
Title I Comprehensive Schoolwide Plan
RENAISSANCE CHARTER SCHOOL AT WELLINGTON (4001)

ELA

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

1. List prioritized needs statements.

46% of 1st grade students are lacking an understanding of phonics. 51% of 8th grade students are not proficient

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

The teachers have limited resources in phonics. Minimal resources in the home and community Family unaware of resources or how to access resources High number of gaps Lack of exposure to vocabulary Lack of teacher knowledge of the reading process and standards

3. Share possible solutions that address the root causes.

Purchase explicit phonics based instruction like Heggerty to utilize as Tier 1 instruction with the students. Resources provide for at home learning Front load vocabulary Communication for family involvement Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Lexia, iReady, Flocabulary, Reading Plus, etc.). Provide opportunities for students to use hands-on experiences/practice to support student learning using materials/resources (i.e. Student workbooks, manipulatives, iReady ToolBox, classroom libraries, etc.) Provide intensive instruction for students during the instructional day to strengthen learning through the use of temp tutors, resource teachers, paras *Provide extended learning opportunities through tutorial programs for Reading during the after school and in Summer for grades K-8

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

• Communication

Sending phonics based Smore newsletters home Continue using schoology and other method of communication with families. Need to strengthen how we communicate assessment results and student progress engaging parent support and engagement.

- **Parent Training**

Parent trainings will be focused on Technology Systems accessing their student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Parent trainings (Literacy Night) will also focused on foundational skills (fluency, vocabulary, comprehension) and grade level standards.

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

- **School**

Provide phonics trainings for all stakeholders Provide training on Clever/resources Help make connections between family and community resource (library/learning centers) Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (vocabulary, comprehension).

- **Students**

Push for instructional software usage and for students to achieve 80% of higher on their reading software lessons Create vocabulary review games/activity Continue grade level reading with practice of context clues *Practice activities and strategies at home that support foundational skills (vocabulary, comprehension).

- **Parents**

Attend trainings to better support their child at home Work with child on assignments and encourage students to use resources for additional practice Review grade level and below grade level vocab with students

- **Staff Training**

Train teachers on resources during planning and PD to support home learning and ways to teach/incorporate vocabulary Train teachers to support parents on how to use Technology Systems to access student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Train teacher to support parents during FAST Night, Literacy Night on foundational skills (fluency, vocabulary, comprehension) and grade level standards.

- Accessibility

Tutoring, bringing libraries into home Provide books and resources for at home use Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency.

Math

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

1. List prioritized needs statements.

96% of 8th grade students are below grade level 69% of 6-8th grade students are working below grade level 61% of students in K-5 are not proficient in math

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

Lack of fluency skills Minimal resources in the home and community Family unaware of resources or how to access resources High number of gaps Lack of exposure to word problems Lack of time and personnel to provide additional interventions for students and teachers

3. Share possible solutions that address the root causes.

Resources provide for at home learning Front load math fluency and word problems Communication for family involvement Provide training and support for teachers to implement explicit lesson planning to support differentiated learning Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Imagine Math). Provide opportunities for students to use hands-on experiences/practice to support student learning using materials/resources (i.e. Student workbooks, manipulatives) Provide intensive instruction for students during the instructional day to strengthen learning through the use of temp tutors, resource teachers, paras) Provide extended learning opportunities through tutorial programs for Math during the after school and in Summer for grades K-8

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

- **Communication**

Continue using schoology, S'mores newsletters, and other method of communication with families. Need to strengthen how we communicate assessment results and student progress engaging parent support and engagement.

- **Parent Training**

Parent trainings will be focused on Technology Systems accessing their student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Parent trainings (FAST Night, Math Night) will also focused on foundational skills (fluency, word problems) and grade level standards.

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

- **School**

Host FAST night Provide training on Clever/resources Help make connections between family and community resource Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (fluency, word problems)

- **Students**

Create fluency review games/activities Practice activities and strategies at home that support foundational skills (fluency, word problems). Complete imagine math to help support student pathway

- **Parents**

Work with child on assignments and encourage students to use resources for additional practice Review grade level and below grade level fluency facts with students Ensure students are completing assignments and fluency practice Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency, word problems).

- **Staff Training**

Train teachers on resources during planning and PD to support home learning and ways to teach/incorporate fluency Train teachers to support parents on how to use Technology Systems to access student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Train teacher to support parents during FAST Night, Math Night on foundational skills (fluency and word problems) and grade level standards.

- **Accessibility**

Provide resources for at home use Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency.

Science

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

1. List prioritized needs statements.

63% of Grade 3 students are not proficient. 50% of Grade 8 students are not proficient in science. 57% of 7th grade students are not proficient

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

Minimal resources in the school, home and community Family unaware of resources or how to access resources Lack of exposure to vocabulary and science content Lack of teacher knowledge of integrating hands on experiments Lack of time and personnel to provide additional interventions for students and teachers

3. Share possible solutions that address the root causes.

Resources provide for at home learning Front load vocabulary Communication for family involvement Provide training and support for teachers to implement explicit lesson planning to support differentiated learning Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda). Provide opportunities for students to use hands-on experiences/practice to support student learning using materials/resources (i.e. experiments, field trips, hands on learning experiences) Provide intensive instruction for students during the instructional day to strengthen learning through the use of temp tutors, resource teachers, paras) Provide extended learning opportunities through tutorial programs for science during the after school and in Summer for grades K-8

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

- Communication

Continue using schoology, S'mores Science newsletters, and other method of communication with families. Need to strengthen how we communicate assessment results and student progress engaging parent support and engagement.

- Parent Training

Parent trainings will be focused on Technology Systems accessing their student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Parent trainings (Science Fair/Science Night) will also focused on foundational skills (vocabulary and scientific method) and grade level standards.

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

- School

Host Science Fair/Science night Provide training on Clever/resources Help make connections between family and community resource Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (vocabulary, scientific method).

- **Students**

Create vocabulary/scientific method review games/activity Practice activities and strategies at home that support foundational skills (vocabulary, scientific method)

- **Parents**

Work with child on assignments and encourage students to use resources for additional practice Review grade level and below grade level vocab with students Ensure students are completing assignments and vocab practice Use activities at home with student that were shared during parent workshops focusing on foundational skills (vocabulary, scientific method)

- **Staff Training**

Train teachers on resources during planning and PD to support home learning and ways to teach/incorporate vocabulary and scientific method Train teachers to support parents on how to use Technology Systems to access student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Train teacher to support parents during Science Night on foundational skills (vocabulary and scientific method) and grade level standards.

- **Accessibility**

Provide resources for at home use Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency.

Social Studies

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

1. List prioritized needs statements.

25% of students did not score proficient on the 22-23 EOC.

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

Poor skills in comprehension and interpreting informational text Low reading and vocabulary ability Minimal resources in the home and community Family unaware of resources or how to access resources Lack of teacher knowledge of the reading process and standards Lack of time and personnel to provide additional interventions for students and teachers

3. Share possible solutions that address the root causes.

Resources provide for at home learning Front load vocabulary Communication for family involvement Provide training and support for teachers to implement explicit lesson planning to support differentiated learning Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Edmentum.). Provide intensive instruction for students during the instructional day to strengthen learning through the use of temp tutors, resource teachers, paras) Provide extended learning opportunities through tutorial programs for Reading during the after school and in Summer for grades K-8

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

• Communication

Continue using schoology, S'mores newsletters, and other method of communication with families. Need to strengthen how we communicate assessment results and student progress engaging parent support and engagement.

• Parent Training

Parent trainings will be focused on Technology Systems accessing their student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Parent trainings (FAST Night, Literacy Night) will also focused on foundational skills (fluency, vocabulary, comprehension) and grade level standards.

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

- **School**

Host FAST night Provide training on Clever/resources Help make connections between family and community resource (library/learning centers)
Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (vocabulary, comprehension).

- **Students**

Create vocabulary review games/activity Continue grade level reading with practice of context clues Practice activities and strategies at home that support foundational skills (vocabulary, comprehension).

- **Parents**

Work with child on assignments and encourage students to use resources for additional practice Review grade level and below grade level vocab with students Ensure students are completing assignments and vocab practice Use activities at home with student that were shared during parent workshops focusing on foundational skills (vocabulary, comprehension).

- **Staff Training**

Train teachers on resources during planning and PD to support home learning and ways to teach/incorporate vocabulary Train teachers to support parents on how to use Technology Systems to access student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Train teacher to support parents during FAST Night, Literacy Night on foundational skills (fluency, vocabulary, comprehension) and grade level standards.

- **Accessibility**

Provide books and resources for at home use Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency.

Acceleration Success

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

1. List prioritized needs statements.

7% of students are not reading proficiency in Algebra/Geometry

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

Minimal resources in the home and community Family unaware of resources or how to access resources High number of gaps Lack of exposure to fluency Lack of time and personnel to provide additional interventions for students and teachers

3. Share possible solutions that address the root causes.

Resources provide for at home learning Front load math fluency Communication for family involvement Provide training and support for teachers to implement explicit lesson planning to support differentiated learning Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Imagine Math). Provide opportunities for students to use hands-on experiences/practice to support student learning using materials/resources (i.e. Student workbooks, manipulatives) Provide intensive instruction for students during the instructional day to strengthen learning through the use of temp tutors, resource teachers, paras) Provide extended learning opportunities through tutorial programs for Math during the after school and in Summer for grades K-8

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

• Communication

Continue using schoology, S'mores newsletters, and other method of communication with families. Need to strengthen how we communicate assessment results and student progress engaging parent support and engagement.

• Parent Training

Parent trainings will be focused on Technology Systems accessing their student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Parent trainings (FAST Night, Math Night) will also focused on foundational skills (fluency, word problems) and grade level standards.

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

- **School**

Host FAST night Provide training on Clever/resources Help make connections between family and community resource Through Parent Trainings, provide activities and resources for families to use at home supporting foundational skills (fluency, word problems)

- **Students**

Create fluency review games/activities Practice activities and strategies at home that support foundational skills (fluency, word problems). Complete imagine math to help support student pathway

- **Parents**

Work with child on assignments and encourage students to use resources for additional practice Review grade level and below grade level fluency facts with students Ensure students are completing assignments and fluency practice Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency, word problems).

- **Staff Training**

Train teachers on resources during planning and PD to support home learning and ways to teach/incorporate fluency Train teachers to support parents on how to use Technology Systems to access student's progress, access assessment reports, and to communicate with school. (Clever and Schoology) Train teacher to support parents during FAST Night, Math Night on foundational skills (fluency and word problems) and grade level standards.

- **Accessibility**

Provide resources for at home use Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$201,558.87

Acct Description	Description				
Resource Teacher	Reading Resource teacher (K-8) to support iii, lowest 25%, and bubble students through a Push In/Pull Out model (ELA).				
Online subscription	Item	Quantity	Rate	Type	Total
	Penda 3rd -8th, and Biology	1	\$9,000.00	Original	\$9,000.00
	IXL Alg, Geo	74	\$18.00	Original	\$1,332.00
	Lexia K-2	1	\$21,870.00	Original	\$21,870.00
	Reading Plus 3-8	1	\$9,500.00	Original	\$9,500.00
	Nearpod K-8	1	\$3,920.00	Original	\$3,920.00
	Imagine Math K-8	1	\$10,000.00	Original	\$10,000.00
	Edgenuity- Course Recovery 6th-8th	50	\$105.00	Original	\$5,250.00
	iReady Toolbox K-8	1	\$8,160.00	Original	\$8,160.00
	Heggerty Grade 2	1	\$3,416.20	Original	\$3,416.20
	BT #2 Reducing per notes section	1	-\$9,059.04	Budget Transfer	-\$9,059.04
Resource Teacher	Reading Resource teacher (K-8) to support iii, lowest 25%, and bubble students through a Push In/Pull Out model (ELA).				

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	SPIRE Manipulatives K-5	6	\$54.39	Manipulatives	Original	\$326.34
	SPIRE workbooks	125	\$27.29	Instructional Materials	Original	\$3,411.25
	AiA- K-2	10	\$50.00	Instructional Materials	Original	\$500.00
	Shipping	1	\$5.46	General Supplies	Original	\$5.46
	Amendment 43 / BT #1 DISSOLVED Supply line - for salary increases	1	-\$4,243.05	Instructional Materials	Amendment	-\$4,243.05
	BT #2 Heggerty Review notes for information	1	\$9,059.04	Instructional Materials	Budget Transfer	\$9,059.04

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$70,445.00

Acct Description	Description				
Webinar /PD with Purchase	Item	Quantity	Rate	Type	Total
	AiA PD To train the teachers on how to use the AIA program/supply kit. Dates TBD	1	\$500.00	Original	\$500.00
	tld - Amendment 43 / BT #1 DISSOLVED FUNDS review notes for information	1	-\$500.00	Amendment	-\$500.00
Coach	Coach will provides teacher support through modeling and coaching, and feedback for K-8 teachers in all content areas.				

Action Step: Parent Engagement

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

Budget Total: **\$5,740.63**

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Live School Communication between school and home	1	\$1,475.00	Original	\$1,475.00
	Amendment 43 / BT #1 Increased Live School	1	\$328.75	Amendment	\$328.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Agendas 3-5	250	\$4.05	General Supplies	Original	\$1,012.50
	Agendas K-2	250	\$4.05	General Supplies	Original	\$1,012.50
	Agendas 6-8	300	\$4.19	General Supplies	Original	\$1,257.00
	Copy Paper	9	\$31.25	General Supplies	Original	\$281.25
	Amendment 43 / BT #1 Increase funds for materials currently in the SWP	1	\$73.63	General Supplies	Amendment	\$73.63

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

Partnering with Families for Student Success Our school strives to empower parents and families to support their children's academic and skills for learning and life by strengthening school, family and community partnerships through communication, engagement, resource support, and trainings.

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
Christopher Polly	Principal
Jessica Griffin	Assistant Principal
Chelsie Tortora	Dean of Curriculum
Emily Elias	Student Service Coordinator
Amanda Howard	ESE Coordinator
Emily Yurasek	ESOL Coordinator
Gray Fuchs	Dean of students
Char'Neil Williams	Guidance Counselor
Odalis Diaz	Parent
Crystal Webster	Parent
Yaneylis Camacho	Parent
Araceli Olivera	Parent

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

All parents are invited to attend and there is representation across different grade levels. Members are selected from the group that attend that represent the culture and population of the school.

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

Parents provided input at the annual CNA Stakeholder Input meeting offered on Zoom and in-person on February 22, 2024 at 9:00 am in the cafe. A Fall and Spring Parent Survey was administered and data analyzed. Parent feedback is provided in emails, phone calls and face to face meetings and recorded.

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

During the CNA Stakeholder Meeting, we receive input from the attendees in discussions focused on ELA, Math, Social Studies, and Science. Groups responded and notes were taken on the recording templates regarding solutions that address root causes, opportunities for stakeholders to support the needs assessment statements, and how the school should strengthen the Parent and Family Engagement Plan in the areas of communication, parent training, staff training, accessibility, and other areas. Groups also discussed how stakeholders could strengthen the School-Parent Compact for the school, students, and parents. This input was utilized to develop the CNA and the PREP and revise the current School-Parent Compact. Funds will be used to purchase pamphlets to support various topics identified during the meeting by the stakeholders.

Name	Title
Chris Polly	Principal
Jessica Griffin	Assistant Principal
Yaneylis Camacho	Parent
Araceli Olivera	Parent
Crystal Webster	Parent
Odalis Diaz	Parent
Emily Elias	Student Service Coordinator / CRT
Gary Fuchs	Dean of Students
Amanda Howard	ESE Coordinator

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?

September 25, 2024 at 5 pm on Zoom

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

We notify teachers, parents and the community of the Title I Annual meeting through the monthly calendar, parentlinks, flyers in student backpacks and posted to Schoology, e-mailed through smores newsletters and through parent links and postings to social media.

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

Invitation, agenda, sign-in sheets, recording template for minutes, copy of FY25 Compact, copy of the PFEP, Zoom meeting code and calendar invitation, PowerPoint presentation, link for evaluation, projector, and laptop with camera and microphone.

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

Supporting Families and Students with at Home Learning Opportunities

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

Teachers will learn how to use data to create standards based learning opportunities for parents to utilize at home.

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

Parents engage in and participate in learning opportunities so that they can utilize these resources at home that help support their child.

- What will teachers submit as evidence of implementation?

Teachers will submit their targeted learning activities and plan that they are teaching their parents how to use.

- Month of Training

September

- Responsible Person(s)

Chelsie Tortora

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

Communicating state assessment data and results to families

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

Teachers will be able to communicate and explain state assessment data to families as well as be able to walk them through the FAST testing website.

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

Families and parents will understand their child's assessment data results and how to navigate the FAST website.

- What will teachers submit as evidence of implementation?

Parent conference notes discussing FAST scores.

- Month of Training

January

- Responsible Person(s)

Chelsie Tortora

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

Curriculum Night

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

Parents will learn about grade level expectations, schoolwide procedures, communication methods, Powerschool student information system and instructional software programs.

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

Parents will engage in Powerschool setup using their parent access letters to link to their children's account

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

Parents will support student learning by understanding how to monitor information such as grades and instructional software using Powerschool and engaged in ongoing communication with teachers.

- Date of Training

September 17, 2024

- Responsible Person(s)

Chelsie Tortora

- Resources and Materials

Powerpoint, PowerSchool/Parent Access letter log ins, and laptops/ipads

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Family Learning Fair and High School Choice Night

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

To support learning at home, parents will be able to utilize interactive tasks aligned to their child's grade level standards. Parents will gain understanding of their child's strengths, needs, goals and action steps. Grade 8 parents will understand the choice process for high school.

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

Parents will engage with grade level resources to assist learning at home. (For example, task cards for reading comprehension, math fluency cards, vocabulary cards, etc).

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

Increased development and understanding of skills and strategies the students need that can be utilized at home. Grade 8 students and parents understanding of the process to apply for choice schools.

- Date of Training

November 19, 2024

- Responsible Person(s)

Chelsie Tortora/Emily Elias

- Resources and Materials

Personal learning plan binders, interactive take home materials

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST Night- Understanding assessment website and results

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

Parents will gain understanding on assessment data and results including their child's strengths and needs and how to support them at home.

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

Parents will interpret their child's assessment data and navigate the FAST website.

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

Increased achievement on assessments

- Date of Training

February 4, 2025

- Responsible Person(s)

Chelsie Tortora

- Resources and Materials

Powerpoint Parent Access Codes FAST Website Scavenger Hunt

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney-Vento Program (MVP)- Homelessness

- Describe how agency/organization supports families.

McKinney-Vento Program provides resources for students experiencing homelessness. Items such as uniforms and school supplies are provided such as backpacks, pencils, erasers, etc.

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

E-mails from the district MVP case Managers will capture the sharing resources to parents. Pictures of uniforms and school supplies provided to students. List of students that qualify for MVP

- Frequency

Annually, and as needed

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

- Name of Agency

Comcast Internet Essentials

- Describe how agency/organization supports families.

Internet Essentials provides affordable Internet service through Xfinity. ACP is a federal program that helps lower-income households pay for Internet service to help support our families.

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

School Flyer posted in the parent resource room

- Frequency

Annually, and as needed

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

- Name of Agency

Early Learning Coalition

- Describe how agency/organization supports families.

Provides supplemental rates for after-care for the families who are eligible for the National School Lunch Program for our students

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

Registrations and Attendance of students

- Frequency

Annually, and as needed

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

Renaissance Charter School at Wellington begins the year with distribution of the Parents' Right to Know letters through backpack, parentlinks and posting to the school website. The School-Parent Compact is reviewed at back to school parent meetings. The school will also inform parents about the location of the Title I Schoolwide Plan. Additionally, information is posted on the school's website and monthly school calendar, as well as included in the school's parentlinks.

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

Renaissance Charter School at Wellington will upload screenshots of the website, calendars, email messages, and powerpoints sent to parents.

- Description

Renaissance Charter School at Wellington will host a curriculum parent night and individual parent conferences. Family Learning Fairs and Student Led Personal Learning Plan (PLP) Conferences will be held as well as a training on Understanding statewide Assessment Reports. Progress Reports and Report Cards are sent home every quarter with each student and are available online in Powerschool to view at any time.

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

Renaissance Charter School at Wellington will upload powerpoints, progress reports and report cards, and parent conference notes.

- **Description**

Renaissance Charter School at Wellington will host curriculum parent night, FAST Night, and individual parent conferences. Individual students' Personal Learning Plans (PLPs) will be shared with families, including current assessment data, goals, action steps, progress, and achievement. FAST Reports, NWEA reports, i-Ready reports, Imagine Math Reports, and Star Reports will be reviewed at conferences and sent home with all students.

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

Renaissance Charter School at Wellington will upload FAST Night powerpoint, NorthWest Evaluation Association reports, i-Ready reports, Imagine Math reports and conference notes.

- **Description**

Renaissance Charter School at Wellington will announce opportunities for parents to provide input through newsletters, flyers, and monthly school calendar. This includes parent curriculum night, parent meetings and trainings, the Annual Title I Meeting, and the Title I SWP Stakeholder Input Meeting/CNA. Parents have the opportunity to provide input through the CSUSA Fall and Spring Parent Survey and evaluations of Parent Trainings. Comments and suggestions will be taken into consideration and included in the annual review. We will encourage parents to participate in conferences, IEP meetings, 504 meetings, SBT meetings, and ELL committee meetings as well as events on campus.

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

Renaissance Charter School at Wellington will upload emails and the monthly calendar, schedules and conference notes from ESE meetings and ELL meetings. In addition, results from evaluations.

- **Description**

Sessions will be held at different times to accommodate parents. Meeting will also be offered virtually and in person, to ensure parents are able to attend depending on their schedule. We will provide classroom coverage so parents who are not able to attend conferences before or after school can attend during school hours.

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

Renaissance Charter School at Wellington will upload parentlinks, flyers, and monthly calendars.

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

All parent communication materials, handouts, resources, emails, monthly calendars and newsletters will be translated into multiple languages and given to parent. Interpretation will be provided for parent phone calls, emails, trainings, events, and meetings for families.

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

Evidence includes translated school-parent compact; translated invitations, flyers, and handouts for parent meetings/trainings; translated newsletters; and conference notes documenting interpretation took place.

- Description

Parents and families with physical disabilities will be provided accommodations based on their disability (wheelchair bound, hearing or vision impaired, etc). Entrance doors are ground level and an elevator is provided for access to the second floor. Handicap parking spaces, elevator, and ramps are available to those that need to use them.

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

Evidence will document accommodations provided for hearing or vision impairment as applicable (emails, sign-in sheets). Samples of translated flyers will advise families to contact the front office if accommodations are needed for various events and meetings and photos will document evidence of ADA compliant building (handicapped parking, ramp, elevator, etc.).

- Description

The MLL coordinator will contact identified migratory families to provide support and resources to those that need them. We will contact the Migrant department with the school district for additional support for families if applicable. The school will provide agendas, supplies, and uniform assistance to those families in need.

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

Evidence will include referrals to the Migrant department, meetings or home visits notes, and flyers of services that are available.

- Description

The SEMA & SBT Leader will contact the district and community agencies to assist families with resources and support. The school will provide agendas, supplies, and uniform assistance to those in need. We will contact the McKinney-Vento Department with the school district for additional support for families that need services.

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

Evidence will include notes on services and/or support provided, staff referral emails and Student Housing Questionnaire Form (SHQ) 2479 to McKinney-Vento program, and flyer of services available.

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

PTC Meetings and Family Fun Nights

- Brief Description

Parent Teacher Cooperative meetings are held throughout the school year to elicit parent input and participation in school events and decision-making as well as build a positive community with our stakeholders.

2. Activity #2

- Name of Activity

Family Fun Nights

- Brief Description

Family Fun Nights are held throughout the school year to elicit parent input and participation in school events and decision-making as well as build a positive community with our stakeholders.

3. Activity #3

- Name of Activity

Town Hall Meetings

- Brief Description

Town Hall Meetings are held throughout the year to provide families information on specific topics such as Course Recovery, Middle School Academy Selections, and Upcoming School Year Expectations as well as any other pertinent information.

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

At Renaissance Charter School at Wellington, students in Kindergarten-Grade 8 engage in wellness through the Attitude is Altitude (AIAI) curriculum. Students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Lessons are based on skills for learning and life. Renaissance Charter at Wellington also implements Positive Behavior Interventions and Support (PBIS). Our schoolwide expectations are: be responsible, be respectful, and be safe. We have a schoolwide reward system that is implemented including the teachers passing out shillings to the students that are following our school wide expectations. The shillings are used for monthly rewards, semi-annual raffles, and classroom shilling shops. Anti-bullying and Kindness, Growth Mindset, Resilience, Persistence, Solving Conflicts, and Peer Relationships are being taught through PBIS & Wellness in whole group, small group, or with individuals as needed by teachers and members of the Leadership Team. Students are referred to School Based Team for Problem Solving if additional interventions are needed. Renaissance Charter at Wellington also follows the MSD Public Safety Act. Renaissance Charter at Wellington has created a school-based Mental Health Team and Threat Assessment Team based on the MSD Public Safety Act. Students that are identified as needing additional support are referred for counseling. Renaissance Charter School at Wellington engages in community service projects throughout the year. National Junior Honor Society students assist with leading the projects.

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

SBT/MTSS Implementation Tier 1 core instruction is implemented in all content areas based on standards-based curriculum maps and instructional focus calendars. Teachers follow daily schedules including mini-lessons, guided practice, teacher-led small groups with targeted instruction, rotations with student collaboration or independent work, and closure activities. Data is analyzed and identified students receive supplemental instruction during the RTI Block and Success Block. Students not making progress are referred to School Based Team. School-Based Team Referral Process 1. Teachers complete a School-Based Team referral packet. 2. Along with the referral form, the teacher collects NWEA, state testing, and any other formal and informal data for the student. 3. The teacher documents at least 2 parent conferences. 4. The teacher and one additional staff member complete an observation. 5. A SBT meeting is scheduled with the teacher to review the packet, create an intervention plan, and identify a research-based instructional strategy and progress monitoring tool. Tier 2 supplemental instruction is developed during SBT meetings. The student receives an additional 30 minutes of supplemental instruction daily in the area of need along with Tier 1 instruction. Student progress monitoring data is collected and reviewed at a follow-up SBT meeting after a 6-8 week period. The process is also used for behavior interventions. Tier 3 intensive intervention is provided for students not making progress with Tier 1 and 2. This intervention is developed based on progress monitoring data from Tier 1 and 2 instruction and progress monitoring assessments. The intervention is provided in a pull-out model by a Resource Teacher for an additional 30 minutes of small group instruction daily. Students are monitored utilizing a progress monitoring tool for 6-8 weeks. The SBT then meets to review the data and determine if progress is being made or if the child should be referred to the Child Study Team (CST). For behavioral interventions, a Functional Behavior Assessment (FBA) is conducted and Behavior Intervention Plan (BIP) implemented in addition to the Tier 2 intervention.

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

At Renaissance Charter School at Wellington all our students receive a first class, well-rounded education. We determine the needs of core instruction for each student based on their NWEA Data for Grades K-8 as well as state testing data. Our Guaranteed and Valuable Curriculum is aligned to the Florida Standards, and lesson planning is based on curriculum maps and instructional focus calendars. Students in grades K-5 engage in PE, Art, Spanish, Drama and STEM. Middle School students in Grades 6-8 choose an academy: Pre-Med, Drama/Theater Arts leading to performances, Physical Education, or an online Elective from Edmentum. Our middle school students can extend their learning time by completing course recovery after school and targeted students in K-8 are invited to attend after-school tutoring. At Renaissance Charter School at Wellington our instruction connects classroom learning with the IB framework. Students participate in standards-based in-school or virtual field trips, as well as inquiry-based learning and capstone projects to connect classroom learning to the real-world. A variety of extra-curricular opportunities including clubs and athletics are offered for the students after school. Many of these extra-curricular activities give students the opportunity to enrich their learning of special area subjects. Students in Middle School who meet criteria are inducted into the National Junior Honor Society. These students take the lead on school initiatives and our school-wide community service projects.

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

Renaissance Charter School at Wellington promotes post-secondary opportunities and workforce readiness using various school and classroom activities. High School Choice Night provides students with information on Choice options and assists with the choice process. Middle School students select an academy in order to explore their interests prior to high school, including Pre-Medical, Drama-Theatre Arts, and a variety of online electives. The courses prepare students to achieve high academic standards and skills in a specific career. Students are provided a rigorous curriculum integrated with hands-on, project-based experiences in preparation for future endeavors in high school and college. Students in the Pre-Medical Academy earn CPR & AED certification. Students in the Drama & Theatre Arts Academy visit theatres and prepare for performances throughout the school year. Middle School Academy teachers conduct Career Planning with students. All students engage in goal setting and develop a Career Plan. Students research careers related to their academies, including interviews of professionals in the field, and colleges and universities that will take them on the pathway they are interested in. In the elementary grade levels students participate in career day projects which involve them in researching different careers and developing a project based on a rubric. Seventh and Eighth grade students participate in advanced Math and Science classes, such as Algebra 1, Geometry, and Biology to provide the opportunity for rigorous coursework and to receive high school credit. Grade 6 students participate in Pre-Algebra to prepare them for the advance math pathway.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming

- 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
- 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

At Renaissance Charter School at Wellington we strive to make the transition from an early childhood education program to elementary school successful for parents and students. We host a Kindergarten Round-up in March and July to introduce the parents and students to the school. We discuss what the school year will look like and have engaging activities for the students to complete. Parents are provided with materials on what they can work on with their students during the summer to get them Kindergarten-ready such as alphabet skills, letter sounds, heart words, and math skills. The school enrollment specialist contacts the different preschools in the area and delivers information about Kindergarten readiness and what our school offers for Kindergarten. Kindergarten teachers also visit pre-schools and read aloud to the children. Information is provided to send home to the families. We keep our parents involved and informed throughout the school year on Curriculum Night and other scheduled parent events such as our Family Learning Fairs and Student-led Personal Literacy Plan conferences. Tours are available throughout the school year and summer during the week and on Saturdays to provide families with information and assistance with registration. Each new family receives a welcome bag with a book for students to read, parent resources for preparing students for school, and home learning activities. Families that were unable to attend Meet the Teacher the week before school starts have additional opportunities to meet the teacher on Curriculum Night, Family Learning Fairs, and at individual conferences.

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

At Renaissance Charter School at Wellington staff members are provided with a multitude of Professional Development opportunities. On our campus Professional Development is ongoing and differentiated to meet the needs of our diverse staff. Our regional support from Charter Schools USA provides Professional Development in the form of webinars, live sessions, and workshops throughout. The support center creates modules, activities, and programs for the teachers to attend such as New Teacher Induction and Returning Teacher Orientation. We are provided monthly cadres for Principals, Assistant Principals, Deans of Curriculum, and Curriculum Resource Teachers as well as aspiring leaders. The training received at the cadres are then brought back and taught to our staff in Professional Development and weekly PLC meetings. Webinar trainings for instructional software programs such as i-Ready, Imagine Math, etc are provided. These sessions are interactive which allows the teachers the opportunity to navigate the programs while asking questions during the live session. Data Analysis sessions support teachers to match instructional materials and activities within the program to the students' individual needs. Staff members are required to register and complete ESOL courses online to fulfill the requirements of the Multicultural Department for the Palm Beach School District. The Leadership Team develops weekly mini-PD sessions after school based on the current needs for support that teachers share, or leaders observe. We use the district ESP program to provide teachers with the opportunity to observe model teachers and classroom instruction. In the ESP program each teacher is assigned to a mentor, completes classroom observations, lesson planning support, and activities to further enhance their development. We also have a TLC program (Teacher Learning Community) which allows new teachers to CSUSA an opportunity to have a mentor as well. All participants in ESP or TLC also have a buddy teacher going through the same experience.

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

Renaissance Charter School at Wellington focuses on teacher recruitment through use of various resources. We participate in local area job fairs that are advertised by Charter Schools USA and our sister schools. We work with local area colleges to attend career fairs where we share positive, significant information about becoming a part of our school family. When visiting these career fairs, we offer student internships monitored by our on-campus Clinical Educators. All persons that are interested in embarking on a career in education are offered a position of being a substitute if they meet our requirements and pass the district fingerprinting. To continue retaining our teachers, we offer performance pay based on our school letter grade and teacher performance evaluations. Our teachers are provided the opportunity to vote for how the school grade performance pay is shared among the staff, and then this vote is documented in school minutes and carried out the next year should we make an advancement. The Teachers at Renaissance Charter School at Wellington begin each school year with relevant pieces of training, such as New Teacher Induction (NTI) and Returning Teacher Orientation (RTO). These trainings provide staff with the knowledge they need to be successful throughout the school year. To further build teacher capacity, teachers receive ongoing professional development afterschool and on PD days, coaching support, and mentor support, and have the opportunity to observe peers. Team Meetings are held weekly facilitated by the Team Lead with support from the CRT and PLCs are conducted weekly for teachers to collaboratively plan as well as analyze data to drive instruction. All teachers new to the school receive a mentor and buddy and differentiated professional development monthly. The Leadership Team and Administration maintain an Open-Door Policy that allow the staff to come forward with greatness as well as concerns and then receive guidance and support in best practices on how to move forward for continuous improvement. The goal of Renaissance Charter School at Wellington is to support our teachers by building capacity within them, which then promotes retention and overall success for the school. In addition to CRTs and Team Leads, teachers can become Resident Experts and coordinate various responsibilities on campus, for example Green Schools Committee, Tutoring, Clubs, Sports, etc., and earn an additional stipend. Teachers also tutor after school for additional compensation. Each month, the Sunshine committee plans activities and treats to improve school morale. At monthly faculty meetings, Administration and the Leadership Team celebrate birthdays and hand out awards and gift cards for various incentive plans, including shout-outs for specific teachers, instructional software usage, and raffles for implementing PBIS. There is a positive culture of collaboration and support. In addition to rewarding and empowering teachers based on their strengths, coaching cycles and support plans are put in place based on needs identified by teachers, Team Leads, and Coaches.