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**Title I Comprehensive Schoolwide Plan**  
**RENAISSANCE CHARTER SCHOOL AT CENTRAL PALM (4051)**

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# ELA

## 1. List prioritized needs statements.

53% of students in grades 3-8 did not meet proficiency in ELA. The goal is to increase 3-8 grade Reading proficiency to 51%.

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

The root causes include a lack of foundational skills, consistent phonics instruction, teacher knowledge and training around Science of Reading, designated, school-wide independent reading time, and knowledge of effective reading comprehension strategies for teachers. Another root cause is poor reading comprehension skills in students and teacher support in differentiating instruction for ML learners.

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

The possible solutions to address the root causes continuing during and after school tutoring, resources to support early intervention, teacher training on early interventions instruction and strategies, including the Science of Reading for K-2 and all other grade levels with students who may lack foundational skills. Other possible solutions include access to a variety of engaging and level-appropriate books, Opportunities to visit model classrooms and shadow master teachers for effective instructional practices, and professional development for core literacy instruction and differentiation.

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

### • Communication

- Parent-teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)  
- Parent information nights to educate parents on standards and rigor - Parent newsletters with specific reading home-based tasks for families

### • Parent Training

- Instructional Software Purpose and Understanding Data Reports - Family and School Resource Connection – Supporting Rigorous Instruction at Home - NWEA and FAST Testing Expectations - Impact of Social Media on Student Outcomes

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life - Uphold our values of purpose, passion, integrity and grit - Keep our promise of Strong Minds and Good Hearts - Provide a high-quality curriculum and instruction that enables children to meet high standards. - Respect and value the wide variety of cultural differences of students and families - Communicate effectively and frequently with students and their families in a language they understand regarding individual student progress as well as opportunities to be meaningful partners in learning - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved - Offer training to parents/guardians on learning strategies they can use at home

- **Students**

- Practice what is being taught in school at home and complete homework - Bring home all communication from school and share it with parent/family members (progress reports, report cards, flyers, newsletters, notices, letters, etc.) - Come to school every day, on time, ready to learn, and follow all school rules and procedures - Adhere to the school's technology and No Cell Phone policies - Take pride and demonstrate leadership in the school, home, and community - Strive for excellence

- **Parents**

- Ensure their scholar attends school regularly, is on time, prepared, and dressed in the appropriate school uniform - Support their scholar's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage - Read with their scholar on a regular basis and monitor TV watching, video games, social media, etc. at home - Support the school's technology and No Cell Phone policies - Monitor their scholar's progress on PowerSchool and communicate with the teacher each semester (conferences, email, phone, Talking Points, etc. - Attend school activities and Parent and Family Engagement trainings

- **Staff Training**

- Engaging Students in through Differentiated Instructional in Reading - Improving Foundational Literacy and Comprehension through Small Group Instruction - Leveraging Technology in the Classroom to Improve Student Outcomes

- **Accessibility**

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL), flexible meeting times (mornings and evenings) and flexible meeting locations (in-person and Zoom)

# Math

## 1. List prioritized needs statements.

57% of students in grades 3-8 did not meet proficiency in math. The goal is to increase 3-8 grade Math proficiency to 43%.

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

The root causes include a lack of explicit teaching strategies in math instruction, including student use of manipulatives and hands-on activities, limited resources for students to practice the standards, students' lack of foundational reading and comprehension skills to apply to complex word problems and foundational reading and comprehension skills to apply to complex word problems. The root causes may also include a lack of data-driven small group instruction as well as the fact that some students have not yet mastered foundational skills such as fact fluency.

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

Possible solutions include a consistent and intentional use of manipulatives in math instruction, an increase in hands-on learning and challenging tasks to master grade-level standards, helpful math resources such as test prep books and IXL. Solutions also include additional math intervention and tutoring for students in need and professional development focused on best practices for teaching math concepts and math language support.

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

### • Communication

- Parent-teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)
- Parent information nights to educate parents on standards and rigor - Parent newsletters with specific math home-based tasks for families

### • Parent Training

- Instructional Software Purpose and Understanding Data Reports - Family and School Resource Connection – Supporting Rigorous Instruction at Home - NWEA and FAST Testing Expectations - Impact of Social Media on Student Outcomes

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life. - Uphold our values of purpose, passion, integrity and grit. - Keep our promise of Strong Minds and Good Hearts - Provide a high-quality curriculum and instruction that enables children to meet high standards. - Respect and value the wide variety of cultural differences of students and families. - Communicate effectively and frequently with students and their families in a language they understand regarding individual student progress as well as opportunities to be meaningful partners in learning. - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved. - Offer training to parents/guardians on learning strategies they can use at home.

- **Students**

- Practice what is being taught in school at home and complete homework. - Bring home all communication from school and share it with parent/family members (progress reports, report cards, flyers, newsletters, notices, letters, etc.) - Come to school every day, on time, ready to learn, and follow all school rules and procedures. - Adhere to the school's technology and No Cell Phone policies - Take pride and demonstrate leadership in the school, home, and community - Strive for excellence.

- **Parents**

- Ensure their scholar attends school regularly, is on time, prepared, and dressed in the appropriate school uniform. - Support their scholar's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage. - Read with their scholar on a regular basis and monitor TV watching, video games, social media, etc. at home. - Support the school's technology and No Cell Phone policies - Monitor their scholar's progress on PowerSchool and communicate with the teacher each semester (conferences, email, phone, Talking Points, etc. - Attend school activities and Parent and Family Engagement trainings.

- **Staff Training**

- Engaging Students in through Differentiated Instructional in Math - Improving Foundational Math and Comprehension through Small Group Instruction - Leveraging Technology in the Classroom to Improve Student Outcomes

- **Accessibility**

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL), flexible meeting times (mornings and evenings) and flexible meeting locations (in-person and Zoom)

# Science

## 1. List prioritized needs statements.

55% of students in grades 5 and 8 did not meet proficiency in science. The goal is to increase overall 5th and 8th Science proficiency to 48%.

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

The root causes include limited hands-on learning opportunities to understand and master science concepts and a lack of explicit vocabulary instruction and teacher understanding of the rigor of the standards.

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

Possible solutions include additional resources to provide students with hands-on learning experiences, integration of science content into intervention time with science text, and providing professional development for science instruction and deeper understanding of science standards/expectations.

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

### • Communication

- Parent-teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)
- Parent information nights to educate parents on standards and rigor - Parent newsletters with specific reading home-based tasks for families

### • Parent Training

- Instructional Software Purpose and Understanding Data Reports - Family and School Resource Connection – Supporting Rigorous Instruction at Home - NWEA and FAST Testing Expectations - Impact of Social Media on Student Outcomes

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life - Uphold our values of purpose, passion, integrity and grit - Keep our promise of Strong Minds and Good Hearts - Provide a high-quality curriculum and instruction that enables children to meet high standards - Respect and value the wide variety of cultural differences of students and families - Communicate effectively and frequently with students and their families in a language they understand regarding individual student progress as well as opportunities to be meaningful partners in learning - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved - Offer training to parents/guardians on learning strategies they can use at home

- **Students**

- Practice what is being taught in school at home and complete homework - Bring home all communication from school and share it with parent/family members (progress reports, report cards, flyers, newsletters, notices, letters, etc.) - Come to school every day, on time, ready to learn, and follow all school rules and procedures - Adhere to the school's technology and No Cell Phone policies - Take pride and demonstrate leadership in the school, home, and community - Strive for excellence

- **Parents**

- Ensure their scholar attends school regularly, is on time, prepared, and dressed in the appropriate school uniform - Support their scholar's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage - Read with their scholar on a regular basis and monitor TV watching, video games, social media, etc. at home - Support the school's technology and No Cell Phone policies - Monitor their scholar's progress on PowerSchool and communicate with the teacher each semester (conferences, email, phone, Talking Points, etc. - Attend school activities and Parent and Family Engagement trainings

- **Staff Training**

- Engaging Students in through Differentiated Instructional in Reading - Improving Foundational Literacy and Comprehension through Small Group Instruction - Leveraging Technology in the Classroom to Improve Student Outcomes

- **Accessibility**

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL), flexible meeting times (mornings and evenings) and flexible meeting locations (in-person and Zoom)

# Social Studies

## 1. List prioritized needs statements.

33% of 7th grade students did not meet proficiency in Social Studies (Civics). The goal is to increase Civics proficiency to 80%.

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

One of the root causes is that students are introduced to World History in 6th grade, which does not prepare scholars with enough prior knowledge for Civics. Another root cause is insufficient exposure to diverse perspectives and global connections.

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

Possible solutions include increasing the number of project-based learning opportunities and implementing more standards-aligned field trips. Other possible solutions include continuing during and after school tutoring, explicit vocabulary instruction, and providing professional development opportunities to improve performance, including visits to other schools to observe master Civics teachers.

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

### • Communication

- Parent teacher conferences - Instructional Software Reports - Weekly grade level newsletters (describing standards and expectations for the week)  
- Parent information nights to educate parents on standards and rigor - Parent newsletters with specific reading home-based tasks for families

### • Parent Training

- Instructional Software Purpose and Understanding Data Reports - EOC Testing Expectations

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life - Uphold our values of purpose, passion, integrity and grit - Keep our promise of Strong Minds and Good Hearts - Provide a high-quality curriculum and instruction that enables children to meet high standards - Respect and value the wide variety of cultural differences of students and families - Communicate effectively and frequently with students and their families in a language they understand regarding individual student progress as well as opportunities to be meaningful partners in learning - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved - Offer training to parents/guardians on learning strategies they can use at home

- **Students**

- Practice what is being taught in school at home and complete homework - Bring home all communication from school and share it with parent/family members (progress reports, report cards, flyers, newsletters, notices, letters, etc.) - Come to school every day, on time, ready to learn, and follow all school rules and procedures - Adhere to the school's technology and No Cell Phone policies - Take pride and demonstrate leadership in the school, home, and community - Strive for excellence

- **Parents**

- Ensure their scholar attends school regularly, is on time, prepared, and dressed in the appropriate school uniform - Support their scholar's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage - Read with their scholar on a regular basis and monitor TV watching, video games, social media, etc. at home - Support the school's technology and No Cell Phone policies - Monitor their scholar's progress on PowerSchool and communicate with the teacher each semester (conferences, email, phone, Talking Points, etc. - Attend school activities and Parent and Family Engagement trainings

- **Staff Training**

- Engaging Students in through Differentiated Instructional in Social Studies - Improving Comprehension through Small Group Instruction - Leveraging Technology in the Classroom to Improve Student Outcomes

- **Accessibility**

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL), flexible meeting times (mornings and evenings) and flexible meeting locations (in-person and Zoom)

# Acceleration Success

## 1. List prioritized needs statements.

33% of students in accelerated courses (Geometry, Algebra, Biology) did not meet proficiency, The goal is to increase overall proficiency to 80%.

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

The root causes are the scholars' inability to engage in lessons that require extended thinking, a general lack of motivation to complete challenging tasks , and a lack of professional development opportunities for teachers centered around high engagement and Higher Order Thinking questioning

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

Possible solutions include increasing engagement through the incorporation of group discussions, hands-on activities, and the use of technology for the purpose of researching to deepen understanding on the content. Other possible solutions are providing students opportunities to apply concepts to the real world real-world and ensuring scholars set and work towards personal academic goals to boost motivation.

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

### • Communication

- Parent-teacher conferences - Instructional Software reports - Weekly grade level newsletters (describing standards and expectations for the week)
- Parent information nights to educate parents on standards and rigor - Parent newsletters with specific reading home-based tasks for families

### • Parent Training

- Instructional Software Purpose and Understanding Data Reports - NWEA, FAST, and EOC Testing Expectations

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life - Uphold our values of purpose, passion, integrity and grit - Keep our promise of Strong Minds and Good Hearts - Provide a high-quality curriculum and instruction that enables children to meet high standards - Respect and value the wide variety of cultural differences of students and families - Communicate effectively and frequently with students and their families in a language they understand regarding individual student progress as well as opportunities to be meaningful partners in learning - Promote a family-friendly atmosphere where visitors are welcomed and encouraged to become actively involved - Offer training to parents/guardians on learning strategies they can use at home

- **Students**

- Practice what is being taught in school at home and complete homework - Bring home all communication from school and share it with parent/family members (progress reports, report cards, flyers, newsletters, notices, letters, etc.) - Come to school every day, on time, ready to learn, and follow all school rules and procedures - Adhere to the school's technology and No Cell Phone policies - Take pride and demonstrate leadership in the school, home, and community - Strive for excellence

- **Parents**

- Ensure their scholar attends school regularly, is on time, prepared, and dressed in the appropriate school uniform - Support their scholar's learning at home by practicing skills, assisting with homework (Schoology), and reviewing instructional software usage - Read with their scholar on a regular basis and monitor TV watching, video games, social media, etc. at home - Support the school's technology and No Cell Phone policies - Monitor their scholar's progress on PowerSchool and communicate with the teacher each semester (conferences, email, phone, Talking Points, etc. - Attend school activities and Parent and Family Engagement trainings

- **Staff Training**

- Engaging Students in through Differentiated Instructional in Social Studies - Student Engagement through HOT Questioning and Collaboration - Leveraging Technology in the Classroom to Improve Student Outcomes

- **Accessibility**

Provide information in multiple languages (Spanish, Creole, Portuguese, English, ASL), flexible meeting times (mornings and evenings) and flexible meeting locations (in-person and Zoom)

## Action Step: Classroom Instruction

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

Budget Total: **\$264,556.47**

Acct Description	Description								
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Copy Paper - Cases	50	\$61.99	General Supplies	Original	\$3,099.5			
	Ink - Classroom instruction & tutorial	10	\$150.00	Technology	Original	\$1,500.0			
	Chart Paper	9	\$152.69	General Supplies	Original	\$1,374.2			
	Adjustment - benefits credit and final allocation.	1	\$1,446.75	General Supplies	Other	\$1,446.7			
	UFLI K-12 provides teachers the tools to increase their capacity to create school cultures that prioritize excellent literacy instruction.	18	\$70.00	Program Supplies	Amendment	\$1,260.0			
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified teachers will tutor afterschool and Saturday for Reading, Math, Science and Civics - October, January and March/April	20	\$30.00	3	1	14	Certified	Original	\$25,200.0

Acct Description	Description									
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="420 201 1476 293">Item</th> <th data-bbox="1476 201 1638 293">Quantity</th> <th data-bbox="1638 201 1766 293">Rate</th> <th data-bbox="1766 201 1908 293">Type</th> <th data-bbox="1908 201 2026 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Headphones - For online subscription use for 3rd-5th grade remediation	99	\$21.99	Original	\$2,177.00						
Resource Teacher	K-8 Reading Interventionist: The K-8 ELA Interventionist will work with our lowest 25% student population, as well as other students who may need additional support for ELA standards.									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="420 513 1411 605">Item</th> <th data-bbox="1411 513 1556 605">Quantity</th> <th data-bbox="1556 513 1734 605">Rate</th> <th data-bbox="1734 513 1892 605">Type</th> <th data-bbox="1892 513 2026 605">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	Heggerty (K-8) My Heggerty Digital Platform Reading combines phonemic awareness and phonics for stronger reading skills. Systematic, research-based approach designed for K-3 classrooms. It is aligned with the Science of Reading for proven literacy success.	2	\$89.00	Original	\$178.00					
	Accelerated Learning (Grade 6-8 Math Nation) is an online resource that helps students master middle and high school mathematics. with 24-hour access to high-quality instructional videos, workbooks, and collaborative learning tools.	15	\$50.00	Original	\$750.00					
	Lexia Core5 Reading and Lexia PowerUp Literacy (K-2) are adaptive blended learning programs designed to enhance literacy skills for students that is aimed toward younger students, providing personalized learning paths to help close literacy gaps.	1	\$29,130.00	Original	\$29,130.00					
ST Math Software K-8- ST Math's unique, approach provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and formative feedback. Students build deep conceptual understanding.	1	\$12,000.00	Original	\$12,000.00						
Imagine (6-8) Edgenuity Course Recovery provides standards-based, online curriculum. Each course is customized by the teachers who will monitor, assess, and support students as they progress through the	50	\$99.00	Original	\$4,950.00						

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	lessons, assignments, and tests. Primarily used for Middle School credit recovery.				
	Write Score 3-8 provides aligned assessments and are professionally scored to the official rubric for accurate and timely results. They also provide BEST based lesson plans for teachers.	16	\$600.00	Original	\$9,600.00
	Amira Learning K-5 provides a significant range of benchmarking and screening data. This includes an overall assessment of reading mastery (A, fluency and Dyslexia Risk. Level 1 Diagnostics benchmark each student against 8 separate metrics. Used primarily for L25 students.	300	\$20.00	Original	\$6,000.00
	Renaissance Learning (K-8) Flocabulary provides engaging texts at each grade level that successfully support comprehension development through song and dance. Supplemental to core resources.	1	\$4,100.00	Original	\$4,100.00
	Discovery Education Reading Plus is an adaptive reading program that integrates curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student, regardless of where they are in their learning journey.	300	\$31.00	Original	\$9,300.00
	UFLI K-12 provides teachers the tools to increase their capacity to create school cultures that prioritize excellent literacy instruction.	18	\$70.00	Original	\$1,260.00
	Wilson K-8 Reading System is an instructional program used to help struggling readers and it focuses on fluency practice of connected text through scaffolded silent reading and guided oral reading of both controlled decodable text and non-controlled readable text.	3	\$107.00	Original	\$321.00
	Project Lead the Way (Grades 6-8) is a research-supported approach that empowers PreK-12 students to discover and explore interests,	1	\$950.00	Original	\$950.00

Acct Description	Description									
	<table border="1"> <thead> <tr> <th data-bbox="420 203 1411 276">Item</th> <th data-bbox="1411 203 1556 276">Quantity</th> <th data-bbox="1556 203 1734 276">Rate</th> <th data-bbox="1734 203 1892 276">Type</th> <th data-bbox="1892 203 2026 276">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	imagine and design solutions to real-world challenges, and become independent, confident problem solvers.									
	IXL (K-8) Math ELA & Science is an assessment suite that provides real-time insights into performance, pinpoints knowledge gaps, and highlights concrete steps to help students grow. Using students' diagnostic results, IXL also creates personalized learning plans for each individual.	600	\$18.75	Original	\$11,250.00					
	Imagine Learning (K-8 Imagine Math) is designed to help students learn essential math skills, explain their thinking, and apply their learning inside and outside the classroom. Provides supplemental and core curricula that feature inclusive instructional routines, engaging activities, real-world connections, and digital tools that promote thinking and reasoning.	1	\$10,000.00	Original	\$10,000.00					
	UFLI K-12	18	-\$70.00	Budget Transfer	-\$1,260.00					
Resource Teacher	K-8 Reading Interventionist: The K-8 ELA Interventionist will work with our lowest 25% student population, as well as other students who may need additional support for ELA standards.									

## Action Step: Professional Learning

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

**Budget Total: \$68,794.00**

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

## Action Step: Parent Engagement

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

**Budget Total: \$5,189.03**

<b>Acct Description</b>	<b>Description</b>				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Ron Clark House Systems App	1	\$4,000.00	Original	\$4,000.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Refreshments for Parent Trainings	75	\$3.00	Original	\$225.00
	Copy Paper	13	\$61.99	Original	\$805.87
	Markers	6	\$23.99	General Supplies	Original \$143.94

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	Shipping	1	\$14.22	General Supplies	Original	\$14.22

## Mission Statement

### 1. Mission Statement

At Renaissance Charter School at Central Palm, our mission is to inspire future leaders by fostering an environment that challenges students academically and encourages critical thinking. We are dedicated to nurturing problem-solving skills and promoting innovation, empowering our students to excel in a rapidly changing world. RCCP strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school, family and community partnerships through communication, resource support, and training.

## Involvement of Stakeholders

Name	Title
Shawanda Anderson	Principal
N/A	Assistant Principal

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

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

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

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

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

Families are invited to attend a meeting at the beginning of each school year to learn more about our schoolwide Title I Program and the requirements of Title I. Recommendations were recorded in the input meeting template. Our next meeting will be on Sept. 24, 2025 at 5:00 p.m.

Name	Title
Shawanda Anderson	Prinicpal
Shauna Daniels	Curriculum Resource Teacher

## Annual Parent Meeting

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

Families are invited to attend a meeting at the beginning of each school year to learn more about our schoolwide Title I Program and the requirements of Title I. Our meeting will be in the school cafeteria on Sept. 25, 2025 at 5:00p.m. We will discuss our Title I status, our SWP, the PFEP, and parent compact. We will also discuss the data used to prepare the CNA.

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

Based on parent feedback, our communication will include, but is not limited to, Talking Points, School Messenger (email, text, phone), Weekly Parent Update (email), school social media, school calendar, school website, Schoology page, school calendar, flyers sent home with scholars, etc. We will keep the communication between the home and school open and ongoing.

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

Invitations, PowerPoint, SWP, PFEP, Compact, and technology will be prepared.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Leveraging Technology in the Classroom to Improve Student Outcomes

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

Staff will learn how to purposefully integrate technology in the classroom to enhance the learner experience. Staff will learn how to have students utilize digital tools/technology to gather, evaluate, and/or use information for research, communication, collaboration and/or problem solving. Teachers will collaborate to develop ways parents can implement technology usage at home such as appropriate time limits for each instructional software program, ways to monitor progress, and goals for academic improvement, sample research assignments, etc.

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

90 percent of parents will monitor the effective use of instructional software at home and provide enriching experiences for their child to use technology responsibly for the purpose of research and problem solving as a means to increase students success in the classroom.

- What will teachers submit as evidence of implementation?

Email to parents communicating ways to implement technology usage at home such as appropriate time limits for each instructional software program, ways to monitor progress, and goals for academic improvement, sample research assignments, etc. Teachers may obtain emails from parents communicating student usage and progress as part of weekly homework expectations.

- **Month of Training**

September

- **Responsible Person(s)**

Shawanda Anderson

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Improving Foundational Literacy and Comprehension through Small Group Instruction

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

Staff will learn to create effective teacher-led small group learning experiences and differentiated stations based on Science of Reading (SOR) research and resources for phonics, phonemic and phonological awareness, and/or vocabulary instruction. Families will be able to use the research and/or activities shared by teachers to continue home-school learning.

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

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

- **What will teachers submit as evidence of implementation?**

Parent teacher conference notes about academic successes and areas for growth in each subject area. Email from parents communicating their use of foundational resources used at home.

- Month of Training

October

- Responsible Person(s)

Shawanda

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Impact of Social Media on Student Outcomes

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

This training will allow parents to understand both the positive and negative effects of social media on their children's education. The training will cover the prevalence of social media platforms like Facebook, Instagram, TikTok, and Twitter, and their usage statistics. It will highlight positive impacts such as enhanced communication, access to educational resources, and increased engagement. It will also address negative impacts like distractions, mental health concerns, and cyberbullying. Parents will be provided with strategies to set boundaries, monitor usage, and promote digital literacy. The training will emphasize collaboration with schools, informing parents about school policies and encouraging open communication with teachers. The session concludes with a Q&A and resource sharing to ensure parents feel equipped to support their children's academic and personal development.

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

Parents will role-play scenarios to address cyberbullying and other online challenges and co-create a social media usage plan for their children. This practical approach can help parents apply what they've learned and feel more confident in guiding their children's social media use.

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

When parents are actively involved in their children's education, it can lead to improved academic performance, higher test scores, and better overall student success. This training can empower parents to support their children's learning more effectively, fostering a positive impact on their academic achievement.

- Date of Training

September

- Responsible Person(s)

Shawanda Anderson

- Resources and Materials

PPT, agenda, sign in sheet, Anxious Generation handouts, School No Cell Phone Policy

- Amount (e.g. \$10.00)

75.00

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

- Name of Training

Supporting Rigorous Instruction at Home for Success on NWEA/FAST

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

Parents will understand the expectations of the NWEA and FAST assessments and learn strategies to help their children excel academically. Parents will learn the importance of rigorous instruction and gain practical tips for creating a supportive home learning environment and using assessment data to identify strengths and areas for improvement.

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

Parents will participate in a quiz where they identify rigorous vs. non-rigorous activities and explain why. This activity will help parents understand the characteristics of rigorous learning tasks and how to apply this knowledge at home. By engaging in this fun and educational exercise, parents will be better prepared to support their child's academic growth.

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

The training aims to boost parents' confidence in supporting their child's academic success, leading to better performance on assessments and overall achievement.

- Date of Training

November

- Responsible Person(s)

Shawanda Anderson

- Resources and Materials

PPT, agenda, sign in sheet, NWEA/FAST score reports

- Amount (e.g. \$10.00)

75.00

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

- Name of Training

Family and School Resource Connection

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

The training will focus on empowering parents to effectively utilize school and community resources to support their child's education. This training will provide parents with information on available resources, such as tutoring programs, counseling services, and extracurricular activities, and how to access them. It will emphasize the importance of building strong relationships with school staff and community partners to create a comprehensive support network for students.

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

Parents will learn how to advocate for their child's needs, navigate resource systems, and collaborate with educators.

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

By the end of the training, families will feel more connected and equipped to leverage resources for their child's success. When students see their parents as a school partner, it will enhance their academic and social development.

- Date of Training

January

- Responsible Person(s)

Shawanda Anderson, Andrea Shaw

- Resources and Materials

PPT, agenda, sign in sheet, parent and family resource handouts

- Amount (e.g. \$10.00)

75.00

## Coordination and Integration

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

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

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

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

Flyer and/or thank you letter.

- Frequency

Annual

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

- Name of Agency

Home Depot

- Describe how agency/organization supports families.

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

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

Flyer and/or thank you letter.

- Frequency

Annual

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

- Name of Agency

Palm Beach County School District High Schools

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annual

## Communication

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

- Description

Based on parent input, we will communicate in many ways, included but not limited to, Schoology page, school calendar, school webpage, the marquee, and school messenger email/text/phone, school administration, flyers sent home with students, and Title I Parent Liaison. We will keep the communication between the home and school open and ongoing.

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

Based on parent feedback, our communication will include, but is not limited to, Talking Points, School Messenger (email, text, phone), Weekly Parent Update (email), school social media, school calendar, school website, Schoology page, school calendar, flyers sent home with scholars, etc. We will keep the communication between the home and school open and ongoing.

- **Description**

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

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

Agenda and meeting notes.

- **Description**

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

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

PPT, Conference notes (names blacked out), email communications

- **Description**

During parent-teacher conferences, ESE meetings, Title I parent trainings, etc., parent input will be discussed.

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

Conference notes (names blacked out), IEP meeting notes

- **Description**

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

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

Agenda, minutes, attendance, meeting schedule

## Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

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

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

PFEP/Parent Compact with translations, translator log

- Description

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

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

Photos

- Description

We have a designated staff member who will support migrant families. We communicate to these families through different channels to ensure that they understand how to support their scholars. Resources provided to them are Palm Beach County Farmworker Program, Refugee Pre-Employment Program, Farmworker Coordinating Council, call 211, and/or findhelp.org, which provides families with employment, housing, food, and financial assistance (available in all languages).

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

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

- Description

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

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

List of resource agencies, sample of support provided

## Other Activities

### 1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

## 2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

## 3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

This year, we remain committed to fostering a strong sense of community and culture within our school, with a continued focus on nurturing the whole child. Our on-site Student Services Coordinator offers both individual and group sessions tailored to students' needs. Topics addressed include anger management, self-esteem building, bullying prevention, and the development of social skills. To further support our students, we have contracted Mental Health Therapists who are available on campus daily to provide services for those referred for additional support. We will continue implementing the Ron Clark House Teams and utilizing the Ron Clark App for students in Kindergarten through 8th grade. This innovative, culture-building platform is designed to engage students both actively and digitally, meeting the holistic needs of each child. Additionally, we will maintain our use of the Leader in Me curriculum, which equips students with essential skills, attitudes, and mindsets to thrive both in school and in life. Our Discipline Committee, composed of teachers across grade levels and support staff, meets regularly to assess student needs and develop strategies for improved support. We will also host a Parent Night focused on bullying awareness—providing families with tools to recognize signs of bullying and guidance on how to respond if they suspect their child is affected. Our PBIS (Positive Behavioral Interventions and Supports) program continues to offer incentives for all students. Positive behavior is rewarded through the Ron Clark App, aligned with our school's expectations for academic and social success. Students can redeem their earned points at the School Store or participate in special school-wide events.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

To ensure effective support for all students, weekly meetings are held with the leadership team—including the Principal, Assistant Principal, Curriculum Resource Teachers (CRTs), SBT Leader, ESE Director, and ESOL Director. These meetings focus on student tiering, intervention strategies, and refining support processes. The SBT Leader facilitates each session by guiding the team through current student data and documenting meeting notes. This data-driven approach helps ensure that interventions are targeted and responsive to student needs. Student progress is monitored through weekly progress logs, submitted by homeroom teachers. These logs provide valuable insights into each student's growth and help inform decisions about ongoing support and tier placement.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Our school is dedicated to providing a well-rounded education that nurtures academic achievement, global awareness, and critical thinking. This is accomplished through a rigorous curriculum and intentional instructional planning. Weekly grade-level and subject-area meetings allow teachers to collaborate and reflect on their progress with the curriculum map, ensuring consistency and alignment across classrooms. To extend learning beyond traditional instruction, project-based learning is encouraged monthly. Each month, teachers receive a theme designed to promote higher-order thinking and a global perspective, helping students connect classroom learning to real-world issues. As part of this initiative, we have integrated the Cambridge Global Perspectives program, which empowers students to explore global topics such as sustainability, identity, and conflict resolution. This curriculum fosters critical thinking, research skills, and collaborative learning, preparing students to become informed, reflective, and active global citizens and is incorporated into grade-level field trips for a more well-rounded educational experience. Together, these efforts ensure that our students receive a comprehensive education that supports both academic success and personal growth.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

Our school is committed to preparing students for success beyond middle school by offering a variety of post-secondary readiness opportunities. Students have access to accelerated courses in Math and Science, including Algebra I, Geometry, and Biology. Upon successful completion of these courses and their corresponding End-of-Course (EOC) exams, students earn high school credits, giving them a head start on their academic journey. To support career awareness and planning, we host an annual Career Day in January, where students engage with professionals from various fields. This event helps students begin thinking about their future pathways and explore potential high school academies that align with their interests and goals. We also emphasize STEM education across grade levels. A dedicated STEM course is integrated into the elementary and middle school specials rotation, providing hands-on learning experiences that foster creativity, problem-solving, and innovation. These courses help build foundational skills in science, technology, engineering, and mathematics, encouraging students to think critically and explore real-world applications. Through these initiatives, we aim to equip students with the academic knowledge, career awareness, and technical skills needed to thrive in high school and beyond.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

To support a smooth transition into Kindergarten, our school has developed a comprehensive plan that begins in January and continues through the start of the school year. From January to May, selected staff members visit nearby VPK and Head Start programs in the Lake Worth area to read to students and share informational flyers with families. These visits help build early connections and introduce families to our school community. In April and May, families are invited to attend our Kindergarten Round-Up, an engaging event designed to help parents understand the skills and readiness needed for Kindergarten success. This event also provides an opportunity to meet staff and ask questions about the upcoming school year. Once students are enrolled, they are encouraged to participate in our Summer Bridge Program, which offers early exposure to Kindergarten curriculum expectations and helps ease the transition into a structured learning environment. To further support acclimation, we host Meet the Teacher two weeks before school begins. This allows students and families to explore the classroom, meet their teacher, and become familiar with their new surroundings. During the first week of school, Kindergarten students follow a staggered start schedule, allowing parents to walk their children to class and helping students adjust gradually to the school routine. This multi-step approach ensures that our youngest learners feel welcomed, supported, and ready to thrive from day one.

## Professional Learning

### 1. Professional Learning

Our school's professional learning plan is designed to support continuous growth and instructional excellence throughout the year. At the start of the school year, during Returning Teacher Orientation, educators participate in foundational trainings focused on effective teaching practices. In addition, differentiated group sessions are provided by grade level and subject area, allowing for targeted support aligned with instructional needs. Ongoing mentoring is available through the NEPP (New Educator Professional Program) and ESP (Educator Support Program), which help teachers demonstrate and refine their practice in alignment with the Florida Educator Accomplished Practices (FEAPs). Following administrative observations and feedback, teachers may be offered access to online workshops tailored to their individual growth areas. These workshops provide flexible, on-demand professional development to strengthen instructional strategies and classroom management. This multi-tiered approach ensures that all educators—whether new or experienced—receive the support and resources needed to thrive professionally and positively impact student learning.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Our school is committed to attracting and retaining high-quality educators who positively impact student achievement and school culture. To build a strong and diverse team, we actively engage in the following recruitment strategies: -Job Fairs to connect with qualified candidates. -Marketing Events that showcase our school's mission, culture, and opportunities. -Word-of-Mouth Referrals from current staff and community partners. - Internship Opportunities for pre-service teachers, creating a pipeline for future hires. We prioritize the professional growth and well-being of our educators through the following retention strategies: -Coaching Support, providing ongoing instructional feedback and development. -Mentoring Programs such as NEPP and ESP, which support both new and experienced teachers in demonstrating the Florida Educator Accomplished Practices (FEAPs). -Orientation Programs for both new and veteran teachers to ensure a strong start to the school year. -Monthly Team Bonding Events that foster collaboration, morale, and a positive work environment. -Parent and Family Engagement Events, which help build strong school-community relationships and reinforce teacher impact. -Through these comprehensive efforts, we aim to cultivate a supportive, growth-oriented environment where educators feel valued and empowered to succeed.