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**Title I Comprehensive Schoolwide Plan**  
**RENAISSANCE CHARTER SCHOOL AT WEST PALM BEACH (3431)**

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# ELA

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

## 1. List prioritized needs statements.

Current average percent for grades 3-8 68% proficiency and learning gains for ELA is 64%, lowest 25% is 57%. We need to continue to work on the foundational skills of vocabulary development and comprehension to improve student achievement. Our priority is to focus on growth by providing supplemental work and guided lessons for our scholars. Steady growth in areas of achievement, learning gains and lowest 25% are important achievements to maintain a strong school grade and build successful students.

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

Shortage of highly effective teachers in the classroom Lack of professional development to enhance knowledge of teachers Lack of resources providing adaptive online lessons for scholars and holding them accountable and bridging the home learning gap is vital for student academic and social success. Lack of foundational skills and prior knowledge in reading, phonic, phonemic awareness, vocabulary, comprehension skills Lack of parent knowledge of how to support learning at home and lack of parent engagement in their child's education

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

Continuing to incorporate a social emotional curriculum such as the Leader in Me and Attitude is Altitude to help scholars problem-solve is an important piece to developing the overall child. Creating and motivating scholars to be hungry for achievement through small group mentoring is vital to build relationships and increase work ethic. Providing adaptive online tools for our scholars to challenge themselves and be exposed to higher level complex text in reading and language arts (ie Reading plus, Lexia, iReady, etc.) Offering advanced placement classes as well as high school credit classes in middle school can help expand a child's future and provide them options. Hiring meaningful and effective classroom teachers, resource teachers and coaches who go above and beyond their regular daily responsibilities who have the integrity to put a student first and never give up on them. We will provide small group instruction through interventions so our scholars can make learning gains in reading. We will also target certain standards with strategies such as Kagan and thinking maps to increase project-based learning so our scholars can continue to grow as 3.s, 4's and 5's based on the Florida Assessment of student thinking. Provide extended learning opportunities through tutorial programs for reading during morning, after school, Saturdays, Thanksgiving break, Winter break, Spring break and summer break for grades K-8. Provide and implement a comprehensive ELA professional development plan to support teachers' growth in planning for and delivering differentiated instruction, understand ELA standards, deliver BEST strategies for ELA, etc. (Coaches, PLC's, conferences, webinars, PDD days) Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Florida workbooks, Triumph Learning Coach, Think up workbooks, Progress Workbooks, whiteboards and more.) Provide parent training opportunities to support learning at home. Hiring and coaching highly effective teachers in the classroom is an integral part for student success. More professional development and trainings to improve teacher performance will ultimately show growth in student progress.

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

- Communication

Continue to utilize Class DOJO, remind 101, School Facebook page and the school website. create recordings and videos of how to use online programs and offer Zoom trainings for parents and scholars. Continue to work on sharing curriculum and proficiency expectations, student progress with parents to support student learning and increase achievement. More parent info from the office through the callouts in multiple languages. Offer help over Zoom to show parents how to help their scholars. Academic information night Video tutorials

- Parent Training

Offer trainings on how to use Lexia, Reading Plus and I-ready reading. Create recordings of how to access these sites. Offer parent training opportunities to share materials, resources, and strategies for parents to learn foundational skills, vocabulary development, to meet their child's academic needs through academic game nights and Kindergarten Round-up to support learning at home.

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

### • School

Provide adaptive online tools for K-8. Offer tutoring for reading in all grades and offer intensive and advanced classes in reading and language arts. Focus on vocabulary development and comprehension in grades K-8 to increase student proficiency (Parent trainings and materials.) Hold parent conferences and parent trainings. Send home worksheets and booklets. Use DOJO k-8 for better communication. Get additional resources needed to support student growth (online software) Provide trainings and materials focused on foundational skills (vocabulary and comprehension.) for parents to support learning at home.

### • Students

Participate in mandatory tutoring for all scholars reading below grade level. Focus on vocabulary development and comprehension in grades K-8 to increase student proficiency. (Strategies to work on at school and home) Bring home important paperwork. Complete my homework. Come to school every day. Student will use the activities and materials focused on foundational skills (vocabulary and comprehension) Inform parents of homework and any papers being sent home. Use/practice skills to improve reading development. Include Key vocabulary in students homework packet. Use Lexia and Dreambox and additional resources available. Complete online software Show up to tutoring complete homework. Be accountable for their actions.

### • Parents

Bring your child to school on time daily. Agree to bring your child to Saturday University or leave them after school for tutoring if they need additional help. Work with your child at home on their reading/writing homework. Focus on vocabulary development and comprehension in grades K-8 to increase student proficiency. (Strategies to implement at home). Parents will support learning at home by using the activities and materials focused on foundational skills (vocabulary and comprehension) Become more involved. Check Powerschool and DOJO daily. Check backpacks. Practice and review links given to help support their child Use resources provided. Attend trainings. Develop a relationship with teachers.

### • Staff Training

Train staff on how to create a leadership binder for their student-led parent conferences. Train staff to teach students to present their binders. Continue to work on effective, positive, and ethical communication with families to build partnership with families (during parent conferences, phones, email, etc) Train teachers on how to support parents on foundational skills (Vocabulary development)

- Accessibility

Hiring an ASL translator for our deaf parents, making the school accessible with handicap parking, elevator and ramps. Continue to provide information with families in their native language to ensure parent engagement and support. Continue to provide support to all families in need (disabled, migrant, and homeless). Continue to strengthen using DOJO for parent notifications about upcoming events in a timely manner.

## Math

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

### 1. List prioritized needs statements.

Current average percent for grades 3-8 is 79% proficiency. We need to continue to work on the foundational skill of basic math facts (multiplication, fractions, division) involving word problems with multi-steps to improve student achievement. Improving growth in math achievement, learning gains and lowest 25% is priority to ensure students' academic success in math. Remediation in math focusing on learning gains and lowest 25% is essential through small group and intervention support. A priority would be to have our level 3's, 4's and 5's maintain or show growth from those levels based on the Florida Assessment of Student Thinking.

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

Lack of foundational skills for ESE students. Lack of resources to offer small group instruction geared toward strategies that are supported with basic math facts and math computation skills. Lack of math instructional minutes during the school day. Hiring and coaching highly effective math certified teachers in the classroom is an integral part for student success. Lack of professional development and trainings to improve teacher performance will ultimately show growth in student progress. Lack of resources providing adaptive online lessons for scholars and holding them accountable and bridging the home-learning gap is vital for student academic and social success. Lack of motivation of middle school scholars and applying real-world applications they can bring substance to through their own experiences. Behavior impeding academic success due to social emotional learning gaps is also a root cause. Lack of resources for social emotional learning. Lack of personnel and instructional time during the school day to provide small group interventions to meet academic needs. (Resource teachers, tutors) Lack of parent knowledge and ability to support learning at home to meet their child's academic needs and lack parent engagement in their child's education

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

By analyzing data, we should be able to identify those scholars that are struggling and offer them intervention support which is consistent and by a certified teacher through small group instruction. Provide tutoring to support K-8 scholars in math during morning, after school, Saturdays, spring break and summer. Also supporting math pathways in grades 5-8. A push-in model would also help 5th grade math and support the already taught standards based on post assessment results to see which standards need to be retaught. Targeted growth for students on or above grade levels is also important by offering advanced learning opportunities, project based learning and high school credit courses. Providing adaptive online tools for our scholars to challenge themselves (ie.Mathletics, imagine Math, iReady, etc.) Offering advanced placement classes as well as high school credit classes in middle school can help expand a child's future and provide them options. Hiring meaningful and effective math classroom teachers, resource teachers and coaches who go above and beyond their regular daily responsibilities who have the integrity to put students first and never give up on them. We will provide small group instruction through interventions so our scholars can make learning gains in math. We will also target certain standards with strategies such as Kagan and thinking maps to increase project-based learning so our scholars can continue to grow as 3's, 4's and 5's. as based on the Florida Assessment of Student Thinking. Provide and implement a comprehensive Math professional development plan to support teachers' growth in planning for and delivering differential instruction, understand math standards, deliver best strategies for math, etc, (Coaches, PLC's, conferences, webinars, PDD Days). Provide opportunities for students to use hand-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Florida workbooks, Triumph Learning Coach, Think up workbooks, Progress workbooks, whiteboards, manipulatives, and more.) Provide extended learning opportunities through tutorial programs for math during after-school tutorials and in Summer for grades K-8 Provide parent training opportunities to support learning at home. Parent communication on dojo and PowerSchool. After care coordination and support Implement after school study schedules. Parent Support package for each unit. Co-teachers and modeling increased usage of instructional software. Extended day and/or Sat. mandatory for lowest 25 Parent communication Math Family night The school will supply flashcards. Teachers communicate with parents and students on how to use virtual assistant in the apps. More frequent calls from the school with info to benefit parents to help students. Video notes and tutorials for parents. Small group instruction Push in to support and pull groups. Lowest 25% attend extended day and Sat. University. Use data to target student instruction. Start word problems early on. Teaching foundational skills and strategies. Knowledge of vocabulary. More focus on foundational skills Motivational incentives to come to extra sessions such as free dress down days. Reteaching and assessing set up as tutoring. Practice notetaking in Imagine Math. Online practice and tests. Contacting parents, following up on attendance, incentives for small group attendance and participation More small groups, tutoring, Sat. Univ, Spring Break boot camp Contact parents when a child is falling behind Online Tutoring. More effective communication between classroom teacher and specials teachers on what is being taught. Common planning to incorporate academics into specials areas.

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

- Communication

Continue to utilize Class DOJO, remind 101, School Facebook page and the school website. Continue to conduct in person and zoom trainings on math facts and provide recordings to parents so they can watch and refer back. Continue to work on sharing curriculum and proficiency expectations, student progress with parents to support student learning and increase achievement. More parent info from the office through the callouts in multiple languages. Offer help over Zoom to show parents how to help their scholars. Academic information night Video tutorials

- Parent Training

Parents will be able to participate in a math curriculum night and learn new ways to help their child at home through exciting math games. Offer trainings on how to use Lexia, Reading Plus and I-ready reading. Create recordings of how to access these sites. Offer parent training opportunities to share materials, resources, and strategies for parents to learn foundational skills (basic math facts, multiplication, fractions, division) to meet their child's academic needs through academic game nights and Kindergarten Round-up to support learning at home. Workshops for parents to bridge how the parents learned math to how the same skill is being taught today.

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

- School

Offer assistance with small group pullout. Focus on foundational skills (basic math facts-multiplication, fractions, division) in grades K-8 to increase student proficiency (parent trainings and materials) Provide trainings and materials focused on foundational skills (basic math facts-multiplication, fractions, division) for parents to support learning at home Provide recommended trainings and materials to parents and teachers Host a yearly academic game night with math centers. Offer trainings at content focused events (Curriculum night, FAST info, open house) Host targeted workshops on academic needs 2 times a year. Provide academic videos or websites. Provide parent resources/websites like Hand2mind Offer computer-based training for parents. Continue to offer tutoring services. Communicate when events occur in a timely manner using DOJO, school calendar etc.



- **Students**

Students will track math facts and complete online math software. Focus on foundational skills (basic math facts-multiplication, fractions and division) in grades K-8 to increase student proficiency (strategies to work on at school and home) Practice using the activities and materials focused on foundational skills (basic math facts-multiplication, fractions, division) Follow through with academic commitments Complete all assignments Set goals and commit to action steps. Complete instructional software Attend extended day tutoring and Sat university if in lowest 25% Participate in 1/1 tutoring and websites for individual practice Use peer tutoring. Practice math skills at home. Practice with parents. Do their homework. Monitor and take accountability for their grades and assignments. Take advantage of additional support.

- **Parents**

Parents will monitor online math software and participate in math curriculum nights. Focus on foundational skills (basic math facts -multiplication, fractions and division) in grades K-8 to increase student proficiency (Strategies to implement at home.) Parents will support learning at home using the activities and materials focused on foundational skills (basic math facts-multiplication, fractions, division) Read all communications from school and ask for help from teachers when needed. Participate in family content events such as academic game night. Check grades and monitor progress Communicate with teachers and attend conferences. Ensure home assignments are completed. Support teachers with discipline and respect from students. Ensure child has necessary materials. Ensure children are attending tutoring if required. Monitor the child's homework (are they doing it, do they need help) Communicate with teachers. Reinforce classroom learning. Practice flashcards with students. Send students to tutoring if needed. Monitor your child's grades. Support student learning at home.

- **Staff Training**

Staff will receive training on any online school software tool as well as smartboards and strategies to teach math facts. Continue to work on effective, positive and ethical communication with families to build partnerships with families (during parent conferences, phones, email, dojo messaging.) Teachers will help parents support learning at home based on foundational skills (basic math facts, multiplication, fractions, division) Train teachers on how to support parents on foundational skills (basic math facts, multiplication, fractions, division)

- **Accessibility**

Parents will be able to receive translated documents in their own language as well have accessibility through handicap parking and ramps for entry. Continue to provide information with families in their native language to ensure parent engagement and support. Continue to use ASL translator as needed. Continue to provide support to all families in need (disabled, migrant, and homeless). Continue to strengthen using DOJO for parent notifications about upcoming events in a timely manner.



# Science

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

## 1. List prioritized needs statements.

We are currently at 69% proficiency. We need to continue to work on the foundational skill of science vocabulary and comprehension to improve student achievement. Improve overall science proficiency in grades 5 and 8 based on the Florida Assessment of Student Thinking and in grades 4,6,7 based on the NWEA spring assessments.

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

Shortage of highly effective science teachers in the classroom Lack of professional development and trainings to improve teacher performance. Lack of resources providing adaptive online lessons for scholars and holding them accountable and bridging the home-learning gap is vital for student academic and social success. Lack of foundational skills (science vocabulary development and comprehension) Lack of personnel and instructional time during the school day to provide small group interventions to meet academic needs (resource teachers, tutors) Lack of parent knowledge to support learning at home to meet their child's academic needs and lack of parent engagement in their child's education. Science in K-4 can be overlooked and intervention support can be during science blocks which doesn't allow our lowest scholars science in the younger grades. Lack of an IFC and activities to practice at home. Pullouts for math/ela/special services. No time for science, 3rd and 4th often skip science for "Tested subject." Lack of content knowledge K-4

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

Providing adaptive online tools for our scholars to challenge themselves and be exposed to higher level complex text in reading and language arts (ie. Penda learning, Study Island, Glzmo, etc.) Offering advanced placement classes as well as high school credit classes in middle school can help expand a child's future and provide them options. Hiring meaningful and effective science classroom teachers, resource teachers, and coaches who go above and beyond their regular daily responsibilities who have the integrity to put a student first and never give up on them. We will provide small group instruction through interventions so our scholars can make learning gains in science. We will also target certain standards with strategies such as Kagan and thinking maps to increase project-based learning so our scholars can continue to grow as 3's, 4's and 5's. as based on the Florida state science test in grades 5 and 8. Provide extended learning opportunities through tutorial programs for science during morning, after school, Saturdays, Spring and summer breaks for grades 5-8. Provide and implement a comprehensive Professional development plan to support teachers growth in planning for and delivering differentiated instruction, understand science standards, deliver best strategies for science, etc. (coaches, PLC's, conferences, Webinars, PDD days) Provide opportunities for students to use hands-on experiences/practices to support student learning with instructional supplies and supplemental resources (Ie. Triumph learning coach, Pearson Workbooks, materials for science experiments, whiteboards, science experiments, and more) Provide professional development by our super star science teachers for our gen ed. teachers so they can become experts of science and not lose those science instructional minutes. Provide parent trainings to support learning at home. Minute to minute planning and instruction. Address quality v Quantity of work packets. Improve content knowledge in K-4 Video tape activities, experiments content from Ms Viadaro showing step by step. Monthly science experiments. Pre-Science night with demonstrations. Time earlier in the day for science for elementary. Buying K-4 materials. More hands-on science especially in middle school Strengthening science/reading connection with Higher order skill connections (Cross Curricular) Science club not just Slime but expand. Choose more maximizing/engaging strategies during lesson. Practice vocab in morning meetings and during transitions. (flashcards) Include science more purposefully. Purchase science books for independent reading. Monday tutoring for science Grade level incentives for completion (goals can be adjusted to accommodate the assignment.) More tactile materials

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

#### • Communication

Continue to utilize Class DOJO, remind 101, School Facebook page and the school website. create recordings and videos of how to use online programs and offer Zoom trainings for parents and scholars. Continue to work on sharing curriculum and proficiency expectations, student progress with parents to support student learning and increase achievement. More parent info from the office through the callouts in multiple languages. Offer help over Zoom to show parents how to help their scholars. Academic information night Video tutorials Send home experiment ideas and websites (GG DIY's) Update parents on dojo or in homework packets as to what they are learning in science.

- Parent Training

Teach parents through recording or live videos on how to use Study Island and Gizmos science. Offer parent training opportunities to share materials, resources, and strategies for parents to learn foundational skills (science vocabulary and comprehension) to meet their child's academic needs through academic game nights and Kindergarten Round-up to support learning at home. Academic supplies at meet the teacher night. Students mentor and collaborate with each other. MODS field trip School culture and climate Continue Family Science Night How to work Penda Emphasis on science more for parents. Offer Science content training. Supply parents with science resources and games. Reactivate our parent resource center with a library of activities parents can borrow. How to use science software. Instructional video creator.

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

- School

The school will provide more adequate and content focused professional development in science. We will focus on foundational skills (science vocabulary and comprehension) in grades K-8 to increase student proficiency (parent trainings and materials). Provide trainings and materials focused on foundational skills (science vocabulary and comprehension.) for parents to support learning at home.

- Students

Students will complete their Science fair projects. Complete Science assignments. Focus on foundational skills (science vocabulary and comprehension) in grades K-8 to increase student proficiency. Student will use the activities and materials focused on foundational skills (science vocabulary and comprehension)

- Parents

Parents will participate in the Family Science Night. Parents who work in a science field will be a speaker in the career fair. Focus on foundational skills (science vocabulary and comprehension) in grades K-8 to increase student proficiency (strategies to implement at home) Parents will support learning at home by using the activities and materials focused on foundational skills (science vocabulary and comprehension) Attend and participate in family nights. Enroll child in tutoring. Check grades and monitor online programs. Communicate, reach out and ask for conferences. Participate with experiment ideas and websites at home. Ensure students will complete science homework, science experiments and come to science nights. Support teachers with discipline. Play a part in their child's "science" education. Provide science materials at home or reach out to teachers if needed so students can practice at home. Ensure students are tracking their progress. Stay informed about science topics. Ensure children meet their weekly goal. Take advantage of links or materials sent home.

- **Staff Training**

Provide professional development for staff on how to teach scientific method and provide them with resources to gain confidence on how to teach science. Teachers will then learn how to train parents to help with science at home. Teachers will help parents support learning at home based on science vocabulary and comprehension Continue to work on effective, positive and ethical communication with families to build partnerships with families (during parent conferences, phones, email, etc.) How to conduct an experiment "Workshop" Using multiple platforms to communicate consistently including social media and class DOJO. More curriculum content teach backs. Collaboration with Science Specialists.

- **Accessibility**

Provide handicap parking close to entrance and a wheelchair ramp. Continue to provide information with families in their native languages to ensure parent engagement and support. Continue to provide support to all families in need (disabled, migrant, and homeless). Continue to hire an ASL translator for our deaf parents. Continue to strengthen using DOJO for parent notifications about upcoming events in a timely manner.

## **Social Studies**

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

**1. List prioritized needs statements.**

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

## **Acceleration Success**

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

**1. List prioritized needs statements.**

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- **How will school strengthen the PFEP to support Acceleration Success?**

This school has chosen to be exempt from this area.



- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

• Accessibility

This school has chosen to be exempt from this area.

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: \$362,504.67

Acct Description	Description								
Resource Teacher	Math Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in/pull-out small group instruction in math (6-8) through a research based instructional program.								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified stall will provide additional support to at risk students in Reading, Math, and Science for grades K-8 during a Summer tutorial program, to increase student achievement. / Tentative start date is June 9 2025	11	\$35.00	5	6.5	2	Certified	Original	\$25,025.00
	Certified stall will provide additional support for at risk students in Reading, Math, and Science for grades K-8 during a Saturday tutorial	10	\$35.00	1	3.5	16	Certified	Original	\$19,600.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	program, to increase student achievement. / Tentative start date is January 2025								
	Amendment 116 / BT #2 - Adding one more tutor for weeks already in the SWP (June 2025 tutorial)	1	\$35.00	5	6.5	2	Certified	Amendment	\$2,275.00
	Amendment 116 / BT #2 - Increase funds for June 2025 tutorial (1 more week) for a total of 14 days	12	\$35.00	4	6.5	1	Certified	Amendment	\$10,920.00
Resource Teacher	Reading Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark and state assessments for push-in or pull-out small group instruction in reading (K-1) through a research based instructional program.								
Online subscription	Item					Quantity	Rate	Type	Total
	DreamBox - Reading Plus will be used to support Reading (grades 3-8; 500 students)					1	\$9,500.00	Original	\$9,500.00
	Lexia Core 5 and Power Up will be used to support Reading (grades K-5; 700 students)					1	\$11,900.00	Original	\$11,900.00
	Imagine Learning - Math Facts will be used to support math (Grades 3-8; 500 students)					1	\$2,500.00	Original	\$2,500.00
	Imagine Learning Math- will be used to support math (grades 3-8; 500 students)					1	\$10,000.00	Original	\$10,000.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Penda Science Site License- will be used to support science (grades 3-8; 500 students)	1	\$2,500.00	Original	\$2,500.00
	iReady Reading/Math-will be used to support student learning in Reading and Math (grades 6-8; 300 students)	1	\$18,280.00	Original	\$18,280.00
	DreamBox Math- will be used to support math (grades K-2; 360 students)	1	\$4,000.00	Original	\$4,000.00
	Study Island Science/SS- will be used to support student learning in Science and SS (grades 6=5-8; 400 students)	400	\$14.25	Original	\$5,700.00
	Edgenuity Site License- will be used to support Middle School Credit Recovery for Reading, Math, and Science (grades 6-8; 300 students)	1	\$6,000.00	Original	\$6,000.00
	NEWSELA Reading- will be used to support Reading (grades K-8; 1000 students)	1	\$4,650.00	Original	\$4,650.00
	iReady Toolbox- will be used to support student learning in Reading and Math (grades 6-8; 300 students)	1	\$6,800.00	Original	\$6,800.00
	Nearpod/Flocabulary- will be used to support Reading (grades K-8; 1000 students)	1000	\$2.37	Original	\$2,370.00
	Amendment 116 / BT #2 - Increase Nearpod	1	\$7,082.80	Amendment	\$7,082.80
	Amendment 116 / BT #2 - Increase Lexia Core 5	1	\$16,720.00	Amendment	\$16,720.00
	Amendment 116 / BT #2 - Increase Imagine Learning Math	1	\$1,350.00	Amendment	\$1,350.00
	Amendment 116 / BT #2 - Increase Dreambox	1	\$7,647.28	Amendment	\$7,647.28

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	Amendment 116 / BT #2 - Increase Newsela	1	\$7,407.92	Amendment	\$7,407.92	
Resource Teacher	Reading Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in or pull-out small group instruction in reading (2-3) through a research based instructional program.					
Resource Teacher	Math Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in/pull-out small group instruction in math (3-5) through a research based instructional program.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Triumph Coach Books K-8 Reading Workbooks to support student learning	900	\$13.00	Instructional Materials	Original	\$11,700.00
	Shipping	1	\$3.17	Instructional Materials	Original	\$3.17
	FL BEST Ready Math Workbooks to support student learning	18	\$600.00	Instructional Materials	Original	\$10,800.00
	Triumph Coach Books K-8 Math Workbooks to support student learning	900	\$13.00	Instructional Materials	Original	\$11,700.00
	FL BEST Ready Reading Workbooks to support student learning	18	\$600.00	Instructional Materials	Original	\$10,800.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders,	1	\$1,154.50	General Supplies	Original	\$1,154.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	dividers,pencil pouches, student whiteboards, erasers, post-it notes					

## 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: **\$192,750.00**

Acct Description	Description
Coach	Math and Science Coach will provide support for all teachers in Math and Science in grades 5-8 to implement effective and rigorous standards based instruction following the BEST standards.
Coach	(Vivia Anderson-Lewis) Reading/Math Coach will provide support for all teachers in reading, writing, math and science in grades 1, 3 and 4 to implement effective rigorous standards based on instruction following the BEST standards.
Coach	Reading Coach will provide support for all teachers in Reading, Writing, and Civics in grades 5-8 to implement effective and rigorous standards based instruction following the BEST standards.

## 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: \$9,873.08

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	In-System Temp Parent Liaison will provide support to families and school to keep a strong school-home communication and help coordinate parent trainings to build parental involvement in the school.	1	\$35.00	1	2.5	40	Non-Certified	Original	\$3,500.00
Supplies	Item			Quantity	Rate	Supply Type		Type	Total
	Dry Erase Markers for parent trainings/meetings			70	\$17.00	General Supplies		Original	\$1,190.00
	White Copy Paper for parent trainings/meetings and school-home communication			43	\$42.00	General Supplies		Original	\$1,806.00
	Scholastic Letter and Number Games for parent night (Per PFEP)			104	\$4.00	Program Supplies		Original	\$416.00
	Scholastic - Books for parent trainings and Kindergarten round-up			192	\$7.99	Program Supplies		Original	\$1,534.08
	Chart Paper for parent trainings/meetings			15	\$24.00	General Supplies		Original	\$360.00

Acct Description	Description					
	Item				Total	
	Pencils (pack of 24) for parent trainings/meetings				\$799.00	

## Mission Statement

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

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

### 1. Mission Statement

Renaissance Charter School at West Palm Beach promotes the belief that all scholars can develop the skills necessary to be effective influential lifelong learners with the help of positive parental engagement and acknowledges that parents share the school's' commitment for educational success for all children by improving the overall development and health of every scholar. We develop strong minds and healthy hearts.

## 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
Michael Lupton	Principal
Caroleen Rodriguez	Associate Principal
Michelle Rock Price	Teacher and parent
Kellie Hawkins	Teacher
Omar Haugabook	Student
Tina Chaney	CRT and parent
Olivia Williams	Student
Tracy Williams	Parent
Tanya Wildgoose	CRT and parent
Christine Schettini	Assistant Principal
Colette Guinchard	CRT
Jason Rembert	CRT
Jessica Graham	Parent
Latoya Smith	Parent

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

School sends invitations to all parents, staff and community to attend the first SAC meeting. School asks for volunteers to be voting members of SAC to represent staff, parents. Voting members are voted in during the first meeting. Also, the National Junior Honor Society president and vice-president represent students during SAC meeting. School ensures that voting members are selected to reflect the diverse community the school serves. All stakeholders are invited to attend every monthly members.

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

All stakeholders were invited to attend the CNA meetings (Leadership meeting took place Feb. 20th; The Staff meeting took place Feb. 21st; The Stakeholder meeting took place Feb. 20ruary 2024). During these meetings, all involved parties provided input through a cooperative group activity to develop the FY25 CNA/SWP/PFEP Data was assessed from state and school assessments as well as survey data from teachers, parents and students. Verbal and written discussions took place where notes will be taken on the recording templated where feedback and conversations were notes..

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

Based on feedback and survey results, title I funding will help support parent trainings with supplies, resources for trainings, Kindergarten Round-up and school communication. A parent liaison is also included who helps parents set up communication at the beginning of the year through cellular devices and continuously communicates with parents throughout the year about ongoing school events and parent resources to use at home and that are available within our community. She also helps parents with the resource center on campus.

Name	Title
Michael Lupton	Principal
Caroleen Rodriguez	Assistant Principal
Michelle Rock Price	Teacher and parent
Tracey Williams	Parent
Tanya Wildgoose	Teacher and parent
Tina Chaney	Teacher
Ebony Thompson	Teacher
Kelli Hawkins	Teacher

## 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?

Tuesday Sept 24, 2024 at 6:00 PM in the Dolphin Diner and via Zoom Online

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

Invitation sent home via school messenger, dojo, Facebook as well as posting the date on our website.

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

For our Annual Meeting, copies of the PFEP and School Compact will be prepared as well as visuals and a presentation for our online participants. A laptop and screen for the presentation will be materials needed as well as Chart paper, markers and post-its. An invitation was sent out to parents as well as an agenda was used along with a Title I powerpoint presentation.

## Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Operation Back Pack

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

Teachers will learn the student demographics that they work with. Teachers will learn how to develop positive rapport with the families (Start school year in a positive manner, communicate with families with positive interactions, develop a partnership, empower parents to support learning at home)



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

Teachers will get a real life glimpse into the families and homes of students they serve. Families will have a positive interaction with school staff in their home settings.

- What will teachers submit as evidence of implementation?

Teachers will submit photos of their interactions during home visit, reflection from staff, reflection from parents.

- Month of Training

Aug

- Responsible Person(s)

Michael Lupton

## 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

STAR, FAST, NWEA Test result sharing

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

Staff will learn what reports are available for families to view. Staff will learn how parents/guardians can sign in to view student data. Staff will learn how to interpret and share this data in parent conferences. Staff will learn about resources and materials they should share with families during conferences.

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

Parents can be more involved in seeing data on their child's strengths and weaknesses with the State Standards.

- What will teachers submit as evidence of implementation?

Sample of a student report sent home Conference notes that state that student progress and data was discussed with the parents and that state the resources and materials shared with families.

- Month of Training

October

- Responsible Person(s)

Michael Lupton, Caroline Rodriguez, Colette Guinchard

#### 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

Technology Training For Parents

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

Through hands on practice families will learn how to navigate Clever, Power Schools, Class DOJO and other grade level appropriate technology as well as State testing feedback.

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

Parents will be able to stay in touch with teachers to see what the students need to be working on through Class Dojo Parents will be able to see online assignments in Clever on grade level apps as well as in Schoology. Parents will use their own device or a school IPAD and will access their various platforms necessary to check grades, assignments and communicate with staff.

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

Parents will be able to communicate with teachers. Parents will know how to see assignments and grades. Parents will learn what online apps students should be using at home.

- Date of Training

Sept 18, 2024

- Responsible Person(s)

Michelle Rock Price, Michael Lupton

- Resources and Materials

Ipads, Computers, list of parents sign in. List of apps used by grade level

- Amount (e.g. \$10.00)

NA

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Academic Games Night

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

To support student learning at home, families will engage in a variety of activities that reinforce skills learned in math and ELA.

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

Families will travel to a variety of stations where they play a variety of games and activities and take home materials to use game/activity at home.

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

Parents will see how they can reinforce skills learned in class

- Date of Training

Jan 15, 2025

- Responsible Person(s)

Tanya Wildgoose, Colette Guinchard, Jason Rembert and Tina Chaney

- Resources and Materials

Manipulatives Prizes Books to give away

- Amount (e.g. \$10.00)

NA

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Family Science Night

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

Parents will learn about the Scientific method by participating in experiments and data interpretation so they can support students replicating and expanding on the experiments at home.



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

Families explore science topics such as density, plate tectonics, electricity, architecture through various hands on activities and competitions

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

Students are using actual science standards to extend their learning through experiments.

- Date of Training

January 30, 2025

- Responsible Person(s)

Mychael Hollis, Ashley Viadaro, Chris Viadaro

- Resources and Materials

experiment supplies such dish soap, recycled bottles, maple syrup, food coloring. Invite Cox Science Center to visit.

- Amount (e.g. \$10.00)

NA

## 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 Vinto

- Describe how agency/organization supports families.

This partnership helps our parents to receive support when dealing with homelessness. McKinney Vento provides information for school staff to share resources to families, they provided posters for families to see resources available to them. They also work with school counselor to inform them and support them in the identification of families in need of support (information of available resources at school and in the community).

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

Emails and samples of resources provided by them such as flyers and Student Housing Questionnaire.

- Frequency

Annually

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

- Name of Agency

Toys for Tots

- Describe how agency/organization supports families.

This partnership allows our parents to receive support during the holidays by providing a gift for each elementary school child.

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

Emails, pictures and spreadsheets will be provided as evidence.

- Frequency

Annually

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

- Name of Agency

United Methodist Church of the Palm Beaches

- Describe how agency/organization supports families.

The church helped supply our neediest families with Thanksgiving baskets. UMCPB also was able to offer a free club for our 3-5 grade students that taught games and life skills of working together. We use the church for our ceremonies, 8th grade prom and concerts. Our music students have performed at church events by request.

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

Samples of communication for Thanksgiving baskets, Game Play and church use.

- Frequency

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

School messenger call outs, texts and emails. Monthly calendar, flyers home, Classroom Dojo messages and school stories, Facebook posts on school page, email blasts, Schoology messages, phone calls and sign-up genius. (documentation will be provided in appropriate languages)

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

Copies of flyers, school messenger call out details, copies of calendars and copies of dojo messages, invitations

- Description

Curriculum Nights, FAST Parent Nights, parent/student handbook, parent conferences, Virtual or In Person Open House, Instructional Software parent training, documents will be provided in appropriate languages.

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

Copy of handbook, parent conference notes, curriculum nights powerpoint presentations, handouts,

- **Description**

Virtual and In Person parent conferences, Instructional Software parent training assessment results, mid-term reports, report cards STAR and FAST reports shared with parents.

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

parent conference notes, FAST presentations, assessment results, mid-term reports and report cards. Sample STAR and FAST reports.

- **Description**

Surveys, School Advisory Committee (SAC), Leader in Me, These are communicated on a monthly basis through school messenger, classroom dojo, flyers and parent conferences (documents will be provided in appropriate languages)

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

flyers, classroom dojo messages, school messenger, calendars, parent conference notes and paper invitations

- **Description**

Teachers offer opportunities for virtual meetings. Conferences are schedule on days and times that are convenient for parents. Some meetings are recorded for parents to view after. Parent events are sometimes held during the school day or evenings.

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

Copy of Zoom invitations, flyers or DOJO invites showing different time, invitations to conferences , Links for recorded meetings

## **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

The school will ensure that limited English proficiency (LEP) parents can participate in their child's education by providing translated documents, having someone who speaks creole or spanish at the events to translate for those who have difficulty with english. Translators will also be present on Zoom calls and available for parent conferences.

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

Handbooks in all languages, flyers and documents in all languages, conference notes, compact and PFEP summary in all languages.

- Description

The school will ensure that parents with disabilities can participate in their child's education by removing any barriers the parents may have. For example using ramps to enter the building and using an elevator to get to the second floor. Having a sign language interpreter present for our parents that have a hearing impairment. Also providing parents the opportunity to meet one on one to provide them with information if they cannot meet in a group setting due to a medical disability. Zoom will also be available for conferences for those parents unable to get to the school.

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

Pictures of accessibility, invoices for an interpreter, conference notes and Zoom invites

- Description

The school will ensure that migrant parents can participate in their child's education by having someone at the meetings who speak their language, send documents home in their language, provide childcare on the evenings of the events, allow them opportunities to come at different times to suit their work hours. Conferences will be offered on a weekend or the school will perform home visits, provide supplies including backpacks to families. We will also share information about community resources that support families.

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

Translated documents, flyers, conference notes, emails, home visits logs, distribution logs and migrant brochures of services for families in all languages

- Description

The school will remove any barriers homeless parents may have in order to participate at school events. Such barriers may be to provide them with petty cash for the bus ride to and from the school by local transport and work around the bus schedules so parents can be present at workshops either during the day or evening, provide proper hygiene tools to parents and children so they feel comfortable in group settings. Allow virtual participation so they don't need to travel to the school. Provide home visits to present the information to parents. Food pantry and clean uniforms are available to our families in need. We will also share information about community resources that support families.

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

Home visit logs and notes, receipts of hygiene purchases, bus pass or ticket, photos of available items such as hygiene, uniforms and food pantry, distribution logs, McKinney Vento flyer of services for families in all languages

## 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

WATCH DOGS

- Brief Description

Dads of Great Students will host Donuts with Dads and Movie Night for dads and their students. Dads can also volunteer to spend a day at the school helping in the cafeteria, halls and their child's class.

## 2. Activity #2

- Name of Activity

Leadership Day

- Brief Description

Parents are invited on campus to learn more about Leader in Me and the 7 Habits.

## 3. Activity #3

- Name of Activity

Parent Academies

- Brief Description

Teachers host a workshop for their class parents to help those parents meet the needs of their children.

## 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 West Palm Beach we have two counselors on staff that provide support to our elementary and middle school scholars. They provide help through small groups such as anger management, social skills, impulse control, grievance and the 7 habits of highly effective leaders. In elementary school kindergarten, 3rd grade and 5th grade classes are also seen once a week on character education. In middle school we provide a Boys to Men, Ladies of Distinction and a 1 to 1 mentoring program which helps our middle school scholars with real life situations and prepares them for college and career readiness. As a school we utilize a philosophy called Leader in Me which is taught every day for the first 20 minutes of class through our morning meeting and advisory. During this time, they focus on 7 habits such as being proactive, think win-win and synergize to name a few. All teachers are committed to teaching resilience and persistence, developing students' organizational skills, building strong study habits and developing a sense of service for others. In middle school we also utilize Liveschool which is a program that tracks scholar points and demerits. Scholars earn positive points to reinforce good behavior and earn weekly and monthly incentives.

## 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

Students are tested 3 times a year in ELA and Math using the NWEA. This data is analyzed to identify students in need of intervention. Pull out teachers modify their groups based on these scores. Tier I - regular curriculum and support that is provided during the every day school day. Scholars receive 120 minutes of ELA and 90 minutes of math as the day is already extended longer than a normal school day. We utilize curriculum maps to follow through our research based resources and track the Florida standards for mastery. Our school does track referrals, detentions and suspensions. Repeat offenders are placed under the guidance of our dean and his support team or our counselors as deemed appropriate by the team. Tier II - Scholars are identified based on Northwest Evaluation Association (NWEA) assessments, teacher referrals or retention and receive additional support. They receive small group teacher led instruction during immediate intervention instruction (iii) time in the class as well as receive extended day two days a week where they receive an additional 120 minutes in reading and 120 minutes in math. Small groups are driven by intervention materials as a supplement. Tier III - Scholars receive pull-out for 30 minutes a day in small group where they focus on Fountas & Pinnell a research based intervention program which is associated with Reading Running Records (an assessment tool).

## 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

Scholars receive instruction from 8:00am until 3:00pm on a daily basis. We track attendance for scholars, which is 95% or higher everyday and meet with parents about truancy and tardiness. Teachers received professional development for 6 days before school begins and also during school to learn strategies such as Teach Like A Champion, Kagan strategies, Thinking Maps, Star, I-ready and other skills necessary to drive instruction. Teachers also meet once a week for data chats where they analyze their IFC data to focus on standards tracking and goal setting to ensure our scholars are showing growth throughout the year and are being held accountable. Scholars also receive enrichment throughco-curricular or after school activities such as science labs, garden club, physical education, Chorus, Band, drama, art, character education, Spanish, culinary and technology. These subject areas are monitored through classroom walk throughs, peer to peer feedback, weekly team minutes & formal evaluations. Students have opportunities to extend learning time to support their learning by attending extended day academy 3x a week from 3:30-5:15, attending Saturday University for 3 hours on Saturday, attending before school tutoring or attending Spring Break Boot Camp 3 days for 3 hours.

## Post-Secondary Opportunities and Workforce Readiness

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

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

## 1. Post-Secondary Opportunities and Workforce Readiness

Our school classrooms each adopt a University. We discuss higher education through our 20 minute morning meetings/advisory every day as well as through visuals in each classroom and in the hallways. In middle school our scholars begin to take high school classes such as Algebra I, Geometry, CIW, Digital Technology, Biology and Spanish so they can accelerate their learning from middle school. Our middle school Guidance Counselor also meets with our scholars to discuss careers and future opportunities so they can begin their path to a successful future. We have a High School Presentation Day where High Schools from the local area present to our 8th grade scholars about the different choice programs they have at their institutions and the different career paths they can make.

## 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

We begin meeting with parents and incoming scholars in April and have parent workshops to teach them skills and standards they need to learn to be prepared for school. We provide them with online learning tools and resources to take home to provide extra practice. Each student is individually screened in July to assess where they are at and parents are given appropriate readiness schools. It is a mandatory requirement that parents come out to our Kindergarten round up workshops in the spring and summer to learn about social skills, math computation, reading skills and the expectations that a kindergarten student needs to know to be prepared. We also offer on demand tours for new or interested families throughout the spring and summer. We host a meet the teacher night prior to school starting in August. New this year, we are working with Parents Day Out, a nearby daycare facility, to provide early literacy training to their staff to help prepare students for kindergarten.

## 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

Our teachers have a new teacher orientation at the beginning of the school year for 7 days. Here they learned skills such "Teach Like a Champion" how to build math centers, how to run small groups, How to use apple classroom with IPADS monitoring sites students are on. They also attend Professional Development throughout the school year where we monitor these additions and ensure they are being implemented with fidelity. Our teachers also receive Professional Development on Readingplus, Lexia, Imagine Math, Mathletics, Study island, I-Ready and Prepworks which are all online programs and serve as a tool for monitoring data and seeing the progress a child is making on a research based program. Our teachers have also learned about mobile classrooms through schoology and using technology devices in the classroom to enhance the learning experience for our scholars. Our teachers also participate in English as a Second Language (esol), Exceptional Student Education (ese), and Reading Running Records (rrr) trainings if applicable. They have also done many Smartboard and Ipad trainings for those with newer technology. Our teachers meet once a week to analyze Instructional Focus Calendar (IFC) data and track standards. They also look at benchmarks to do goal setting and pull small groups and make tutoring groups based on data outlooks. Data Chats (Professional Learning Communities) are held once a week with each grade level team or department level where standards are tracked and assessed for mastery. During these meetings data is also reflected on as per their benchmark and goals are created for scholars, teachers and grade levels. Teachers receive walk throughs and formal evaluations to help support their educational growth. They meet with Curriculum Resource teachers to discuss strategies, unpack standards and review best teaching practices as per the 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

We participate in College fairs to look for upcoming teachers. We also advertise on indeed, teacher-teacher and other websites. We have career opportunities posted through our own website and work with our support center to do hiring fairs. We retain effective teachers by providing strategically planned Professional Development that is of interest as well as by providing a family orientated working environment where teachers feel accepted, cared for and can grow within their field. We also encourage praise and provide incentives such as extra planning time, copy paper, jeans days, stipends and more for teachers which promotes positivity among staff and students. Our teachers that have a statement of eligibility receive support through the Teachers of Tomorrow program to aid them in studying for exams and passing educational courses required of them to attain their Professional certification. Many of our teachers also tutor before and after school for additional stipends and there are team/department lead opportunities. Teachers can also receive a stipend incentive for recruiting a new teacher to the school. Building a strong school culture is important so teachers feel appreciated. The school also works with teachers with young children to find nearby, affordable daycare options.