Title I Comprehensive Schoolwide Plan

RENAISSANCE CHARTER SCHOOL AT CENTRAL PALM (4051)

ELA

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

1. List prioritized needs statements.

> Currently we are at a 41% ELA proficiency totaling grades 3rd to 8th grade. Our goal is to increase our 3rd to 8th grade proficiency levels to the following within each grade level: 3rd- 42 4th- 42 5th- 52 6th- 56 7th- 35 8th- 42

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

> The root causes include a lack of research-based consistent phonics instruction, accountability in independent reading time, teacher understanding of core literacy instruction and social emotional learning, lack of prioritization of early intervention, minimal access to differentiated resources, and lack of parental engagement.

3. Share possible solutions that address the root causes.

> The possible solutions discussed include during and after school tutoring, professional development for core literacy instruction and differentiation, and resource teachers to provide early reading interventions.

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

• Communication

> - Parent teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)

• Parent Training

> - Instructional Software purpose and data analysis - Family and School Resource Connection (rigor and scaffolding) - NWEA and FAST testing expectations

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

- School

- To provide a safe, supportive, and effective learning environment to increase student achievement. - To provide a high-quality curriculum and instruction that enables children to meet high standards. - To respect and value the wide variety of cultural differences of students and families. - To communicate effectively and frequently with students and their families in a language they understand regarding individual student progress, as well as opportunities to be meaningful partners in learning. - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - To offer training to parents/guardians on learning strategies they can use at home.

- Students

- To practice what is being taught in school at home and completing homework. - To bring home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) - To come to school every day, on time, ready to learn, and follow all school rules and procedures. - To take pride in the school, home, and community and be willing to strive for excellence.

- Parents

- To be sure the student attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - To support their child's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - To read with the student on a regular basis and monitor TV watching, Video games, social media, etc. at home. - To supervise the students positive use of extracurricular time. - To communicate with the school frequently and conference with the teacher each semester. - To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

- Staff Training

- Effective use of technology in the classroom - Small group purpose and data analysis - Student engagement in literacy

- Accessibility

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL) and offer the option to join the meeting via Zoom or in person.

Math

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

1. List prioritized needs statements.

Currently we are at a 44% Math proficiency totaling grades 3rd to 8th grade. Our goal is to increase our 3rd to 8th grade proficiency levels to the following within each grade level: 3rd- 45 4th- 50 5th- 50 6th- 50 7th- 35 8th- 35

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

The root causes include the absence of students mastering foundational skills, for example fact fluency. Students inability to understand word problems and interpret what is being asked. Another root cause discussed is that the current curriculum teaches many strategies for a concept and the majority of students are not able to master them in the time allotted.

3. Share possible solutions that address the root causes.

Possible solutions include providing professional development focused on best practices for teaching math concepts and math language support, adding math intervention time for students in need, and continuing before and after school tutoring.

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

• Communication

– Parent teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)

• Parent Training

– Instructional Software purpose and data analysis - Family and School Resource Connection (rigor, scaffolding, and fact fluency) - NWEA and FAST testing expectations

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

- School

  - To provide a safe, supportive, and effective learning environment to increase student achievement. - To provide a high-quality curriculum and instruction that enables children to meet high standards. - To respect and value the wide variety of cultural differences of students and families. - To communicate effectively and frequently with students and their families in a language they understand regarding individual student progress, as well as opportunities to be meaningful partners in learning. - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - To offer training to parents/guardians on learning strategies they can use at home.

- Students

  - To practice what is being taught in school at home and completing homework. - To bring home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) - To come to school every day, on time, ready to learn, and follow all school rules and procedures. - To take pride in the school, home, and community and be willing to strive for excellence.

- Parents

  - To be sure the student attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - To support their child's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - To read with the student on a regular basis and monitor TV watching, Video games, social media, etc. at home. - To supervise the students positive use of extracurricular time. - To communicate with the school frequently and conference with the teacher each semester. - To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

- Staff Training

  - Effective use of technology in the classroom - Small group purpose and data analysis - Student engagement in mathematics (fact fluency and word problems)

- Accessibility

  Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL) and offer the option to join the meeting via Zoom or in person.

Science

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

1. List prioritized needs statements.

Currently we are at a 38% Science proficiency totaling grades 5th and 8th grade. Our goal is to increase our 5th and 8th grade proficiency levels to the following within each grade level: 5th- 50 8th- 45

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

The root causes include inconsistency of standards being taught to all students due to many students receiving intervention during the formal science block. Another root cause identified is the students absence of hands-on learning opportunities to understand and master science concepts.

3. Share possible solutions that address the root causes.

Possible solutions discussed include integrating science content, incorporating stem lessons and/or STEM days within the fine arts classes, integrating science content into intervention time with science text, and providing professional development for science instruction.

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

• Communication

- Parent teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)

• Parent Training

- Instructional Software purpose and data analysis - STEM Strategies - NWEA and FAST testing expectations

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

- School

  - To provide a safe, supportive, and effective learning environment to increase student achievement. - To provide a high-quality curriculum and instruction that enables children to meet high standards. - To respect and value the wide variety of cultural differences of students and families. - To communicate effectively and frequently with students and their families in a language they understand regarding individual student progress, as well as opportunities to be meaningful partners in learning. - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - To offer training to parents/guardians on learning strategies they can use at home.

- Students

  - To practice what is being taught in school at home and completing homework. - To bring home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) - To come to school every day, on time, ready to learn, and follow all school rules and procedures. - To take pride in the school, home, and community and be willing to strive for excellence.

- Parents

  - To be sure the student attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - To support their child's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - To read with the student on a regular basis and monitor TV watching, Video games, social media, etc. at home. - To supervise the students positive use of extracurricular time. - To communicate with the school frequently and conference with the teacher each semester. - To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

- Staff Training

  - Effective use of technology in the classroom - Small group purpose and data analysis - Student engagement/science labs/STEM

- Accessibility

  Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL) and offer the option to join the meeting via Zoom or in person.

Social Studies

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

1. List prioritized needs statements.

Currently we are at a 65% Civics proficiency throughout 7th grade. Our goal is to increase our 7th grade proficiency levels to the following: 7th- 75

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

The main root cause after discussion is that students are introduced to World History in 6th grade and it doesn't prepare them with enough prior knowledge for Civics.

3. Share possible solutions that address the root causes.

Possible solutions are more project based learning and real life connections/experiences to bridge the gap.

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

• Communication

- Parent teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)

• Parent Training

- Instructional Software purpose and data analysis

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

• School

- To provide a safe, supportive, and effective learning environment to increase student achievement. - To provide a high-quality curriculum and instruction that enables children to meet high standards. - To respect and value the wide variety of cultural differences of students and families. - To communicate effectively and frequently with students and their families in a language they understand regarding individual student progress, as well as opportunities to be meaningful partners in learning. - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - To offer training to parents/guardians on learning strategies they can use at home.

- Students

  - To practice what is being taught in school at home and completing homework. - To bring home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) - To come to school every day, on time, ready to learn, and follow all school rules and procedures. - To take pride in the school, home, and community and be willing to strive for excellence.

- Parents

  - To be sure the student attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - To support their child's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - To read with the student on a regular basis and monitor TV watching, Video games, social media, etc. at home. - To supervise the students positive use of extracurricular time. - To communicate with the school frequently and conference with the teacher each semester. - To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

- Staff Training

  - Effective use of technology in the classroom - Small group purpose and data analysis - Student engagement in civics literacy

- Accessibility

  Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL) and offer the option to join the meeting via Zoom or in person.

Acceleration Success

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

1. List prioritized needs statements.

  Currently we are at a 66% MS accelerated proficiency. Our goal is to increase our proficiency levels to the following within each grade level: Geo- 80 Alg- 60 Bio- 80

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

Root causes are students inability to engage in lessons that require extended thinking along with a lack of motivation to complete tasks they find challenging. Another root cause would be the teacher lack of time to complete strategies trainings to better their lesson delivery of such rigorous content.

3. Share possible solutions that address the root causes.

Possible solutions for root causes would be more opportunity for professional development in the areas of rigor and higher order thinking, along with a curriculum coach to provide consistent feedback for growth. Providing tutoring during and after school with an accelerated middle school course expert. SEL support to increase motivation in the classroom.

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

• Communication

- Parent teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)

• Parent Training

- Instructional Software purpose and data analysis - B.E.S.T Standards (rigor and scaffolding) - NWEA EOC and FAST testing expectations

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

• School

- To provide a safe, supportive, and effective learning environment to increase student achievement. - To provide a high-quality curriculum and instruction that enables children to meet high standards. - To respect and value the wide variety of cultural differences of students and families. - To communicate effectively and frequently with students and their families in a language they understand regarding individual student progress, as well as opportunities to be meaningful partners in learning. - To promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - To offer training to parents/guardians on learning strategies they can use at home.

- Students

- To practice what is being taught in school at home and completing homework. - To bring home all communication from school and sharing with parent/family member (flyers, newsletters, notices, letters, etc.) - To come to school every day, on time, ready to learn, and follow all school rules and procedures. - To take pride in the school, home, and community and be willing to strive for excellence.

- Parents

- To be sure the student attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - To support their child's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - To read with the student on a regular basis and monitor TV watching, Video games, social media, etc. at home. - To supervise the students positive use of extracurricular time. - To communicate with the school frequently and conference with the teacher each semester. - To volunteer or assist the school as often as possible and ask for assistance from the school when needs arise.

- Staff Training

- Effective use of technology in the classroom - Small group purpose and data analysis - Student engagement with HOT Questions and collaboration

- Accessibility

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL) and offer the option to join the meeting via Zoom or in person.

Action Step: Classroom Instruction

Plan for, provide, and support mastery of, differentiated and rigorous standards-based instruction within both whole-group and small-group (push-in and pull-out) settings.

Budget Total: **$274,128.92**

Acct Description	Description
Resource Teacher	Elementary Reading Interventionist: The ELA/Reading Interventionist will work with our lowest 25% student population, as well a other students who may need additional support for ELA standards.

Out-of-system Tutors									
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Out-of-system non-certified tutor will pull-out targeting lowest 25% students focusing on math instruction	1	$16.00	3	7.5	38	Non-Certified	Original	$13,680.0

Computer HW; non-cap					
	Item	**Quantity**	**Rate**	**Type**	**Total**
	Headphones for computer labs - online subscriptions, remediation and instruction	375	$18.00	Original	$6,750.0

Supplies						
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Shipping	1	$8.39	General Supplies	Original	$8.39
	Composition Notebooks - Pack of 12	General Supplies	Original	$1.00		
	Copy Paper	25	$50.00	General Supplies	Original	$1,250.0
	Cardstock	28	$121.10	General Supplies	Original	$3,390.8
	Marker - 8 Pack	21	$9.13	General Supplies	Original	$191.73
	BT # removing compostion books	1	-$960.00	General	Budget	-$960.0

Acct Description	Description					

	Item	Quantity	Rate	Supply Type	Type	Total
				Supplies	Transfer	
	Moved to correct account - Reading Horizons (4-12) Elevate Literacy Skills	1	$875.00	Instructional Materials	Budget Transfer	$875.00
	Amendment 154 Increasing line for - Paper, pens, pencils, or other general school supplies for tutoring	1	$204.00	General Supplies	Amendment	$204.00

Online subscription	Item	Quantity	Rate	Type	Total
	Discovery Education Dreambox Reading (3-12)	300	$31.00	Original	$9,300.00
	Edgenuity - 6-8th Grade - All subject areas for course recovery	1	$4,400.00	Original	$4,400.00
	Curriculum Associates IReady Reading/Math Instruction and Teacher Toolbox - K-8th Grades	1	$35,836.00	Original	$35,836.0
	Penda - Science - 3rd-8th Grade	1	$6,000.00	Original	$6,000.00
	Flocabulary - ELA - Grades K-8	1	$3,920.00	Original	$3,920.00
	Math Nation - 6-8th Grade	35	$15.00	Original	$525.00
	Imagine Learning (K-12) Imagine Math Site	1	$10,000.00	Original	$10,000.0
	Heggerty (K-8) My Heggerty Digital Per Teacher - Reading - K-8	3	$89.00	Original	$267.00
	Lexia Core 5 and PowerUp & 50 ELLs (K-12) - Reading	1	$24,120.00	Original	$24,120.0
	Write Score (3-12)	575	$11.56	Original	$6,647.00

Acct Description	Description							

	Item	Quantity	Rate	Type	Total
	Wilson - Reading intervention - K-8	1	$1,000.00	Original	$1,000.00

Acct Description	Description
Resource Teacher	Elementary MathInterventionist Math resource teacher to provide pull-out small group and individualized stude instructional intervention and support for students in second (2nd) though fifth (5th) grades who fall within III tiers 2 or 3, and/or who score among the lowest 25% of student performance on reading assessments (diagnostic, formative, or summative). May teach one 6th grade instructional accelerated Math class.
Resource Teacher	MS Reading Interventionist: The middle school ELA Interventionist will work with our lowest 25% student population, as well a other students who may need additional support for MS ELA standards.
Resource Teacher	Middle School Math Professional Development: Math resource teacher to provide pull-out small group and individualized student instructional intervention and support for students in sixth though eighth grades who fa within III tiers 2 or 3, and/or who score among the lowest 25% of student performance on reading assessment (diagnostic, formative, or summative). May teach one 6th grade instructional accelerated Math class.
Tutorial	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Amendment 154 CREATED - Saturday Tutoring FAST Bootcamp - Reading, Math, Science, SS - Remediate classroom concepts before the state exam - April	4	$30.00	1	4	2	Certified	Amendment	$960.00
Amendment 154 CREATED - Summer Tutoring -Reading - Grades K-3 - remediate classroom concepts	1	$40.00	5	4.5	2	Certified	Amendment	$1,800.00
Amendment 154 CREATED - Summer Tutoring -Math - Grades K-3 -	3	$40.00	5	4.5	4	Certified	Amendment	$10,800.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	remediate classroom concepts								
	Amendment 154 CREATED - Afterschool - Math - Grades K-8 - remediate classroom concepts Feb/March	10	$30.00	2	1	7	Certified	Amendment	$4,200.0
	Amendment 154 CREATED - Afterschool - Reading - Grades K-8 - remediate classroom concepts - Feb/March	10	$30.00	2	1	7	Certified	Amendment	$4,200.0

Action Step: Professional Development

Provide multiple layers of teacher support and professional development in the areas of best-practice instructional strategies, content knowledge, and data-driven instructional practices.

Budget Total: **$210,327.00**

Acct Description	Description
Tch Res Staff Development	PD Staff Development (Curriculum Resource Teacher) will run PLCs with teachers to provide strategies, curriculum, coaching, modeling, and data dives etc. They will also conduct classroom observations and provide feedback.
Tch Res Staff Development	PD Staff Development (Curriculum Resource Teacher) will run PLCs with teachers to provide strategies, curriculum, coaching, modeling, and data dives etc. They will also conduct classroom observations and

Acct Description	Description
	provide feedback.
Coach	PD Staff Development (Curriculum Resource Teacher) will run PLCs with teachers to provide strategies, curriculum, coaching, modeling, and data dives etc. They will also conduct classroom observations and provide feedback.

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: **$7,361.08**

Acct Description	Description								
Out-of-system Subs for Parent Conferences	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Subs to cover teacher's classes while they conduct Parent-Teacher Conferences - Twice during the year	5	$16.00	1	7.5	2	Certified	Original	$1,200.0
Parent Support by School Staff	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers & CLF to Attend/Assist w/All 3 PFEP Trainings	4	$30.00	1	1	3	Certified	Original	$360.0
	Lead Teacher/Coach Administering All Three PFEP Training	1	$30.00	1	2	3	Certified	Original	$180.0

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Post-it Super Sticky Easel Pad	10	$121.10	General Supplies	Original	$1,211.0
	Notebook Paper	20	$79.99	General Supplies	Original	$1,599.8
	Sharpie Flip Chart Markers	20	$9.13	General Supplies	Original	$182.60
	Bic Pens - Bulk Pack	20	$32.29	General Supplies	Original	$645.80
	Pencils - Bulk Pack	2	$64.99	General Supplies	Original	$129.98
	Post-it Notes	10	$19.99	General Supplies	Original	$199.90
	Copy Paper	8	$45.00	General Supplies	Original	$360.00
	Color Paper	4	$50.00	General Supplies	Original	$200.00
	BT #1 Increasing line to purchase - crayons, folders and bilingual books	1	$960.00	General Supplies	Budget Transfer	$960.00

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

> The mission of Renaissance Charter School at Central Palm is to value the safety of all of our stakeholders, offer excellent academic instruction at all grade levels, respect our students and parents, review data continually, adjust student learning plans accordingly, support parental involvement, and actively provide opportunities for this involvement in order for students to become well rounded, responsible contributors to society. Our school strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school, family and community partnerships through communication, resource support, and training.

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
Shawanda Anderson	Principal
N/A	Assistant Principal
Shauna Lyew-Daniels	Curriculum Resource Teacher/Title 1 Parent Liaison

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

> Membership to stakeholders meeting is by invitation. (Central Palm does not have a SAC, per our Charter App.)

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

> Families will be invited to select meetings throughout the year to receive academic information and data on ways the school, families, and students can share responsibility for student success. Stakeholder meeting held in Sept. to discuss data, CNA, SWP and PFEP. The SWP is provided to our governing board (Renaissance) for review and approval once initial amendments have been made.

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

> Each year, families are invited to attend a meeting at the beginning of the school year to learn more about our schoolwide Title I Program and the requirements of Title I. Recommendations were recorded in the input meeting template. Our next meeting will be on Sept. 25, 2024 at 6:00 p.m.

Name	Title
Shawanda Anderson	Prinicpal
Shauna Lyew Daniels	CRT/ Title 1 Parent Liaison
N/A	Assistant Principal

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?

> Each year, families are invited to attend this meeting at the beginning of the school year to learn more about our schoolwide Title I Program and the requirements of Title I. Our meeting will be in the school cafeteria on Sept. 25, 2024 at 6:00 p.m. We will discuss our Title I status, our SWP, the PFEP, and parent compact. We will also discuss the data used to prepare the CNA.

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

> Based on parent input, we will communicate in many ways, included but not limited to, Schoology page, school calendar, school webpage, the marquee, and school messenger email/text/phone. We will keep the communication between the home and school open and ongoing.

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

> Invitation, PowerPoint, SWP, PFEP, Compact, and technology will be prepared.

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

Effective Use of Instructional Software in the Classroom

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

Staff will learn how to analyze instructional software data and implement strategies to promote effective usage in the classroom. Teachers will reiterate beneficial ways to implement technology at home for students/parents such as appropriate time limits for each program, ways to monitor progress, and goals for academic improvement.

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

90 percent of parents will monitor the effective use of instructional software at home to increase students success in the classroom for all subject areas in which instructional software is provided. Parents will also understand how to interpret the data a guide conversations with the teacher on student progress.

- What will teachers submit as evidence of implementation?

Emails from parents communicating student usage and progress as part of weekly homework log.

- Month of Training

September

- Responsible Person(s)

Shawanda Anderson

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

Using Data to Create Effective Teacher-Led Small Groups

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

Staff will learn to create effective teacher-led create small groups and differentiated stations based on consistent assessment data. Teachers will also be able to add NWEA/FAST data results to progress reports and report cards for further collaboration. The families will be able to use the data collected and actively discuss during parent conferences about their students needs for success.

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

Expected impact is that 90 percent of parents will use data provided by teachers to work with students at home to increase success in their areas for growth.

- What will teachers submit as evidence of implementation?

Parent teacher conference notes and/or email communication about academic successes and areas for growth in each subject area.

- Month of Training

October

- Responsible Person(s)

Shawanda Anderson

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

NWEA/FAST Testing Expectations

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

Parents will learn the expectations of the two mandated tests and how to analyze reports provided from each assessment tool.

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

  Kahoot to demonstrate understanding

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

  Expected impact is that 80 percent of students will increase their assessment (reach their quarterly goals) after consistent discussion and conferences with teachers and parents using assessment reports.

- Date of Training

  September

- Responsible Person(s)

  Shauna Lyew-Daniels

- Resources and Materials

  PPT, agenda, sign in sheet, NWEA and FAST sample reports for analysis

- Amount (e.g. $10.00)

  75.00

3. Parent and Family Capacity Building Training #2

- Name of Training

  Instructional Software Purpose and Data Analysis

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

This training will allow parents to collaborate with teachers as they work together to identify student areas for growth. Parents will be able to confidently conference with teachers and understand standard reports from each instructional software program.

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

Sample reports data analysis (write short explanation about each with next steps to help student progress)

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

Expected impact is that 80 percent of students will be able to use instructional software reports to discuss with stakeholders (parents and teachers) ways to progress within that subject area.

- Date of Training

November

- Responsible Person(s)

Shauna Lyew-Daniels

- Resources and Materials

PPT, agenda, sign in sheet, instructional software sample reports for analysis

- Amount (e.g. $10.00)

75.00

5. Parent and Family Capacity Building Training #3

- Name of Training

B.E.S.T Standards Rigor and Scaffolding

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

Parents will learn to use strategies at home to increase student rigor while completing homework. Parents will also be able to look through BEST standards curriculum map and understand where their students currently stand within the grade/subject area instruction.

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

DOK matching activity using BEST standards strands

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

Expected impact is that 80 percent of students will be able to track standards mastery independently as they work through the grade/subject BEST curriculum map.

- Date of Training

January

- Responsible Person(s)

Shauna Lyew-Daniels

- Resources and Materials

PPT, agenda, sign in sheet, BEST standards for DOK analysis

- Amount (e.g. $10.00)

75.00

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

Safe Schools

- Describe how agency/organization supports families.

Through their support of education, Safe Schools realizes the importance of a safe and supportive school climate. Department emphasis is to provide behavioral and emotional supports for students and families to ensure success. Student Code of Conduct, PBS, and SEL are services provided to support success for safe and supportive school climate.

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

Flyer and thank you letter

- Frequency

Annual

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

- Name of Agency

  Home Depot

- Describe how agency/organization supports families.

  Through their support of education, Home Depot helps STEAM enpower classrooms and homes across the country as students prepare for the careers of tomorrow.

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

  Flyer and thank you letter

- Frequency

  Annual

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

- Name of Agency

  Palm Beach County School District High Schools

- Describe how agency/organization supports families.

  Through their support of education, choice program coordinators present to our families/school to inform scholars of future success programs for high school.

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

  Virtual meeting (see attached for calendar invite to virtual sessions)

- Frequency

Annual

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

Based on parent input, we will communicate in many ways, included but not limited to, Schoology page, Facebook, School webpage, the marquee, emails, parent links, school messenger, school administration, and Title 1 Parent Liaison; by flyers sent home with your students. We will keep the communication between the home and school open and ongoing.

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

Emails, Marquee, Flyers Schoology page, Facebook, School webpage, emails, parent links, school messenger

- Description

During our Title I meeting, school data will be discussed. Parents will be informed about the goals for each grade level and subject areas to reach our ultimate goal of an A. Grade-level standards and proficiency levels will be discussed as well.

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

Agenda and meeting notes.

- Description

Central Palm's Grade level Curriculum Night PPT informs parents of the various assessments that are used to measure student progress. During Parent-Teacher conferences, discussions surrounding data and assessments take place.

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

PPT, Conference notes (names blacked out)

- Description

During parent-teacher conferences as well as ESE meetings, parent input will be discussed.

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

Conference notes (names blacked out), IEP meeting note

- Description

If parents cannot attend F2F, we will permit limited virtual meeting opportunities.

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

Agenda, minutes, attendance, meeting schedule

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

We provide information and services in a welcoming environment with accommodations for families to decrease barriers and increase their participation in school events and in their child's education. Translators are provided for meetings when needed (Creole, Spanish, and ASL).

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

Parent Compact with translations, translator log

- Description

The school is designed with wheelchair accessibility ramps, as well as handicap parking spaces.

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

Photos

- Description

We have a designated staff member who will support migrant families. We communicate to these families through different channels to ensure that they understand how to support their scholars. Resources provided to them are 211palmbeach.org, call 211, and/or findhelp.org, which provides families with housing, food, and financial assistance (available in all languages).

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

https://www.palmbeachschools.org/cms/one.aspx?portalId=270616&pageId=8264321; sample of support provided

- Description

We have a designated staff member who is the homeless liaison. When communication is had regarding a family that is homeless, we will support accordingly with the following resources 211palmbeach.org, call 211, and/or findhelp.org, which provides families with housing, food, and financial assistance (available in all languages).

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

List of resource agencies, sample of support provided

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

> TBD

- Brief Description

> TBD

2. Activity #2

- Name of Activity

> TBD

- Brief Description

> TBD

3. Activity #3

- Name of Activity

> TBD

- Brief Description

> TBD

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

This year, we will continue to focus on building community and culture within the school. This includes growing the whole child. Our on-site Student Services Coordinator provides individual and group sessions with students based on their needs. Some of the topics discussed are anger management, increasing self-esteem, bullying, and social skills. We have contracted Mental Health Therapists on campus daily to support our students who have been referred. We will continue to implement our SEL curriculum for Kindergarten -8th grade students entitled "Attitude is Altitude". It is a holistically integrated comprehensive curriculum designed to meet the needs of the whole-child actively and digitally. The AiA curriculum equips our students with the skills, attitudes, and mindsets to be their best selves in school and in life" Our discipline committee, which is comprised of teachers from different grade levels, as well as support staff, meet and discuss the needs and how to better support our students. A parent night will be scheduled to provide parents the opportunity to get a better understanding of what bullying is, how to identify the signs, and what to do if they feel their child is being bullied. Our PBIS includes incentives for all students. They are rewarded with LiveSchool points for positive behavior and following the school's procedures and expectations for academic success. Students have an opportunity to spend their hard-earned "points" at our School Store or attend special school-wide events. To support our students, especially those learning virtually, with healthier eating habits as well as physical fitness. Our K-2 grade students have a weekly class devoted to health and fitness, while our certified PE teachers incorporate lessons discussing health and fitness for our 3rd -8th grade students.

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

Weekly meetings are held with the leadership team (Principal, AP, CRTs, SBT leader, ESE director, ESOL director) to discuss tiering and support processes. SBT leader is in charge of taking notes for each session and guiding the team through current data that will ensure the best implementation support for those students. Progress is tracked using weekly progress monitoring logs submitted by their homeroom teacher.

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 are provided a well rounded education through the curriculum distributed and taught. Each week, meetings are held by grade level and subject area to allow teachers the time to demonstrate where they are in following the curriculum map. Opportunity to extend learning occurs through project based learning that is encouraged monthly. Teachers are given a theme for each month that creates opportunity for global perspective and higher order thinking skills.

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

Accelerated courses are offered in Math. Students are provided the opportunity to take Algebra and Geometry, giving them high school credits upon completion of the course and EOC exam. Career day occurs once in January to allows students to explore what is next for them, as well as, get their minds wrapped around what high school academies they wish to attend.

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

During the months of January to May selected staff members reach out to VPK/Head Start Programs near Lake Worth and read to the students as well as leave them with informational flyers. Parents are invited to attend Kindergarten Round Up (conducted in April/May) to learn about skills needed to be successful in Kindergarten. Once students are enrolled, they are also encouraged to attend the Summer Bridge Program that allows them to get a head start on Kindergarten curriculum expectations. Meet the teacher occurs two weeks before school starts for students to get acclimated with their new surroundings. The first week of school, Kindergarten follows a staggered start schedule, allowing parents to walk students to class.

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

- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction

- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

> Beginning of the school year during Returning Teacher Orientation teachers are provided with trainings to support the fundamentals of teaching as well as differentiated group trainings by grade level/subject. Mentoring is also offered through the NEPP and ESP programs throughout the school year to support teachers demonstrating the FEAPs. Online workshops are provided to those as needed after administrative observations and feedback.

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

Recruitement: - Job Fairs - Marketing Events - Word of Mouth - Intern Teachers Retention: - Coaching Support - Mentoring Programs - New Teacher and Veteran Teacher Orientation - Monthly Team Bonding Events - Parent and Family Events