
Title I Comprehensive Schoolwide Plan
RENAISSANCE CHARTER SCHOOL AT CYPRESS (4050)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

3rd Grade ELA Proficiency 36% for winter benchmark PM2 Discrepancy in 4th grade between FAST @53% and NWEA 33% Large number of students at level two in Reading. F in progress for ESE students D in progress for ELs

2. List the root causes for the needs assessment statements you prioritized.

Missing foundational skills. Vacancies and teacher absences Students not reading enough at home and at school to build stamina Decoding deficiencies in 3rd grade and up. Teacher Pedagogy Lack of student engagement Need for students in earlier grades to bring home readers for practice

3. Share possible solutions that address the root causes.

Tutors for 3rd Grade Use of Reading Horizons for foundational skill in the literacy block in all grade levels Take home leveled readers starting in kindergarten Slow down pacing More time for planning Training on effective use of resources Improve teacher pedagogy through professional development More parent meetings to assist parents in child's academic progression

4. How will school strengthen the PFEP to support ELA?

• Communication

Small group grade-level parent meetings quarterly for more of an intimate discussion regarding grade-level concerns.

• Parent Training

How-to videos and trainings for parents to have access to via website link (Access tech system, help with homework) Quarterly trainings AVID and College Readiness Trainings

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

teacher to the ELA standards. Send readers home and keep parent informed with what is happening in the classroom with updates monthly.

- Students

Bring supplies needed to school for learning. Complete and Return homework and readers

- Parents

Read and Sign agenda daily Communicate with teachers via emails and respond to emails and call from school regarding your child's progress
Review homework and inform teacher of any updates regarding things that would impact their child's school day

- Staff Training

How to deal with difficult parents and how to better engage parents ESE /ESOL Strategies Training

- Accessibility

Communicate with parents in different ways, face to face, online, flyers, agenda planners text messages.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Low proficiency rates in math in middle school 6th 26% 7th 32% Learning gains for middle school math are at 42% Grade D for progress in ELLs F in progress for ESE

2. List the root causes for the needs assessment statements you prioritized.

Instructional software is low with a need for more incentives Lack of support from parents Student efficacy and advocacy is needed " fear of feeling they're the only one struggling" A deficiency in basic skills Math vocabulary and problem solving is difficult at this level

3. Share possible solutions that address the root causes.

Pace of math scope and sequence Social and Emotional concern (needing more time for Leader in Me) Deficiency in previous years math concepts Student motivation level

4. How will school strengthen the PFEP to support Math?

- Communication

Communicate with parents in various ways (Face to face, Zoom, phone conference, text, schology, messenger kickboard) to alleviate barriers for parents can participate in events and receive communication.

- Parent Training

Training on the programs used at schools and how to better support them in the home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Communicate academic goals and progress effectively.

- Students

Set goals, track the progress and strategies of the goals

- **Parents**

Read and sign communication that comes home with students. Attend parent learning events at schools and schedule at least two parent-teacher conference for the year.

- **Staff Training**

Attend math workshops to enhance the implementation of the BEST standards and strategies to support parents so that they can better help their children at home.

- **Accessibility**

Continue translation support for families that would allow for understanding and participation in parent trainings and meetings.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

5th Grade Science is at 28% Proficiency in the Mid-Year 8th Grade Science is at 34% Proficiency in the Mid-Year

2. **List the root causes for the needs assessment statements you prioritized.**

1. Students are unfamiliar with the vocabulary because of a minimal teaching of science concepts in K-4 grades. 2. K-4 teachers need more training in Science 3. High turnover in Science teachers historically 4. Science test involves reading and there is a deficiency in the reading skills.

3. **Share possible solutions that address the root causes.**

Integrate reading skills during the science instruction (vocabulary comprehension and word work) A need for more hands on instruction and practice for the concepts to be experienced with deeper understanding. Make Science a priority in grades K-4 by purchasing curriculum resources and labs to support this. Continue investing into the STEM labs for exposure to STEM and sciences through the AVID Stem Course

4. How will school strengthen the PFEP to support Science?

- Communication

Continue Communication via Schoology, messenger, Kickboard and class newsletter. Translation support

- Parent Training

Training around instructional software and labs they can do at home to reinforce the learning around science in school.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Continue to communicate via newsletters and host trainings to support parents with incorporating science at home. Provide resources at school that are aligned to the state standards in Science. Provide training for the teachers and parents to better support their families at home with science.

- Students

Student will set goals and have set high expectations for themselves as scientist. Bring all materials to schools and have a mindset ready to learn.

- Parents

Will make sure to communicate with the school by signing the agendas nightly and review information sent home to maintain the home school connection.

- Staff Training

More training and more administration involvement to provide science training opportunities for the staff.

- Accessibility

ESOL language translation and support.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Students are performing at 53% proficiency at Mid-year on the CIVICS EOC practice

2. List the root causes for the needs assessment statements you prioritized.

Civics is new to the students because the concepts are not talk in earlier grades. No collaboration between the Civics teacher and the other content areas. Civics exam requires a lot of reading and there are reading deficiencies that become a barrier. Parents are not aware about the requirements for the Civics exam School dependent on one teacher to teach Civics

3. Share possible solutions that address the root causes.

Elementary grades can cover important topics so that students are better prepared for the Civics exam Training k-6 teachers on the Civics standards concepts embedded in the Clvics exam Provide opportunity for the Clvics teacher to plan and collaborate with other teachers of Clvics.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

Continue to present information in various forms in-person, email, text, online Zoom, and at varied times to reach the various times parents need.

- **Parent Training**

Provide parent trainings around how to help their child with homework, building their child's efficacy for learning and being challenge., and tapping into their child's interest through the arts and sciences and civic engagement.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Provide schology resources and resources for the students to use in learning the social studies content. Communicate updates regarding social studies standards assignments and learning opportunities.

- **Students**

Students will be prepared for school with supplies and homework in their approved school uniform.

- **Parents**

Communicate with school regularly by reading and signing the agendas daily and responding to emails sent by the teacher and the school.

- **Staff Training**

Provide training for staff around incorporating civic engagement into their lessons

- **Accessibility**

Translation support to families and students at school and during afterschool activities. Provide a language lab for families who would like to learn to speak English.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Middle School Acceleration rate calculated in Mid-year is 83% Only four classes of accelerated students with a middle school class of 300 students less than 20% of the student accelerated with Bio, Geo, Algebra courses

2. List the root causes for the needs assessment statements you prioritized.

Students are not being exposed to more complex mathematics in earlier grades Large number of students still having difficulties with basic math and science concepts Very few students attend tutoring for the accelerated courses

3. Share possible solutions that address the root causes.

Plan for rigor at all grade levels in the mathematics and science courses Accelerate earlier when possible starting at 3rd grade Offer AVID tutoring during the day with AVID tutors for students who are accelerated but need the added support

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Provide updates to parents to better support the schools initiatives around acceleration. Make parents aware of the accelerated opportunities for students and the prerequisites for acceleration.

- **Parent Training**

Provide training in various formats (on demand video, live class demos) for parents to assist their children at home with the accelerated courses
Provide training for parents on using the online resources in the platforms

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- School

Provide more accelerated opportunities for students in a variety of content areas and electives. Provide resources for students to engage in the accelerated course work. Make training a priority for teachers and parents to assist students with accelerated coursework.

- Students

Be prepared with materials and homework.

- Parents

Communicate with the school and teachers in regards to the progress of the students . Keep contact information up to date so that there are no barriers to communicating with the school. Check the school website and schoology for updates on events.

- Staff Training

Provide staff training for teachers around strategies to teach and engage students with the more complex content for accelerated courses

- Accessibility

Make the training more accessible for families with various languages and at various times virtually and live.

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: **\$248,738.29**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide academic support on Saturdays to remediate classroom concepts to students below/approaching grade level in Language Arts, Math, Science, and Civics starting in January.	6	\$37.00	1	4	8	Certified	Original	\$7,104.00
	Amendment 34 / BT #1 - Planning Time for teachers	7	\$37.00	1	0.5	8	Certified	Amendment	\$1,036.00
	Amendment 34 / BT #1 - Adding a teacher	1	\$37.00	1	4	8	Certified	Amendment	\$1,184.00
	Amendment 127 / BT #3 - Increasing hourly rate from 37 to 40 per hr	1	\$756.00	1	1	1	Certified	Amendment	\$756.00
	Amendment 127 / BT #3 - 3rd-5th ELA & Math starting January for lowest 25	6	\$40.00	2	1.25	8	Certified	Amendment	\$4,800.00
Community Language Facilitator	Provide small group support and progress monitoring for ELs Grades K-8 and support with providing translation for parents during the school day and school events.								
Online subscription	Item	Quantity			Rate		Type		Total
	Near Pod Flocabulary will be used in ELA to bring the curriculum to life and reinforce core knowledge and skills to help students master standards, build vocabulary and develop 21st-century skills.	1			\$3,920.00		Original		\$3,920.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Generation Genius, Inc. will be used to support and reinforce content for 100 students in 5th and 8th grade.	150	\$5.00	Original	\$750.00
	AVID online resources will be used by teachers to plan, deliver and support lessons aligned to state standards for 800 students in grades K-5.	1	\$5,399.00	Original	\$5,399.00
	DIBEL Amplify/ Diagnostic Assessment and Rtl Resources will be used as a diagnostic and monitoring tool in K-8 for 500 students to track students' performance and rate of improvement in response to tiered instruction.	500	\$9.00	Original	\$4,500.00
	News ELA will be used to supplement core instruction in Reading, Science and Social Studies for 800 students in grades 2-8.	1	\$8,000.00	Original	\$8,000.00
	iReady Reading and Math Toolkit will be used as a diagnostic to support teachers with differentiating instruction for students in Reading and Math.	1	\$10,000.00	Original	\$10,000.00
	BT #2 Increased amount for Math - IXL Math will be used for Tier II interventions with students below grade level in the SBT process. 3-9 / 400	1	\$3,979.00	Amendment	\$3,979.00
	Reading - Dream box Reading Plus will be used for Tier II Interventions Instruction during ELA for students below grade level as a tiered resources to remediate core and instructional gaps. 3-8 / 600	1	\$11,575.00	Amendment	\$11,575.00
	Writing - Write Score writing supplemental resource to reinforce standards instruction K-8 / 800	1	\$6,429.40	Amendment	\$6,429.40
	Moving out balance of changes to classroom supply line	1	-\$720.00	Budget Transfer	-\$720.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	BT #2 Removing School Specialty Coach Digital	1	-\$7,699.00	Budget Transfer	-\$7,699.00	
	Penda	1	\$6,000.00	Budget Transfer	\$6,000.00	
Resource Teacher	Reading resource teacher will provide small group support and progress monitoring for students in the tiered process in a push-in/pull-out setting for students in grades K-8 with a specific focus on K-3.					
Resource Teacher	Reading resource teacher will provide small group support and progress monitoring for students in the tiered process in a push-in/pull-out setting for students in grades K-8.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Card Stock	20	\$16.04	General Supplies	Original	\$320.80
	Colored Paper	12	\$9.78	General Supplies	Original	\$117.36
	Pencils Pre-sharpened	52	\$18.80	General Supplies	Original	\$977.60
	Dry Erase boards	200	\$2.71	General Supplies	Original	\$542.00
	Shipping	1	\$20.35	General Supplies	Original	\$20.35
	Post-it Super Sticky Easel Pads	10	\$149.99	General Supplies	Original	\$1,499.90

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Really Good Stuff® Store More® Medium Takehome Book Pouches - Primary Multicolor - Set Of 36	10	\$289.99	General Supplies	Original	\$2,899.90
	Staples Composition Notebook 48/Carton	19	\$75.00	General Supplies	Original	\$1,425.00
	Copy Paper 10 Reams/ Carton 40 Carton/Pallet	2	\$2,417.79	General Supplies	Original	\$4,835.58
	File folders	20	\$19.99	General Supplies	Original	\$399.80
	Amendment 34 / BT #1 increasing quantities	1	\$116.60	General Supplies	Amendment	\$116.60
	BT#2 increasing quantities	1	\$720.00	General Supplies	Budget Transfer	\$720.00
	Amendment 127 / BT #3 increasing quantities	1	\$1,600.00	General Supplies	Amendment	\$1,600.00
Resource Teacher	ESOL teacher will provide Instructional support for English Language Learners in grades K-8 in a small group push-in/pull-out setting.					

Action Step: Professional Development

Provide teachers and instructional support personnel with job-embedded professional development.

Budget Total: \$160,509.98

Acct Description	Description					
Tch Res Staff Development	PD Resource teacher will provide support for teachers in grades K-3 to create and implement standards-based lessons through PLC, PDDs, and coaching to build teachers' capacity to deliver effective standards-based instruction to increase student achievement in all content areas.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Card Stock	20	\$16.04	General Supplies	Original	\$320.80
	Copy paper	10	\$40.00	General Supplies	Original	\$400.00
	3-ring binders	20	\$9.31	General Supplies	Original	\$186.20
	Toner to go HP Toner All Colors	2	\$1,296.00	Technology	Original	\$2,592.00
	Post-it Super Sticky Easel Pads	2	\$149.99	General Supplies	Original	\$299.98
	Amendment 127 / BT #3 - PD Book Study *The Energy Bus	20	\$10.70	Program Supplies	Amendment	\$214.00
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Color Printer Laser Jet Pro HP	2	\$429.00	Original	\$858.00	
Tch Res Staff Development	PD Resource teacher will provide professional development, coaching, and modeling in all content areas to instructional staff in all content areas for grades K-5. Additionally, the position will support the MTSS process by leading SBT, monitoring interventions, and progress monitoring.					

Acct Description	Description									
Mobile devices	Item					Quantity	Rate	Type	Total	
	Amendment 127 / BT #3 - 10.90in ipad wifi 64 gb - Apple Inc for small group supplemental instruction in math and reading					4	\$329.00	Amendment	\$1,316.00	
	Amendment 127 / BT #3 - United Data Tech Services - image tech items for use					1	\$12.00	Amendment	\$12.00	
Consultants	Item					Quantity	Rate	Type	Total	
	Reading Horizons - Nov 5 2024 -One day in-person professional learning for 25 educators will provide an overview of the science of reading, Structured Literacy, and the process of implementing the Reading Horizons instructional framework in various settings.					1	\$3,000.00	Amendment	\$3,000.00	
	tld - Amendment 127 / BT #3 Dissolving line *Review notes for information					1	-\$3,000.00	Amendment	-\$3,000.00	
Webinar /PD with Purchase	Item					Quantity	Rate	Type	Total	
	Amendment 34 / BT #1 Virtual PD on how to engage families using the 6 slices of parent engagement.					1	\$1,250.00	Amendment	\$1,250.00	
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Team Leaders and Coaches will work together to analyze student data, identify needs of students, create action plans, instructional calendars, and align resources to meet the needs of students in all content areas. (January 2025)		12	\$30.00	1	6	1	Certified	Original	\$2,160.00

Acct Description	Description
Tch Res Staff Development	PD Resource teacher will provide support for teachers in grades 4-8 to create and implement standards-based lessons through PLC, PDDs, and coaching to build teachers' capacity to deliver effective standards-based instruction to increase student achievement in all content areas.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$39,274.98

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non certified staff will provide childcare for Parent trainings events after school and the 2nd Wednesday of each month	2	\$16.00	1	4	6	Non-Certified	Original	\$768.00
	Certified teachers will will provide childcare for Parent trainings events after school and the 2nd Wednesday of each month	6	\$30.00	1	4	6	Certified	Original	\$4,320.00
Community Language Facilitator	Community Language Facilitator will provide language support to students in grades K-8 and provide translation support and services for parents.								

Acct Description	Description						
Online subscription	Item			Quantity	Rate	Type	Total
	Amendment 34 / BT #1 - Project Appleseed - Each session will offer suggestions and solutions tailored to the schools needs. The online resources will be used to plan out PE activities for the year for Parent Trainings			1	\$400.00	Amendment	\$400.00
Supplies							
	Item		Quantity	Rate	Supply Type	Type	Total
	Student Agendas Grades K-8		1000	\$3.89	Program Supplies	Original	\$3,890.00
	Shipping		1	\$467.98	Program Supplies	Original	\$467.98
	tld - Amendment 127 / BT #3 Copy paper		1	\$1,137.00	General Supplies	Amendment	\$1,137.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Renaissance Charter School at Cypress is committed to providing a quality education for every child. Our commitment is to include parents in all aspects of the Title I Program, following all requirements of the Title I, Part A regulations. Renaissance Charter School at Cypress understands the importance of preparing young minds for the road ahead. However, we cannot do it alone. We rely on partnerships with businesses and the community as a whole to improve education in mathematics, reading, science, social studies, and technology. In order to be successful in preparing and challenging our students, we believe that a partnership between parents and our school is imperative.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Team Members were selected based on their various roles in academic, social, behavioral, and family support backgrounds.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will be involved by reviewing data and engaging in discussion to develop the action plan as well as monitor the action plan throughout the year. Because team members are from various stakeholders groups parents, admin, teachers, and student council representation. This team will meet Monthly on the last Wednesday of each month from 3:30-4:30 pm We will also meet with Parents every quarter to share progress and get feedback regarding the SWP.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input during out PTC Parent Teacher Collaborative meetings. During these meetings parents, teachers and community members were provided student achievement data and climate survey data. This information from stakeholders was used to determine the direct need as well as develop strategies to support the areas of concern. Meetings are held quarterly with stakeholders to include parents to gain more input. Title I funds will be used to purchase agendas to support with school/home communications, a CLF to bridge communication gaps during school trainings/events, along with child care and support by school staff for all Parent University Saturday trainings.

Name	Title

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Thursday September 12, 2024 5:30-6:30 pm, Renaissance Charter School at Cypress Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents are notified via text, email, and School messenger call, school website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Parents will receive a handout via email in preparation for their participation and engagement with the parent meeting. Handouts will be created and printed upon request. Powerpoint presentation to display the Title 1 Plan and the Parent and Family Compact. The meeting will take place on campus and via Zoom. A recap of the meeting, as well as materials/ handouts, will be emailed to all parents. Supplies needed: School-based data, Folders, Chart paper, markers, technology laptop projector screens for presentation

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Family Engagement Toolbox Training

- What specific strategy, skill or program will staff learn to implement with families?

The family engagement training will help educators learn effective strategies for involving families and building strong partnerships. Teachers will receive training on communication engagement strategies and resources (Talking Points, use of agenda planner as class newsletters, conferencing with parents)

- What is the expected impact of this training on family engagement?

*Improved communication and collaboration between families and schools: The training can provide strategies and tools for effectively communicating and working together to support children's learning and development. *Increased involvement of families in their children's education: The training may encourage and empower families to take an active role in their children's education and advocate for their needs. *Enhanced understanding of the importance of high-impact family engagement?: The training may help participants understand the impact that family engagement can have on children's academic and social-emotional development, as well as their overall well-being. *Greater sense of community and support: The training may foster a sense of community and support among families and school staff, leading to a more positive and inclusive learning environment. Improved outcomes for children: Research has shown that family engagement is positively correlated with children's academic achievement and success in school. A training in family engagement may help to improve outcomes for children by strengthening the connection between families and schools.

- What will teachers submit as evidence of implementation?

Teachers will submit a family engagement plan and pledge to be submitted. Teachers will utilize agenda planner and newsletters to better keep parents informed of class and school events. Teachers will schedule quarterly parent meetings to keep parents abreast of grade level updates. Sample newsletters, agenda planner communication, talking points confirmation of messages sent.

- Month of Training

August

- Responsible Person(s)

Leadership Team, Teachers, Staff

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Talking Points Parent Communication Resource

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will gain knowledge on how to use a tool to communicate with families in their home languages to build strong partnerships all year long

- What is the expected impact of this training on family engagement?

Teachers will have a quick way to effectively communicate with parents and keep parent update on student academic and social progress.

- What will teachers submit as evidence of implementation?

Teachers will send screenshots of talking points communication

- Month of Training

August

- Responsible Person(s)

Teachers, Staff, and Leadership Team

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

A Positive Exchange between School and Home: Talking Points and PowerSchool

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will become knowledgeable of the tool TalkingPoints and the use of the agenda planner as methods of communicating daily with their child's teacher. They will also explore the PowerSchool app in order to stay up to date on students grades.

- Describe the interactive hands-on component of the training.

Parents will use their devices and school provided iPads to activate and navigate through the Talking Points app and PowerSchool

- What is the expected impact of this training on student achievement?

Parents will better understand how to access student grades to keep up to date with their child's academic progress and teachers and parents will be able to easily communicate to stay informed.

- Date of Training

September 28, 2025

- Responsible Person(s)

Kendra Wester, Heather Czeskleba, Curriculum Resource Teachers, Teachers

- Resources and Materials

Students Agenda Planner Laptops/ iPads for families to use (Talking Points App) Projected presentation Handouts with directions (process documents)

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

The Reading and Writing Connection

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will explore the Fab 5 Reading Component (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) and how these support the development of successful readers and writers.

- **Describe the interactive hands-on component of the training.**

Parents will practice task in the Big 6 Reading components and learn how to use materials around their homes to help their students practice and master the skills associated with each component.

- **What is the expected impact of this training on student achievement?**

Parents will develop skills to better help their scholars at home enhance their literacy skills therefore increasing proficiency and learning gains rates.

- **Date of Training**

October 26, 2025

- **Responsible Person(s)**

Kendra Wester, Heather Czeskleba, Curriculum Resource Teachers, Teachers

- **Resources and Materials**

Scholastic reading and writing connection handouts Picture books and novels for families to take home Teacher made letter cards Flash Cards Writing Journals for each student represented Chart Paper

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Math at Home (The Math Learning Center)

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn to use resources in their home environment and school issued math instructional software to support their children at home with mathematics.

- Describe the interactive hands-on component of the training.

Parents will use the resources provided to engage their children in deep mathematical thinking as they work through activities, and games that are aligned to key mathematical concepts.

- What is the expected impact of this training on student achievement?

Students mathematics scores will increase at the level of proficiency and the percentage of learning gains made by students will increase.

- Date of Training

January 25, 2025

- Responsible Person(s)

Kendra Wester, Heather Czeskleba, Curriculum Resource Teachers, Teachers

- Resources and Materials

Math Learning Center (Math at Home resources) Easily available Math Manipulatives (coins, buttons, beans, etc) Flash Cards Math Journals for each student represented Chart Paper

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant

- Describe how agency/organization supports families.

Provide support/guidance regarding access to services and support with their families. They provide monthly trainings for the staff. Identification and Recruitment - The educational placement of children, interviewing of the parents or guardians, the recording of the families' eligibility, and the enrollment of the children into the Migrant Education Program (MEP). Supportive/Supplemental Services - Translations Migrant Parent Advisory Council (MPAC) - leadership activities for parents

- Based on the description list the documentation you will provide to showcase this partnership.

Sign-in Sheets Communication Logs Meeting/ Event agendas

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

City of West Palm Beach and Sherrif Department

- Describe how agency/organization supports families.

Participates in Family Engagement Events Invites students to participate PAL athletic programming donates backpacks and supplies to the school
Safety drills and training for staff to keep students safe

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures of events Safety Meeting agenda Safety Drill feedback

- Frequency

1 time/yearly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Seacoast Bank

- Describe how agency/organization supports families.

Participates in Family Events, provides financial literacy courses to families and students, banking education, discounts and rewards to families

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures of events Agenda/ Sign-in sheets Presentation handouts

- Frequency

Quarterly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parent will receive communicationSchool-Parent compact, PFEP Summary, Parents Right to Know, Title 1 meetings, parent teaining, curriculum nights, etc via our Monthly calendar online as well as through school messenger, email, text, phone call

- List evidence that you will upload based on your description.

Email, School Messenger completion confirmation Title I Annual Meeting, PFEP summaries and School-Parent Compact

- Description

Families will have access to Grade Level Curriculum nights, Parent Teacher Collaborative meetings, Title 1 Annual Meeting, and parent-teacher conferences to learn about Power School, Schoology, TalkingPoints to stay up to date with assignments as well as grades. In addition to this, a progress report will be sent home and on Power School for parent view of interim progress.

- List evidence that you will upload based on your description.

Power School Progress Report, Screenshot of Schoology parent page Invitation to meeting Parent teacher conference notes

- Description

Parent will be provided this information in parent universities, parent-teacher conferences, grade level curriculum nights, on Schoology, and on our school website of the important dates.

- List evidence that you will upload based on your description.

Flyers, School calendar, report cards parent teacher conference notes

- Description

Parents are notified about their ability to participate in Parent University/ Parent Teacher Collaborative (PTC)/Title 1 meetings and parent conference days are scheduled as well as an opportunity to request them as needed.

- List evidence that you will upload based on your description.

School Calendar PTC Meeting attendance Title 1 Annual Meeting invitation and sign-in sheet

- Description

Parent will be provided minutes from the meetings/ training and if they are recorded via Zoom then sent out to include PPT presentation and handouts for any parent that may have missed the training. They can call and ask questions also.

- List evidence that you will upload based on your description.

PPT Presentation, Zoom recording if recorded, invitations with various meeting times and methods included.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

New families receive a welcome packet in multiple languages. Parents are provided the meeting notices in their home language, and interpreters are present to share highlights with the families in their native languages at meetings/trainings. Translators will be in attendance for Spanish and Haitian Creole to assist with translation.

- List evidence that you will upload based on your description.

Translated Parent School compacts, PFEP Summaries, flyers, and Handouts in other languages. Translators are provided at the meeting. Agenda and sign-in sheets with language facilitators present at meetings.

- Description

New families receive a welcome packet. The school building is ADA compliant with availability of disabled parking. Families with disabilities will have access to the materials and meeting via email to go back to review any session they may have missed. All meetings are held on the first floor.

- List evidence that you will upload based on your description.

Photographs of ramps, accessibility items such as elevators, parking, restrooms.

- Description

New families receive a welcome packet. Families receive information through Migrant Education program. Families will have access to the materials and meeting via email to go back to review any session they may have missed. Families are invited to Migrant events once identified.

- List evidence that you will upload based on your description.

Handouts, email seeking support for families to the Migrant Department.

- Description

New families receive a welcome packet. Families will have access to the materials and meeting via email or at the front office to review any session they may have missed. Reach out to the District for support.

- List evidence that you will upload based on your description.

Handouts, email seeking support for families., flyers of McKinney- Vento programs.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Our school is beginning its fifth year as a Leader in Me School. Based on the work of Dr. Covey, our students are exposed to the 7 habits of highly effective people and are taught lessons to build these skills. Additionally, students (K - 8) assume leadership responsibilities within their classroom and school-wide. Several community agencies are available within a few miles of our school. Through partnerships established with PBCS, our families are provided information to help leverage these resources, including referrals as needed. Mentoring programs targeting our most at-risk students will help develop boys and girls into leaders. Peer mediation, academic support, and future mentoring roles for these students will help strengthen their decision-making skills. Through enrichment opportunities, our students participate in a variety of clubs and athletics, cultivating shared responsibility and teamwork.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

All students at Renaissance Charter School at Cypress receive Tier 1 instruction in all core subject areas. NWEA is used as a universal screener for Math, Reading, and Science instruction and is administered to all students. An additional diagnostic (Reading Plus and Imagine Math) is given to determine Tier placement and the skill deficits that need to be addressed during the intervention. This data from the screener helps us to determine Tier placement for students. Students placed in Tier 2 will receive intervention based on their skill deficits. Classroom teachers and academic tutors administer systematic research-based intervention and progress monitor students in alignment with the skills deficits. Students placed in Tier 3 intervention, which is a more intensive intervention, are administered in addition to Tier 2 intervention. This intervention is administered by certified trained personnel daily. These students are progress monitored by the certified trained personnel weekly. All Renaissance Charter School at Cypress students use a School-wide positive behavior support system with school-wide expectations with student, teacher, and community input. These expectations are taught and reinforced with all students. Teachers refer to the behavior matrix to support classroom interventions such as the use of agenda planners, class celebrations, phone calls home as well as behaviors that may require consulting with the administration. Teachers refer students to our PBIS team if they seem to have a need for additional support based on classroom data (Dojo, student agenda, referrals in SIS). Tier 2 support is provided by the student service coordinator and dean. These professionals form groups with students who have common behavioral needs and conduct classroom observations to check in with student progress. A tier 3 behavior plan is developed for the individual students by the SBT team. The behavior plan includes weekly progress checks such as individual-specific behavior charts. The SBT team reviews the student's progress weekly.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.
- How the school ensures instruction is aligned to standards.
- How the school connects classroom learning to real world applications
- Courses/electives that are not considered core-content.
- How extra curricular opportunities enrich the students' education.
- Courses/electives that are focused on job skills.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

Our school is beginning its 6th year as a Leader in Me School. Based on the work of Dr. Covey, our students are exposed to the 7 habits of highly effective people and are taught lessons to build these skills. Additionally, students (K - 8) assume leadership responsibilities within their classroom and school-wide. Academics at Renaissance Charter School at Cypress are planned in alignment with the BEST standards. Teachers use standards-aligned curriculum maps and resources to plan, deliver, and assess students' progress toward the standards. The administrative team and academic coaches facilitate and participate in PLCs to review and analyze student data and review and develop an understanding of the standards. In addition to academics, Cypress has several clubs and activities for our students. These clubs include STEM, Art club, chorus, basketball, kickball, soccer, safety patrols, AVID, and more. We offer mentoring programs targeting our most at-risk students will help develop boys and girls into leaders. Peer mediation, academic support, and future mentoring roles for these students will help strengthen their decision-making skills. Students are able to connect to the real world through programs like AVID and STEM where students engage in sessions with guest speakers and collaborative projects around careers and college readiness.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Our higher-achieving students have opportunities to take advanced mathematics courses during the school year (e.g., Algebra 1 and Geometry). Students in grades 3, 5, and 6 who score above grade level, are being targeted for additional advanced classes, including technology certifications. AVID is implemented as a school-wide system in preparing our students for more advanced courses and college and careers. Increased grade-level opportunities to visit college campuses are taking place this year. Increased assemblies for all grade levels that target character education will occur throughout the year. Family Learning Fairs that target both academic and career awareness for families will take place during the year. Partnerships with other agencies (Palm Beach Zoo's Environmental Careers Academy) help students work on interviewing and resume creation.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As we approach the end of each school year, our team increases contact with local PreK programs in the area, inviting families to attend information sessions to help prepare them for Kindergarten. In May, we host Kindergarten Round-up which offers parents the opportunity to visit with our staff, tour the school, and receive information about our curriculum and instruction. Further, families are able to engage in dialogue about best practices for the summer to adequately prepare their child for the upcoming school year. Additional Kindergarten Round-up sessions are held throughout the summer for families not able to attend earlier. Prior to the start of school, Kindergarten parents and children are invited to our Meet and Greet event. They speak with teachers about what to expect, supplies that are necessary, communication plans, and how to provide a successful experience. During the first week of school, Kindergarten parents are able to bring their children to the cafeteria and stay for a while to help with the transition process.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Prior to the beginning of school, our new teachers attend a week-long induction program that introduces them to the career of teaching, as well as CSUSA-specific guidelines. Additionally, all staff attends an orientation in which school data and initiatives are reviewed. During the school year, teacher workdays are used to provide training on The Leader in Me, AVID, The Science of Reading and Standards aligned instruction. Training in using various resources supporting our core learning and instructional software -- Imagine Math, Reading Plus and Reading Horizons. Each week, teachers engage in PLCs focusing on data dives that provide them with resources to help analyze student achievement data. They work collaboratively to develop action plans articulating how they will change instruction based on this data. Throughout the year, teachers engage in the district ESP program as well as our network's TLC program -- both of which ensure teachers have the required training and performance tasks completed to provide quality instruction.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Through local and regional job fairs, our school participates in recruitment efforts. From time-to-time, we provide opportunities for university students to observe master teachers and gain practicum experience. When possible, we reach out to these individuals for substitute positions. Further, we tap into this group of prospective candidates when vacancies become available. For high-needs areas, we rely heavily on our relationships with traditional public schools in the district and our sister schools in CSUSA to fill positions. With respect to teacher retention, we provide novice teachers with a mentor who supports their acclimation to their careers and school. Monthly meetings take place which allows mentors and proteges to discuss current trends, upcoming events, and challenges. Our network also provides support services for staff who require emotional, physical, or financial assistance. Further, merit pay increases are issued to our staff each year as a means to keep quality educators. Teachers provide input on professional development needs. Our school supports teachers in helping to pay for Reading, ESOL, and gifted endorsement courses. Also, professional learning communities are developed across grade-level teams to support teachers' professional growth and planning.