
Title I Comprehensive Schoolwide Plan
RENAISSANCE CHARTER SCHOOL AT SUMMIT (4002)

ELA

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

1. List prioritized needs statements.

Current ELA Proficiency is at 36% with a desired state of proficiency at 48%. Current ELA learning gains is at 45% with a desired state of learning gains at 50%. Current ELA lowest 25% is at 56% with a desired state of learning gains at 60%. 1st Grade proficiency rate is 37%. 3rd Grade is currently 20%, but predicted to reach 32%. 4th Grade proficiency rate is 26%. 5th Grade proficiency rate is 34%. The projected school grade is a 54% = C.

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

Students not reading on grade level and lacking prerequisite skills. Continued increases of support for English Language (ELLs) students. A lack of phonics and vocabulary instruction. Additional support with support staff for small group pullouts, support staff for assistance in intensive classes, additional remediation/enrichment curriculum in the means of paper and electronic support, support staff for ESOL department due to increase enrollment, ESE assistance to ensure students are receiving support and ELA parent engagement materials and resources.

3. Share possible solutions that address the root causes.

A focus on bubble students by implementing teacher-led small group pullout. A focus on the lowest 25% by implementing teacher-led small group pull out. A focus on Phonics and Vocabulary instruction. Day tutors to work with bubble students. Implement extended day and Saturday enrichment for identified groups · Small group differentiated instruction · Hiring qualified ELA teachers · Hiring Reading Endorsed Teachers for 3rd Grade · Ensuring the protection of instructional time · Professional development for teachers in the area of teaching reading (LETRS training) · Teaching test-taking strategies · Continue to use qualitative and quantitative data to drive instruction · Student and parent data chats · Data dive in PLCs with teachers

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

• Communication

SAC/PTO Meetings Back to School Night Parent-Teacher Conferences. Social Media. School Messenger. Parent Monthly Newsletter and Calendar. LiveSchool.

- **Parent Training**

ELA Standards Night. Curriculum Night. Technology training on IReady, Reading Plus, Lexia 5.

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

- **School**

Communicate with parents frequently about student learning. Develop life-long readers and comprehension strategies for families. Encourage and foster students' interest in reading a variety of fictional and non-fiction texts.

- **Students**

Provide a print-rich classroom environment. Provide materials and resources that will support students' reading success. Provide one on one technology making sure device is charged and in good shape. Provide rigorous and engaging lessons.

- **Parents**

Support parents to ensure that their child comes to school regularly, on time, and dressed in appropriate school attire each day. Provide reading and writing resources for parents to use at home with their child.

- **Staff Training**

Professional Development on parent communication and family engagement. Train both instructional and non-instructional staff on how to build positive rapport with parents. Professional development of social media communication, not limited to LiveSchool. Training on Leader in Me resources.

- **Accessibility**

Ensuring the school has handicap access. Letters and information provided in English, Spanish, Portuguese, and Haitian Creole.

Math

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

1. List prioritized needs statements.

Math proficiency is currently expected to be at 48% with a set goal of 53%. 7th-grade students based on data have the potential to reach 31% proficiency with a growth of 10%. 4th and 5th Grades are trending in the 62% range with a potential of 68%. 3rd grade and 6th grade were all enrolled in accelerated math. Pre-algebra is included in the 6th-grade track. Algebra 1 is offered in 8th-grade and in 24-25 we will offer Geometry.

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

Lack of teachers in 7th grade has impacted achievement and growth significantly. Lack of effective remediation and strategies of new BEST standards and previously taught standards. Lack of teachers using data to drive their instruction. Lack of data-driven grouping. Increasing amounts of ELL students lead to difficulty in communication between teacher and student. Lack of accountability and tracking of software programs. Addition support is needed with staff for small group pull outs, instructional staff to reduce class size and increase math instructional minutes, support staff for assistance in intensive classes, additional remediation/enrichment curriculum, and parent engagement materials and resources.

3. Share possible solutions that address the root causes.

Spend time during RTO to explain and review the new best standards. Train teachers at the beginning of the year about the importance of data-driven small group instruction and teach them how to make data driven group. The focus of bubble students by implementing teacher-led small group pullout. The focus of lowest 25% by implementing teacher-led small group pullout. Day tutors to work with bubble students. Implement extended day and Saturdays enrichment for identified groups · Small group differentiated instruction · Hiring qualified Math teachers · Ensuring the protection of instructional time · Professional development for teachers in the area of teaching mathematics · Teaching test-taking strategies · Continue to use qualitative and quantitative data to drive instruction · Student and parent data chats · Data dive PLCs with teachers

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

• Communication

The leadership team will implement: · SAC/PTO Meetings · Back to School Night · Parent-Teacher conferences · Other Conferences and Meetings · Social Media coverage · More frequent SchoolMessenger communication

- Parent Training

The leadership team will encourage: · Math Standards Night · Curriculum Night · Technology training on Imagine Math and iReady

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

- School

To reinforce platform expectations and to have set weekly “at-home” expectations. Communicate with parents frequently about student learning. Encourage and foster students’ interest in math with real-world math.

- Students

Have mandatory PLPs for students to track and monitor their progress. Provide a print-rich classroom environment. Provide materials and resources that will support students’ reading success. Provide 1-1 technology. Provide hands-on and engaging lessons.

- Parents

Support parents to ensure that their child attends school regularly, on time, and dressed in appropriate school attire each day. Provide math resources for parents to use at home with their child.

- Staff Training

Professional development on parent communication and family engagement. Train office staff and all educators on how to build positive rapport with parents. Professional development of social media communication, not limited to LiveSchool.

- Accessibility

Ensuring the school has handicap access. Letters and information provided in English, Spanish, Portuguese, and Haitian Creole.

Science

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

1. List prioritized needs statements.

Current projection for Science is at a 54%, which exceeds the target of 47%. Biology in 8th-grade is projected at 95%, exceeding the desired state of 82%. 8th-grade and 5th grade team need support in the area of Science assessment strategies and critical thinking.

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

Lack of motivation in 8th-grade students. Teachers new to the standards in 5th-Grade result in a lack of knowledge, skills, and strategies. Lack of understanding to turn information into a conceptual application. Minimal hands-on activities, to "hook" and engage the students. Additional support for small group pulls, instructional staff, hands on activities, additional remediation/enrichment curriculum (paper and electronic support), and parent engagement.

3. Share possible solutions that address the root causes.

Embed Science in all core subjects. Mandatory "Do-Nows" that will expose students to state assessment style questions. Maintain visuals on small group binders and technology tracking. Hold teachers in lower grades accountable to teach science standards. Mandatory for 5th to 8th-grade teachers to meet with students in small groups with their bubble students. Create engaging 5E lessons that cause students to own their learning. Focus on a Spring Break camp for bubble students. Weekly administration check-ins.

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

- Communication

Require teachers to meet with parents at least twice per quarter. Enhance communication and notify parents of community events that support the Sciences. Provide parents with testing strategies and information regarding the standards.

- Parent Training

Meet with parents to show how students will be assessed so they are informed on how they can assist their child with the standards at home.

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

• School

Enhance communication and provide enrichment opportunities and celebrate the science successes that are occurring within the building.

• Students

Use data to identify and enroll students in after-school and Saturday tutoring. Create a monitoring system to ensure students are monitoring their progress in PowerSchool and the use of PLPs.

• Parents

Provide exciting opportunities by working with the zoo and science center to share upcoming events. Encourage families to seek out science-based activities in the community.

• Staff Training

Encourage staff to create projects that involve them visiting or learning information about the Sciences around them.

• Accessibility

Include ESE/504/ESOL staff to ensure that students are receiving the support needed.

Social Studies

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

1. List prioritized needs statements.

Overall proficiency for 7th-Grade Civics is expected to be 76%, which exceeds the target goal of 66%.

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

Students not reading on grade level and lacking prerequisite skills. Continued increases of support for English Language (ELLs) students. Low at-home classwork/homework/eLearning software completion. Support with additional remediation/enrichment curriculum in the means of paper and electronic support.

3. Share possible solutions that address the root causes.

Small group differentiated instruction. Tutoring and other extended learning activities. Ensuring protection of instructional time. Teaching test-taking strategies. Continue to use qualitative and quantitative data to drive instruction.

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

• Communication

Share with students and parents political information that may affect their lives.

• Parent Training

Provide parents with information on the EOC and how to assist at home.

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

• School

Provide information regarding the Civics EOC and the standards that are covered. Offer Civics Spring-Break Bootcamp.

• Students

Ensure students understand and are reminded about personal accountability for attendance and completion of work.

- **Parents**

Information regarding the Civics EOC and the standards that are covered.

- **Staff Training**

Provide opportunities and information friendly material to parents to participate in their child's learning.

- **Accessibility**

Ensure that ESE/RtI/ESOL students are receiving equal support and services. Notify students about tutoring opportunities.

Acceleration Success

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

1. List prioritized needs statements.

Algebra 1 proficiency is currently expected to be at 50% Biology proficiency is currently expected to be at 95% Acceleration is predicted at 91%

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

Students did not receive the rigor they should have in pre-Algebra due to turn over of teachers and some students moved from grade 7 to Algebra creating a gap in standards. Additional support is needed with support staff, instructional staff, and additional remediation curriculum.

3. Share possible solutions that address the root causes.

Increase student success rate by being intentional in selecting which 7th-Grade students take Pre-Algebra instead of Algebra 1. Provide summer school for those moving from grade 7th-Grade Math to Algebra.

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

- **Communication**

Enhance communication through LiveSchool.

- **Parent Training**

Provide strategies that they can use with their child to enhance their love and understanding of Math

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

- **School**

Enhance communication and provide strategies to parents. Provide parents with access to achievement/assessment data to understand their student's current progress.

- **Students**

Students will take ownership of their learning by conducting daily checks in PowerSchool to determine grade progress.

- **Parents**

Set expectations, communicate often, follow-up for understanding.

- **Staff Training**

Teach staff how to use LiveSchool to attach information that would be helpful to parents

- **Accessibility**

Check-in with ESE/RtI/ESOL to make sure students are receiving support and assistance.

Action Step: Classroom Instruction

Increase students' achievement through innovative program, rigorous, and differentiated instruction.

Budget Total: \$514,664.59

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Cardstock	36	\$26.99	General Supplies	Original	\$971.64
	Ticondrosa Pencils (Box of 72)	50	\$21.99	General Supplies	Original	\$1,099.50
	Wilson Reading System	3	\$1,000.00	Instructional Materials	Original	\$3,000.00
	Shipping	1	\$1,189.30	General Supplies	Original	\$1,189.30
	Heggerty Bridge to Reading Classroom Kits and Consumables	18	\$1,699.00	Instructional Materials	Original	\$30,582.00
	Composition Notebooks (Wide Ruled)	60	\$22.49	General Supplies	Original	\$1,349.40
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,731.75	General Supplies	Original	\$1,731.75

Acct Description	Description																																												
	needed based on the needs of students going through the RTI/SBT process.																																												
Resource Teacher	Grades 4-8 Math will provide support to students with Tier 2 and Tier 3 instruction to meet the needs of students in math (4-8) through a push-in/push-out model. This teacher will also meet with parents as needed based on the needs of students going through the RTI/SBT process.																																												
Resource Teacher	Grades K-5 resource teacher will provide support to students with Tier 2 and Tier 3 instruction to meet the needs of students in reading (K-8) through a push-in/push-out model. This teacher will also meet with parents as needed based on the needs of students going through the RTI/SBT process.																																												
Paraprofessional	The paraprofessional will provide Tier 2 K-8 ELL students with reading instruction specifically designed for their needs through a push in model.																																												
Online subscription	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Total</th></tr><tr><td>Penda (3-5) - Science</td><td>1</td><td>\$3,000.00</td><td>\$3,000.00</td></tr><tr><td>Explore Learning (Gizmos 3-5) - Science</td><td>15</td><td>\$149.00</td><td>\$2,235.00</td></tr><tr><td>Penda (6-8) - Science</td><td>1</td><td>\$3,000.00</td><td>\$3,000.00</td></tr><tr><td>Nearpod/ Flocabulary - K-8 - ELA & Math</td><td>1</td><td>\$3,920.00</td><td>\$3,920.00</td></tr><tr><td>Accelerated Learning Math Nation EOC's Grades 6-8</td><td>100</td><td>\$15.00</td><td>\$1,500.00</td></tr><tr><td>Imagine Math Site License - K-8</td><td>1</td><td>\$10,000.00</td><td>\$10,000.00</td></tr><tr><td>Penda (HS) - Science - Grade 8</td><td>1</td><td>\$3,000.00</td><td>\$3,000.00</td></tr><tr><td>Edmentum - Study Island - Civics - Grade 7</td><td>5</td><td>\$150.00</td><td>\$750.00</td></tr><tr><td>IXL Math - Grades K-8</td><td>1145</td><td>\$12.00</td><td>\$13,740.00</td></tr><tr><td>Accelerted Learning Math Nation (Math 6-8)</td><td>75</td><td>\$25.00</td><td>\$1,875.00</td></tr></table>	Item	Quantity	Rate	Total	Penda (3-5) - Science	1	\$3,000.00	\$3,000.00	Explore Learning (Gizmos 3-5) - Science	15	\$149.00	\$2,235.00	Penda (6-8) - Science	1	\$3,000.00	\$3,000.00	Nearpod/ Flocabulary - K-8 - ELA & Math	1	\$3,920.00	\$3,920.00	Accelerated Learning Math Nation EOC's Grades 6-8	100	\$15.00	\$1,500.00	Imagine Math Site License - K-8	1	\$10,000.00	\$10,000.00	Penda (HS) - Science - Grade 8	1	\$3,000.00	\$3,000.00	Edmentum - Study Island - Civics - Grade 7	5	\$150.00	\$750.00	IXL Math - Grades K-8	1145	\$12.00	\$13,740.00	Accelerted Learning Math Nation (Math 6-8)	75	\$25.00	\$1,875.00
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	Item	Quantity	Rate	Total
	Imagine Math Facts K-8	1	\$3,850.00	\$3,850.00
	Lexia Site License - Reading - K-8	1	\$29,430.00	\$29,430.00
	Dreambox Reading - Reading (3-8)	1	\$13,700.00	\$13,700.00

Action Step: Professional Development

Provide professional development and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

Budget Total: \$85,307.00

Acct Description	Description
Coach	K-8 conducting professional development such as PLCs for reading, math, science and social studies. They w also conduct observations in classrooms and provide coaching and mentoring to teachers. They will also provide data analysis and action plans for teachers.
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Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Amendment 156 - Additional quantities for items listed in SWP		1	\$24.00	General Supplies			Amendment	\$24.00	
	Amendment 156 - Anchor Chart Paper		5	\$98.00	General Supplies			Amendment	\$490.00	
	Amendment 156 - Copy Paper		4	\$40.00	General Supplies			Amendment	\$160.00	
	Amendment 156 - 5 section dividers 20 Pack		3	\$22.00	General Supplies			Amendment	\$66.00	
	Amendment 156 - 3" Binders pk 6		10	\$66.00	General Supplies			Amendment	\$660.00	
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Amendment 156 - Ms Grades 6-8 ELA - Standards Analysis and Lesson Planning		10	\$25.00	3	4	1	Certified	Amendment	\$3,000.00
	Amendment 156 - Ms Grades 6-8 Math - Standards Analysis and Lesson Planning		10	\$25.00	3	4	1	Certified	Amendment	\$3,000.00
	Amendment 156 - Grades K-2 ELA (June) - Standards Analysis and Lesson Planning		12	\$25.00	3	4	1	Certified	Amendment	\$3,600.00
	Amendment 156 - Grades K-2 Math - Standards Analysis and Lesson		12	\$25.00	3	4	1	Certified	Amendment	\$3,600.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Planning								
	Amendment 156 - Grades 3-5 Math - Standards Analysis and Lesson Planning	12	\$25.00	3	4	1	Certified	Amendment	\$3,600.00
	Amendment 156 - Grades 3-5 ELA - Standards Analysis and Lesson Planning	12	\$25.00	3	4	1	Certified	Amendment	\$3,600.00
	Amendment 156 - Grade 5,8 ScienceStandards Analysis and Lesson Planning	3	\$25.00	3	4	1	Certified	Amendment	\$900.00
Webinar /PD with Purchase	Item					Quantity	Rate	Type	Total
	Heggerty Professional Development - K-2 Teachers - Reading PD					1	\$2,000.00	Original	\$2,000.00
	Imagine Math - K-8 Teachers					1	\$3,000.00	Original	\$3,000.00

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: \$7,872.66

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$6.91	General Supplies	Original	\$6.91
	Agendas	1000	\$2.50	General Supplies	Original	\$2,500.00
	Ink - pack of 4	5	\$120.00	Technology	Original	\$600.00
	Pens - Bulk Pack	13	\$32.29	General Supplies	Original	\$419.77
	Chart Paper	5	\$85.00	General Supplies	Original	\$425.00
	Treasure Bay Books B for parent training/piece	140	\$7.00	Program Supplies	Original	\$980.00
	Card Stock	9	\$17.00	General Supplies	Original	\$153.00
	Channing Bete-Take home books for parent training in Spanish and English for K step Up /pieceChanning Bete-Take home books for parent training in Spanish and English for K step Up /piece	480	\$2.50	Program Supplies	Original	\$1,200.00
	Copy Paper	12	\$46.00	General Supplies	Original	\$552.00
	File folders/ bundle	4	\$16.50	General Supplies	Original	\$66.00
	Treasure Bay Books A for parent training/piece	140	\$6.00	Program Supplies	\$840.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils Bulk Pack	2	\$64.99	General Supplies	\$129.98	

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

The staff at Renaissance Charter School at Summit welcomes input from parents and the community members in decision making, working with all parents as equal partners in the educational process to promote effective parent involvement.

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
Christine Edgar	Principal
Hilary Brothers	RTI Director
Nicole Difiore	Curriculum Resource Teacher
Johanna Borrego	ELL Coordinator
Chemilda Felican	Parent

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

We send out an interest form to all families to see who is interested in school activities and events. Our volunteer coordinator works with our stakeholders to find various opportunities that fit their interests. All volunteers must complete a training course per CSUSA on child abuse if working while students are in the building. They are also raptured into the system once they enter the building to assist. We do encourage and welcome all parents and staff members to be active participants in every school activity and event.

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 able to participate in monthly SAC meetings that will allow them to provide feedback and suggestions for any draft or ongoing Title I programs and documents. In addition, stakeholders will continue to be informed of any changes or updates that may occur throughout the year on the Schoolwide plan.

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

Stakeholders met in the Spring to provide input for FY23 CNA. Title I positions and online programs and supplies were decided. Stakeholders will be able to attend monthly SAC meetings and participate in surveys to provide input on Title I funding. Their input and information will be reviewed and considered when allocating Title 1 funding to benefit our families' demographics and needs.

Name	Title
Christine Edgar	Principal
Chemilda Felican	Parent
Nicole Difiore	Curriculum Resource Teacher
Johanna Borrego	ELL Coordinator
Hilary Brothers	RTI Director

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?

All parents and families are invited and encouraged to attend the Title I Annual Meeting, to learn about the school's Title I programs, requirements and the rights of Title I parents. As of today we do not have an exact date and time but the meeting will be at the beginning of September. We will have the meeting in the school cafeteria with a Zoom option.

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

Information will be sent through School Messenger, School Website, Social Media and Talking Points.

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

Annual meeting PowerPoints, school compact, PFEP, surveys, sign-in sheets, flyers evaluation, and invitations to the event. In addition, handouts will be available for upcoming events.

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

Classroom Management

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

Teachers will learn how to create effective rules, procedures, and positive/negative consequences for their classrooms. The teachers will become familiar with the PBC Student Discipline Matrix and how to handle behavior issues in the classroom. We will practice effective methods of parent communication to encourage families to work with us to provide an environment conducive to learning in each classroom.

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

Encouraging teachers and families to work together to incentivize good behavior and develop action plans to address negative behavior in the classroom.

- What will teachers submit as evidence of implementation?

Classroom rules and procedures, positive and negative consequences, proper use of behavior forms, communication log (or other documentation) of parent conferences, discussions.

- Month of Training

August

- Responsible Person(s)

Admin, CRT team

2. Reflection/Evaluation of Training #1

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

n/a

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

n/a

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating student academic progress

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

Teachers and support staff will be able to direct parents on how to create parent accounts for PowerSchool, Talking Points and our PBIS system for students on thier roster. This will allow parents to have real time information on their students grades and behavior. They will also learn about student reports for quarterly testing and which ones are best for communication and conferences.

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

School home partnership to work together on student success.

- What will teachers submit as evidence of implementation?

Teachers/grade levels will submit a copy of parent presentations/ handouts/ etc. on PowerSchool, Talking Points and PBIS system

- Month of Training

September

- Responsible Person(s)

CRT's / Front office staff

4. Reflection/Evaluation of Training #2

- Name and Brief Description

n/a

- Number of Participants

n/a

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

n/a

- How do you know?

n/a

- What went well with the training

n/a

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

n/a

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

Communication Workshop

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

To support their students at home parents will learn how to log on to PowerSchool, Talking Points and our PBIS system to access up to date information for their students and communicate with teachers.

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

Parents will be given an ipad or laptop to learn to log in to different systems. Assistance will be given to parents who need assistance.

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

Parents and students are able to log in to the student accounts at any time to retrieve up to date academic data and be able to communicate with teachers.

- Date of Training

September

- Responsible Person(s)

CRT's and Admin team

- Resources and Materials

Devices, handouts, parent log in information, folders

- Amount (e.g. \$10.00)

50.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Personal Learning Plans

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

Parents will learn ways to support their students at home with Reading and Math skills and how to apply them in a real world setting..

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

Parents will understand how Instructional Software impacts their students academics and how to monitor for expected completion rates. Also parents will learn ways to build foundational reading and math skills with their students at home.

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

Parents will work alongside teachers to ensure students are completing instructional software and support their students in Reading and Math practice. We want to present a united front showing the importance of meeting goals and expectations.

- Date of Training

October

- Responsible Person(s)

TEachers/CRT's/ Admin team

- Resources and Materials

Hands on Reading and Math activities. Handouts and presentation. Devices to allow parents to sign on if needed.

- Amount (e.g. \$10.00)

200.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Mid year expectations

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

Parents will learn appropriate activities to do with their students to support learning at home to reinforce foundational skills, practice reading and math fluency and work on higher level reading and math skills.

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

Parents will be able to support their students at home by understanding expectations for mid-year. Parents will be able to view the CSUSA Pupil Progression Plan, FAST/EOC expectations, and MS Course Recovery/Retention criteria.

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

All stakeholders will be aware of student expectations and work together with teachers to reduce retention, referrals and course recovery.

- **Date of Training**

January

- **Responsible Person(s)**

Admin team, RTI, teachers

- **Resources and Materials**

handouts, current report cards and test scores, presentation

- Amount (e.g. \$10.00)

unsure

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

ESOL (Per Principal - this is an in-house ESOL organization/agency funded by other grants) with support from Multicultural Dept.

- Describe how agency/organization supports families.

The organization will meet with our large ESOL population regarding Summit's services, support and outside resources to assist our families to adapt to their new community and support their children's education.

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

Sign-in sheets, pictures, flyers and resources,

- Frequency

As needed with a minimum of 1 event

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

- Name of Agency

West Palm Beach Zoo

- Describe how agency/organization supports families.

The agency provides various educational grants and opportunities to the families and school to enrich our Science curriculum

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

Sign-in sheets, pictures, flyers, and a thank you letter for their ongoing partnership with RECS Summit

- Frequency

As available due to low staffing at the center

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

- Name of Agency

Science Center and Aquarium

- Describe how agency/organization supports families.

The agency provides various educational grants and opportunities to the families and school to enrich our Science curriculum

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

Sign-in sheets, pictures, flyers, and a thank you letter for their ongoing partnership with RECS Summit

- Frequency

As available due to low staffing at the center

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

All information for SAC, Title I Annual meetings, and Title I programs will be sent through as needed through School messenger, postings on Powerschool, Talking Points, Social Media, SAC meetings, parent-teacher conferences, and open houses. They are some of the best ways to effectively share information.

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

School Messenger, Talking Points, Social Media, SAC meeting doc

- **Description**

We will be sending progress reports, report cards, state assessment benchmarks, and NWEA benchmarks home to all families. We will be hosting various open house and FAST information sessions. Students will also be responsible to have personal learning plans in grades K-8.

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

Report cards, progress reports, State Assessment and NWEA benchmarks, and PLPs, parent nights docs

- **Description**

All information will be sent through School Messenger messages, postings on website, Talking Points and Social Media. Also, all parents will be encouraged to attend curriculum nights allowing parents to formulate ideas and suggestions for those in attendance.

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

School Messenger, Website, and Social Media posts Curriculum Night sign-in sheets

- **Description**

All information will be sent through School Messenger messages, postings on Website, and Social Media Also, all parents will be encouraged to attend monthly SAC meetings allowing parents to formulate ideas and suggestions for those in attendance. In the Spring we will call for a Stakeholder meeting to make a plan for FY25 Title I programs.

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

School Messenger, Website and social media posts SAC sign-in sheets, Stakeholder Meeting docs.

- **Description**

The school will be providing a variety of events at various times throughout the year, providing childcare so more parents are able to attend.

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

Child care list, sign-in sheets, agendas

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

Parents and families with limited English proficiency will receive translated letters and flyers for upcoming events. All family and school events will include staff members that speak other languages to fit our demographics.

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

school website, and school messenger, social media sample translated information for parents

- **Description**

Parents and families with disabilities will receive assistance in sign language by scheduling an appointment and request for services. Parents and families with disabilities also have access to handicapped parking, bathrooms, ramps, and an elevator should they need them upon their visit.

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

Request for sign language interpreter and pictures of areas that cater to those that are handicapped.

- **Description**

The student's services coordinator and parent liaison assist families that may be overcoming barriers by providing them information for housing, mental illness, family services, or any other information they may be seeking or needing.

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

Parent requests and services provided, sample communication from district Migrant Office

- **Description**

Our student services coordinator, RTI director, and volunteer coordinator assist families that may be overcoming barriers by providing them information for housing, mental illness, family services, school uniforms, school supplies, and any other services or items they may be seeking or needing.

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

Parent requests and services provided, sample communication from District Homeless Office

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

- Name of Activity

West Palm Beach Zoo

- Brief Description

Work with them side by side for any grants they may have for the 24-25 school year.

2. Activity #2

- Name of Activity

Cultural Celebrations

- Brief Description

Provide opportunities for students and families to celebrate their diverse culture and heritage

3. Activity #3

- Name of Activity

South Florida Science Center

- Brief Description

Work with them side by side for any grants they may have for the 24-25 school year

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

As a component of the elective wheel, students in grades K-5 have the opportunity to participate in the Leader In Me/ Attitude Is Altitude course at least one week per month each school year. During this time, the facilitator discusses ways in which students are able to build coping skills, foster a growth mindset, promote healthy habits, build character, promote positive behavior, develop students leadership and organizational skills, build study habits, and develop a sense of service for others. Students in Middle School have the Leader in Me/ Attitude Is Altitude component during their Success Block at least once a month

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

To Identify students for tiered support the following takes place; - The student shows up on the district SBT Advanced Report, as Tier 2, Tier 3, or SBT generated through SIS. - The student shows a grade level or more below their current grade level on NWEA Fall benchmark testing. - The teacher completes a referral packet including district forms, parent conferences, and observations. - The student is baselined assessed using Easy CBM, to determine the deficit skill for intervention. - An initial SBT meeting is scheduled with a minimum of 3-4 members (Teacher, SBT leader, Admin. member, Support staff, and Parent) This meeting outlines the type of intervention provided, the duration, and the scheduling of a review meeting. How do we determine the support needed? Review file for previous history/evidence of each student on SIS for SBT, Tier 2, or Tier 3 interventions for academic or behavior from previous school. Fall NWEA domain breakdown from Student Profile report-which domain shows the most deficit. Use of Easy CBM baseline testing. Students need to fall between the 10th and 25th percentile on Easy CBM norms scale. How are you able to implement the support? If the student only receives supplemental (tier 2) support for academic or behavior, the classroom teacher will implement an evidence-based strategy selected from the CSUSA approved resources provided by the CSUSA's Multi-tiered Support Specialist. The teacher must provide supplemental intervention 4 out of 5 days each week and give a progress monitoring tool assessment from Easy CBM on the 5th day. The data is graphed and used for decision-making at the SBT meeting.(academic) The teacher must provide supplemental intervention 4 out of 5 days each week, and perform data collection. (behavior) This is done during their RTI block, which is built in as part of their daily schedule. (30 min. block) If the student receives both supplemental (tier 2) and intensive (tier 3) support for academics, the classroom teacher will implement an evidence-based strategy selected from the CSUSA approved resources provided by CSUSA's Multi-tiered Support Specialist. The teacher must provide supplemental intervention 4 out of 5 days each week. The reading interventionist, will pull the student for an additional 30 minutes of intervention, using a separate evidence-based resource, and implement the progress monitoring assessments from easy CBM. If the student is not successful with supplemental (tier 2) interventions for behavior, a SBT review meeting is scheduled and if parents provide consent, an FBA begins. How are you able to track student's progress? -We are able to track progress through Easy CBM deluxe account.

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

**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

Students participate in core classes that are supplemented with a 40 minute period of fine arts instruction. Our core classes include: English language arts (reading and writing with social studies embedded), math, and science, and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), SEL, and Spanish. Students rotate through the fine arts each 5 days. Music, Art, PE, SEL and Spanish are taught using a CSUSA approved curriculum by a certified teacher in that content area. Our instructional software rotations offers additional tutorial time on academic subjects like ELA, Math or Science, using computer based adaptive programs, as well as specific computer skills such as typing and word processing. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rtl, AMP (advanced math placement) and Cambridge, AMP allows for students to accelerate their math course work starting in 6rd grade. Our Cambridge classes provide acceleration and enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and intervention plans,pull-out as well as assessment data from FSA, RRR, Reading Plus, Lexia 5 and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like AMP and Cambridge and SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing Lexia 5 and PowerUp to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-8 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of curriculum resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the Extended Day schedule, in which students receive additional time added to the school day that is focused on reading instruction. Students can participate in extra curricular activities on campus such as sports, First Priority and community outreach projects which help them integrate academic skills into another discipline. To document implementation, our school will collect our school wide schedule and after school school enrichment program as evidence

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;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- 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

Based on previous year assessments, students have the opportunity to participate in accelerated courses for Algebra, Geometry, and Biology. Additionally, Leader in Me is a school-wide Project based program that builds leadership and life skills in students while pursuing academic excellence.

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

The strategies used to assist preschool students in transitioning from early childhood education programs to elementary school consist of visiting local preschools and give them flyers and goodie bags as well as advertising the dates for 'Meet the teacher", Kindergartener Round-up, and on-site tours with families on social media and our school website.

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

Charter Schools USA has its own Curriculum team to support the school's Curriculum Resource Teachers, who in turn supports the classroom teachers with data analysis, lesson planning, differentiated instruction, etc. New and veteran teachers to the school receive support from grade level chairs and well as team leaders. First year teachers receive mentoring support from our ESP contact, in which they meet monthly to review topics that are pressing during that time of the school year. Multicultural - Through ELlevation teachers can attend online webinars/workshops at their own pace provided by the school district. These webinars/workshops are optional, but highly recommended. ESE - Palm beach Schools offers ESE training through ED Plan for teachers. Many of our curriculum vendors like Reading Plus, Penda, Imagine Learning provide workshops for our teachers. Our Leader In Me consultant visits 2-3 times a year for trainings on the program.

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

Charter Schools USA has its own Recruitment and Retention department in which its primary role is to support the school in finding qualified individuals to teach on campus. Posting of jobs are on the company's website, in addition to having job fairs, word of mouth and teacher/staff referrals in which a supplement is paid if the individual is hired by the company. Once hired, teachers receive a wide range of support from on-campus support personnel as well as corporate office personnel. Teachers participate in Professional Learning Communities in which they have the opportunity to share best practices and strategies with their colleagues. Retention - teachers receive bonuses based on school performance in enrollment and academics. CSUSA also promotes from within, providing effective teachers the opportunity to advance in their careers as educators. The open door policy extended by the school's principal provides faculty and staff a feeling of inclusion.