards Assessment (FSA).**
- Goal 2: **By May 2017, 50% of ELL students will attain language proficiency gains based on the WIDA – ACCESS 2.0.**

ESE Goal(s)

- **By May 2017, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2017 Florida Standards Assessment (FSA).**
- **By May 2017, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2017 Florida Standards Assessment (FSA).**

Literacy Goal

- **By May 2017, 50% of students will demonstrate an increase in learning gains by 3% as provided through literacy instructional strategies i.e, targeted instruction and small group instruction as evidenced by the Florida State Assessment (FSA).**

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Mathematics Goal

- **By May 2017, 50% of students in grades (3-8) will demonstrate learning gains in Math as evidenced by the Florida Standards Assessment (FSA) in Math.**

Science Goal

- **By May 2017, 40% of students in both grades 5 and 8 will increase proficiency by 4% over last years' Statewide Science Assessment (SSA) in Science.**

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?).

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

By May of 2017, 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.

2015-2016 Current Level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

10 % Total number: 100

2016-2017 Expected Level of Parent Involvement: *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)]*

25 % Total number: 250

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>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. 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	August 2016	Parent Survey, Meeting feedback forms and one-on-one conferences	Sheriffee Humphrey – Principal Nicolas Bardoni - Assistant Principal Roshonda Exantus-Brown – Dean of Students	Title 1

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	ESOL families. The purpose and impact of this meeting is to provide curriculum context on student achievement and report out on instructional practice.				
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 2016	Parent feedback requests and Parent Survey	Sheriffee Humphrey – Principal Nicolas Bardoni -Assistant Principal Roshonda Exantus-Brown – 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 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	October- Monthly until the end of school year.	Parent Survey	Sheriffee Humphrey – Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT Destiny Keen-CRT	Title 1

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	<p>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 so 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>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 so support our non-English speakers. The impact is parents become aware of the reciprocal relationship necessary for student success.</p>	<p>August – September 2016</p>	<p>Documentation of signed compacts kept on file</p>	<p>Sonja Azim – Student Services Coordinator Josie Jean-Louis- Admin Assistance Jessica Johnson- Admin Assistance</p>	<p>Title 1</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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>No Funding Source</p>
<p>FSA Workshops & Trainings</p>	<p>To motivate parents by displaying students work and projects. Parents are incentivized and motivated. The winner of the most parent participation will receive a Pizza Party for their family.</p>	<p>Monthly</p>	<p>Parent Survey</p>	<p>Sheriffie Humphrey – Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT Destiny Keen-CRT</p>	<p>Title 1</p>
<p>Academic Competitions & Award Ceremonies</p>	<p>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 activity role in the extracurricular activities of the school.</p>	<p>Quarterly</p>	<p>Parent Activity Feedback forms Parent Survey</p>	<p>Sheriffie Humphrey – Principal Nicolas Bardoni -Assistant Principal Aliyah Shortsleeve –CRT Destiny Keen-CRT</p>	<p>Title 1 and Other</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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?).

Goal 1: By May 2017 60% of ELL students will experience a 5% increase in student learning gains over the previous year as measured by the 2017 Florida Standards Assessment (FSA).

Goal 2: By May 2017, 50% of ELL students will attain language proficiency gains based on the WIDA – ACCESS 2.0.

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.

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	3	8.8%	2	5.8%	6	17.6%	7	20.5%	8	23.5%	8	23.5%
Speaking	5	14.7%	1	2.9%	0	0%	0	0%	2	5.8%	26	76%
Reading	7	20.5%	4	11.7%	4	11.7%	4	11.7%	12	35.2%	3	8.8%
Writing	5	14.7%	8	23.5%	7	20.5%	13	38.2%	1	2.9%	0	0%
Oral Language	3	8.8%	2	5.8%	0	0%	5	14.7%	15	44.9%	8	23.5%
Literacy	5	14.7%	6	17.6%	9	26.4%	10	29.4%	3	8.8%	1	2.9%
Comprehension	5	14.7%	4	11.7%	8	23.5%	4	11.7%	7	20.5%	5	14.7%
Overall Score	5	14.7%	4	11.7%	6	17.6%	8	23.5%	10	29.4%	1	2.9%

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.)	Person or Position Responsible for Monitoring
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	All ELL students	Listening and Speaking, Reading, Oral Language, Literacy,	Monthly	During School Hours	Teacher-Created Assessments (Pre and Post), NWEA results and FSA	Sonja Aim JA'Net Shannon Lynne Leuthard

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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. Resources – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week which equates to 12 additional hours outside the normal school day.</p>		<p>Comprehension, Writing</p>				<p>Intervention Teachers</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 and 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. 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. If an ELL student attends tutoring 3 days per week at 1 hour per day they receive 12</p>	<p>All ELL students</p>	<p>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>October 2016- April 2-017</p>	<p>After school</p>	<p>Teacher-Created Assessments (Pre and Post), NWEA results and FSA</p>	<p>Nicolas Bardoni Sonja Aim JA'Net Shannon</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

additional hours of academic support outside the normal school day.						
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 general education teacher in 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. Students in grades (K-5) are pulled during their specials and/or during their RtI block during homeroom which is 30 minutes every day. Students in grades (6-8) are pulled during their homeroom class every other day as classes follow a block schedule.	All ELL students	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	September 2016– June 2017	During School Hours	Teacher-Created Assessments (Pre and Post), NWEA results and FSA	ESOL certified teachers who speak Spanish and creole

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) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. 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?).

Exceptional Student Education (SWD) Reading Goal:			
By May 2017, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Reading as evidenced by the 2017 Florida Standards Assessment (FSA).			
Include data for Proficient students with disabilities (SWD) for Reading (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):		Include data for Non-proficient students with disabilities (SWD) for Reading (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):	
11.2%		88.8%	
2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance

Revised August 8, 2016

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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

19.3%	24.3%	80.7%	85.7%
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Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading performance target for SWD for the following years:

Baseline Data 2013-14 26%	2014-15 31%	2015-16 N/A	2016-17 41%	2017-18 46%	2018-19 51%	2019-20 56%
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Strategies and Activities to increase SWD Achievement in Reading <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>	Person or Position Responsible for Monitoring	Amount/Funding Source
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. Resources – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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. In addition, students in Tier 2 and 3 levels of support will attended afterschool tutoring 3 hours per week.	August 2016-June 2017	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	\$0
	October 2016	Afterschool Hours			
All tier 1, 2 and 3 SWD students will receive 90 minutes’ grades (K-5) and 120 minutes’ grades (6-8) daily of balanced ELA instruction. Grades 6-8 this school year is on block scheduling which allows for more time for deeper and extended learning. Instructional strategies provided are: Direct instruction, guided reading, self-selected reading time	August 2016-June 2017	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal	\$0

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>and shared reading time, vocabulary and word study through differentiated instruction.</p>			<p>Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - 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 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffree Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>
<p>RtI Block implemented during a class homeroom from grade 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, Common Monthly Assessment (CMA) 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, use academic and domain specific vocabulary. Expect will use specific 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.</p>	<p>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffree Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>Exceptional Student Education (SWD) Math Goal: By May 2017, 75% of students with disabilities (SWD) will demonstrate an increase in learning gains by 5% in Mathematics as evidenced by the 2017 Florida Standards Assessment (FSA).</p>							
<p>Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p> <p>13.7%</p>			<p>Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p> <p>86.3%</p>				
<p>2016 Current Level of Performance</p> <p>25.3%</p>		<p>2017 Expected Level of Performance</p> <p>30.3%</p>		<p>2016 Current Level of Performance</p> <p>74.7%</p>		<p>2017 Expected Level of Performance</p> <p>79.7%</p>	
<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for SWD for the following years:</p>							
<p>Baseline Data 2013-14 40%</p>		<p>2014-15 45%</p>	<p>2015-16 N/A</p>	<p>2016-17 55%</p>	<p>2017-18 60%</p>	<p>2018-19 65%</p>	
<p>Strategies and Activities to increase SWD Achievement in Math (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>		<p>Start-End Date</p>	<p>Select Applicable Option (i.e. Before, During, After School Hours)</p>	<p>Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</p>	<p>Person or Position Responsible for Monitoring</p>		<p>Amount/Funding Source</p>
<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, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. 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</p>		<p>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen - CRT Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>		<p>\$0</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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>October 2016</p>	<p>Afterschool Hours</p>			
<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 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>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen- CRT Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>
<p>RtI Block implemented during a class homeroom from grade 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, Common Monthly Assessment (CMA) 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, 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 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen- CRT Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</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</p>	<p>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs,</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal</p>	<p>\$0</p>

Revised August 8, 2016

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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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 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>Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Destiny Keen- CRT Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	
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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?).

<p>Literacy Goal:</p> <p>By May 2017, 50% of students will demonstrate an increase in learning gains by 3% as provided through literacy instructional strategies i.e, targeted instruction and small group instruction as evidenced by the Florida State Assessment (FSA).</p>						
<p>Include data for Proficient students (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA): 34%</p>			<p>Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA): 66%</p>			
<p>2016 Current Level of Performance 48.3%</p>	<p>2017 Expected Level of Performance 51.3%</p>	<p>2016 Current Level of Performance 51.7%</p>	<p>2017 Expected Level of Performance 54.7%</p>			
<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading performance target for the following years:</p>						
<p>Baseline Data 2013-14 58%</p>	<p>2014-15 40%</p>	<p>2015-16 N/A</p>	<p>2016-17 43%</p>	<p>2017-18 46%</p>	<p>2018-19 49%</p>	<p>2019-20 52%</p>
<p>Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p>Start-End Date</p>	<p>Select Applicable Option (i.e. Before, During, After School Hours)</p>	<p>Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Amount/Funding Source</p>	

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<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. 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. Resources used cover both Reading Plan CIRP and SIRP requirements – Fountas and Pinnell, Lexia Core 5 and Lexia Strategies and WonderWorks Tiered Intervention Lessons. 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). In addition, students in Tier 2 and 3 levels of support will attend afterschool tutoring 3 hours per week.</p>	<p>August 2016- June 2017</p>	<p>During School Hours</p>	<p><i>developed performance tasks, other formative assessments, etc.)</i></p> <p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>
<p>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 CSUSA 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. Furthermore, students in grades (3-8) will use both 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>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>
<p>Weekly data chats with ELA-Reading teachers will be held 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.</p>	<p>August 2016- June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom</p>	<p>Sheriffee Humphrey – Principal</p>	<p>\$0</p>

Revised August 8, 2016

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

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>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) WonderWorks, Reading Eggs, Lexia Core 5 and Triumph Reading Resources, (3-8) Reading Plus, Lexia Core 5 and Strategies, and Triumph Learning Resources</p>			<p>Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	
<p>Increase literacy support through Social Studies in grades (K-5) thorough 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. Middle School students (6 & 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 (7th grade) cross-curricular instructional activities. 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 7th Grade End of Course (EOC) assessment. Prepworks is a researched based program that is based on Florida standards.</p>	<p>August 2016- June 2017</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 Kalvaski West –Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>

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?).

STEM/Math/Science Goal(s):
(Math Goal 1) By May 2017, 50% of students in grades (3-8) will demonstrate learning gains in Math as evidenced by the Florida Standards Assessment (FSA) in Math.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

(Science Goal 1) By May 2017, 40% of students in both grades 5 and 8 will increase proficiency by 4% over last years' Statewide Science Assessment (SSA) in Science.

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%
2016	28	34	34
	Science Achievement		
	26		

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>	Person or Position Responsible for Monitoring	Amount/Funding Source
<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. 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. Resources – Envisions 2.0 Math, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. In addition, for Science - Gizmos, virtual labs and Triumph Learning will be implemented. 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 days per week. Students will participate in tutoring 3 hours per week. Triumph Learning program and resources for both Math and Science will be the curriculum in provided including a blended model combining technology and direct instruction.</p>	<p>August 2016- June 2017</p> <p>October 2016</p>	<p>During School Hours</p> <p>Afterschool</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen-CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>All tier 1, 2 and 3 students in grades (K-4) will receive 90 minutes of Math including 45 minutes of Science and grades (5-8) receive 120 minutes of daily balanced Mathematics and Science instruction. 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>August 2016-2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen-CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	<p>\$0</p>
<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), 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 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>August 2016-June 2017</p>	<p>During School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffiee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen-CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist</p>	<p>\$0</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

				Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	
RtI Block implemented during a class homeroom from grade K-8. 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. Student led data review i.e., review of NWEA data, Common Monthly Assessment (CMA) 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, use academic and domain specific mathematics vocabulary. Expect will use specific Socratic methods of discussion to facilitate group discussions.	August 2016-2017	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen- CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	\$0
Science Goal (s): By May 2017, 40% of students in both grades 5 and 8 will increase proficiency by 4% over last years’ Statewide Science Assessment (SSA) in Science.					
Include data for Proficient students (i.e., FSA, End Of Course Examinations): SSA – 26%			Include data for Non-proficient students (i.e. FSA, End of Course Examinations): SSA- 74%		
2016 Current Level of Performance 26%	2017 Expected Level of Performance 30%	2016 Current Level of Performance 74%	2017 Expected Level of Performance 70%		

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Mathematics Goal(s): By May 2017, 50% of students in grades (3-8) will demonstrate learning gains in Math as evidenced by the Florida Standards Assessment (FSA) in Math.						
Include data for Proficient students (i.e., FSA, End Of Course Examinations): FSA – 28%			Include data for Non-proficient students (i.e. FSA, End of Course Examinations): FSA-72%			
2016 Current Level of Performance 28%	2017 Expected Level of Performance 32%		2016 Current Level of Performance 72%	2017 Expected Level of Performance 68%		
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:						
Baseline Data 2013-14 47%	2014-15 36%	2015-16 N/A	2016-17 39%	2017-18 42%	2018-19 45%	2019-20 48%
Strategies and Activities to increase Student Achievement <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>	Person or Position Responsible for Monitoring	Amount/ Funding Source
<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. 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. Resources – Envisions 2.0 Math, Think Through Math, Mathletics, Triumph Learning and McGraw-Hill Houghton Mifflin instructional materials. 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 days per week. Students will participate in tutoring</p>	Mathematics	August 2016-2017	<p>During School Hours</p> <p>After School Hours</p>	<p>Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data</p> <p>Summative: Teacher-Created Assessments, CMA Data</p>	<p>Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen-CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher</p>	\$0

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

3 hours per week. Triumph Learning program and resources for both Math will be the curriculum in provided including a blended model combining technology and direct instruction.						
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 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 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.	Science	August 2016-2017	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Destiny Keen-CRT Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	\$0

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity <i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
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 and Schedules (e.g.: Frequency of meetings)</i>	Person or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
Student Engagement <ul style="list-style-type: none"> • Labs • Hands-On Activities 	(5 & 8) Grades Science	Destiny Keen – CRT Aliyah Shortsleeve - CRT	(5 & 8) Science Teachers	Monthly- ongoing	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	Formative: Lesson Plan Review, Classroom Walkthroughs , Teacher-Created Assessments, NWEA Data	\$0

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

						Summative: Teacher-Created Assessments, CMA Data	
Higher Order Thinking	All Subject Area Teachers (K-8)	Destiny Keen – CRT Aliyah Shortsleeve - CRT	All Subject Area Teachers (K-8)	Monthly - ongoing	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data	\$0
Differentiated Instruction	(5 & 8) Science and Math Teachers (K-8)	Destiny Keen – CRT Aliyah Shortsleeve - CRT	(5 & 8) Science and Math Teachers (K-8)	Monthly –ongoing	Sheriffee Humphrey – Principal Nicolas Bardoni – Assistant Principal Sonja Azim – Student Support Services Kalvaski West – Behavior Intervention Specialist Aliyah Shortsleeve - CRT Lynne Lethuard – Co-Teacher	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, NWEA Data Summative: Teacher-Created Assessments, CMA Data	\$0

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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).

