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**Title I Comprehensive Schoolwide Plan**  
**RENAISSANCE CHARTER SCHOOL AT CYPRESS (4050)**

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# ELA

## 1. List prioritized needs statements.

3rd Grade ELA Proficiency 37% for Winter PM 2 7th Grade ELA LG (29%) and 8th Grade ELA LG (23%) is lowest grades in LG. Special Populations (ESE and ML's) not growing.

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

Tier 1 instruction needs to increase rigor. Foundational skills of reading (Decoding) not mastered in the primary grades. Student Engagement Teacher Training/Experience School to Home learning support

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

Frequent Modeling and Coaching in Effective Tier 1 instruction Strategic and supported opportunities for effective planning. Vertical Planning Opportunities for collaborative conversations. Frequent focused parent learning sessions.

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

### • Communication

We will provide multiple parent learning opportunities throughout the year. These events will focus on specific strategies that would benefit their child and would be broken up into hands on learning experiences. These events would be teacher and eventually parent led.

### • Parent Training

How-To videos and trainings for parents (How to access the different platforms, monitor student work on the platforms, and how to support your student at home) Monthly Parenting Meetings focused on Leader In Me where students present.

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

- **School**

Monthly grade level newsletters home to communication school to home. Instructional Software Monthly Challenges to increase at home learning. Increase Tier 1 instruction to build a more solid foundation. Build strong school-home relationships through regular communication home

- **Students**

Students will meet instructional software goals weekly/monthly to close gaps. Students will participate in independent reading at home through a variety of exercises such as book reports, reading log, etc.

- **Parents**

Acknowledge agenda every day by signing. Attend and participate in parent learning events.

- **Staff Training**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective ELA strategy Trainings How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

- **Accessibility**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective ELA strategy Trainings How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

## **Math**

### **1. List prioritized needs statements.**

Overall Proficiency (42%) 7th Grade Math – 27% Prof. 5th Grade Math – 32% Prof. 3rd Grade Math - 37% Prof. ESSA -Special Populations – Growth Improvement

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

Weak foundation skills (concrete skills have not moved to understanding of the abstract). Low instructional software usage to close gap. Ineffective Tier 1 instruction. School home connection on how to work together in math is non-existent.

3. Share possible solutions that address the root causes.

Confidence boosters through Leader In Me Bootcamp instruction Instructional Software challenges with incentives weekly/monthly

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

- Communication

We will provide multiple parent learning opportunities throughout the year. These events will focus on specific strategies that would benefit their child and would be broken up into hands on learning experiences. These events would be teacher and eventually parent led.

- Parent Training

How-To videos and trainings for parents (How to access the different platforms, monitor student work on the platforms, and how to support your student at home) Monthly Parenting Meetings focused on Leader In Me where students present.

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

- School

Monthly grade level newsletters home to communication school to home. Instructional Software Monthly Challenges to increase at home learning. Increase Tier 1 instruction to build a more solid foundation. Build strong school-home relationships through regular communication home. Family Data Events

- **Students**

Students will meet instructional software goals weekly/monthly to close gaps. Students will maintain Personalized Learning Plans to track their data and set goals.

- **Parents**

Acknowledge agenda every day by signing. Attend and participate in parent learning events.

- **Staff Training**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective Math strategy Trainings How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

- **Accessibility**

Regular and frequent communication in various languages using multiple options such as quarterly in person conference opportunities, agendas, flyers, Talking Points, and online.

## **Science**

1. List prioritized needs statements.

5th Science is at 28% Proficient at Winter PM 2. 8th Science is at 31% Proficient at Winter PM 2. Biology is at 85% Proficient at Winter PM 2.

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

Limited exposure to science standards in previous years of school. Limited training for teachers in grades k-4 in science. Low Reading Proficiency limits success on the Science assessment.

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

ELA teacher supports Science in the classroom during small group instruction. (Focus on vocabulary & comprehension) Increase hands on learning at all grade levels in science. Invest in STEM class to build exposure at a younger age.

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

- Communication

We will provide multiple parent learning opportunities throughout the year. These events will focus on specific strategies that would benefit their child and would be broken up into hands on learning experiences. These events would be teacher and eventually parent led.

- Parent Training

How-To videos and trainings for parents (How to access the different platforms, monitor student work on the platforms, and how to support your student at home)

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

- School

Monthly grade level newsletters home to communication school to home. Instructional Software Monthly Challenges to increase at home learning. Increase Tier 1 instruction to build a more solid foundation beginning in Kindergarten and all through 4th grade. Build strong school-home relationships through regular communication home. Family Data Events

- Students

Students will meet instructional software goals weekly/monthly to close gaps. Students will maintain Personalized Learning Plans to track their data and set goals.

- **Parents**

Acknowledge agenda every day by signing. Attend and participate in parent learning events.

- **Staff Training**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective Science strategy Trainings How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

- **Accessibility**

Regular and frequent communication in various languages using multiple options such as quarterly in person conference opportunities, agendas, flyers, Talking Points, and online.

## **Social Studies**

1. List prioritized needs statements.

7th Grade Students in Civics are currently at a 70% proficiency for the winter PM 2.

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

Lack of background exposure to Civics. Reading proficiency is low causing limited proficiency. Limited Parental understanding of what is expected.

3. Share possible solutions that address the root causes.

Explicit instruction of standards. 6th Grade begins focusing on Civics vocabulary to build background. Explicit training in Civics with opportunities to collaborate with fellow Civics instructors.

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

- **Communication**

We will provide multiple parent learning opportunities throughout the year. These events will focus on specific strategies that would benefit their child and would be broken up into hands on learning experiences. These events would be teacher and eventually parent led.

- **Parent Training**

How-To videos and trainings for parents (How to access the different platforms, monitor student work on the platforms, and how to support your student at home)

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

- **School**

Monthly grade level newsletters home to communication school to home. Instructional Software Monthly Challenges to increase at home learning. Increase Tier 1 instruction to build a more solid foundation for all grades. Build strong school-home relationships through regular communication home. Family Data Events

- **Students**

Students will meet instructional software goals weekly/monthly to close gaps. Students will maintain Personalized Learning Plans to track their data and set goals.

- **Parents**

Acknowledge agenda every day by signing. Attend and participate in parent learning events.

- **Staff Training**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective Civics Training How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

- **Accessibility**

Regular and frequent communication in various languages using multiple options such as quarterly in person conference opportunities, agendas, flyers, Talking Points, and online.

## **Acceleration Success**

1. List prioritized needs statements.

Middle School Acceleration is projected at 73% for the winter PM 2. Low number of students enrolled in an accelerated course on campus.

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

Students and families are unaware of acceleration opportunities. Tier 1 instruction is not rigorous enough for students to develop higher rigor skills that prepare them for accelerated courses.

3. Share possible solutions that address the root causes.

Bootcamp opportunities. Educate and inform families about acceleration paths and expectations offered on campus.

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

- **Communication**

We will provide multiple parent learning opportunities throughout the year. These events will focus on specific strategies that would benefit their child and would be broken up into hands on learning experiences. These events would be teacher and eventually parent led.

- **Parent Training**

How-To videos and trainings for parents (How to access the different platforms, monitor student work on the platforms, and how to support your student at home)

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

- **School**

Monthly grade level newsletters home to communication school to home. Instructional Software Monthly Challenges to increase at home learning. Increase Tier 1 instruction to build a more solid foundation for all grades. Build strong school-home relationships through regular communication home. Family Data Events

- **Students**

Students will meet instructional software goals weekly/monthly to close gaps. Students will maintain Personalized Learning Plans to track their data and set goals. Students will provide peer tutoring opportunities to strengthen their skills.

- **Parents**

Acknowledge agenda every day by signing. Attend and participate in parent learning events.

- **Staff Training**

Family Engagement Learning Opportunities – Effective Communication between school and home Effective Strategies Training for advanced courses How do accommodations look in my classrooms (Training around ESE, ML's, and 504's)

- **Accessibility**

Regular and frequent communication in various languages using multiple options such as quarterly in person conference opportunities, agendas, flyers, Talking Points, and online.

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## **Action Step: Classroom Instruction**

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: \$223,695.23

Acct Description	Description					
Computer systems; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Headphones	400	\$16.50	Amendment	\$6,600.00	
Resource Teacher	ESOL resource teacher will provide small group support and progress monitoring for students in the tiered process in a push-in/pull-out setting for students in grades K-8 with a specific focus on K-3.					
Resource Teacher	Reading resource teacher will provide small group support and progress monitoring for students in the tiered process in a push-in/pull-put setting for students in grades k-8; focus on 4-8.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Orton Gillingham Reading Workbooks	40	\$15.00	Instructional Materials	Original	\$600.00
	Wilson Reading System Magnetic Journal with Letter Tiles	10	\$38.00	Manipulatives	Original	\$380.00
	Wilson workbooks/student materials	4	\$107.00	Instructional Materials	Original	\$428.00
	Adjustment - benefits credit and final allocation.	1	\$35,800.00	General Supplies	Other	\$35,800.00
	Sticky Notes	3	\$7.19	General Supplies	Amendment	\$21.57

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Chell White Sentence Strips Cardstock 3"x24",	1	\$15.99	General Supplies	Amendment	\$15.99
	Blue Summit Supplies 30 Plastic Two Pocket Folders with Prongs, Assorted Color, Durable Poly 2 Pocket Folders with Clasps, Letter Size, Bulk 30	40	\$30.99	General Supplies	Amendment	\$1,239.60
	Dry Erase LapBoards, Pandri 26 Pack Double Sided 12.5x9 inch Whiteboards with 26 Erasers, 26 markers, Dry Erase Boards	20	\$32.50	General Supplies	Amendment	\$650.00
	Index cards	1	\$33.99	General Supplies	Amendment	\$33.99
	Aigybobo 192 Pack Highlighters in 6 Assorted Colors, Chisel Tip Dry-Quickly Highlighters, Bulk	40	\$29.99	General Supplies	Amendment	\$1,199.60
	3 ring binders	21	\$9.31	General Supplies	Amendment	\$195.51
	Pencils	52	\$13.46	General Supplies	Amendment	\$699.92
	chart paper	2	\$71.99	General Supplies	Amendment	\$143.98
	2 pallets of copy paper	2	\$1,901.40	General Supplies	Amendment	\$3,802.80
	File folders	20	\$8.39	General Supplies	Amendment	\$167.80

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Composition Notebooks (50 pack)	28	\$79.99	General Supplies	Amendment	\$2,239.72				
	pastel paper	12	\$8.00	General Supplies	Amendment	\$96.00				
	ink bundle 4 colors	2	\$1,567.00	General Supplies	Amendment	\$3,134.00				
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>	
	Summer Tutorial - Grades6-8 ELA, Math, Science, and Civics Course Completion beginning in June	3	\$40.00	5	5	2	Certified	Amendment	\$6,000.00	
	Certified teachers will tutor small groups to remediate students in grade 2-8 for all tested areas (Math, ELA, Reading, Civics, Science). This will be after school and should begin in November.	10	\$40.00	2	1.25	20	Certified	Amendment	\$20,000.00	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	Lexia Core 5 & Power Up will be used for supplemental instruction for all students grades k-8 in Reading Comprehension including English Language Learners for Language Acquisition. (site license - 725 students)	1	\$29,130.00	Original	\$29,130.00					

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	iReady Reading and Math Toolkit will be used as a diagnostic to support teachers with differentiating instruction for students grades k-8 in Reading and Math. (Site license - 725 students)	1	\$23,970.00	Original	\$23,970.00
	EP Learning will be used for supplemental support in reading and math for all students in grades 3 - 8. (Site license - 500 students)	1	\$5,800.00	Original	\$5,800.00
	Orton Gillingham Max Scholar Software will be used for Tier 2/3 reading interventions for students in grades K-8.	40	\$25.00	Original	\$1,000.00
	Amira Learning will be used for phonics intervention and support with language development for students in grades K-5.	143	\$20.00	Original	\$2,860.00
	Florida Transformative Education - supplement civics eoc preparation	1	\$528.75	Amendment	\$528.75
	IXL - eoc supplemental for small group	1	\$4,500.00	Amendment	\$4,500.00
	Edgenuity - course recovery during and afterschool	1	\$2,970.00	Amendment	\$2,970.00
Resource Teacher	Resource teacher will provide small group support and progress monitoring for English Language Learners in grades k8 and support with providing translation for parents during the school day and school events.				

## Action Step: Professional Learning

Provide teachers and instructional support personnel with job-embedded professional learning.

**Budget Total: \$175,635.99**

Acct Description	Description																																									
Tch Res Staff Development	Staff development resource teacher will provide support for teachers in grades 4-8 to create and implement standards-based lessons through PLC, Professional Learning, and coaching to build teacher's capacity to deliver effective standards-based instruction to increase student achievement in all content areas.																																									
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="432 386 959 467">Item</th> <th data-bbox="963 386 1104 467">Quantity</th> <th data-bbox="1108 386 1230 467">Rate</th> <th data-bbox="1234 386 1331 467">Days</th> <th data-bbox="1335 386 1444 467">Hours</th> <th data-bbox="1449 386 1566 467">Weeks</th> <th data-bbox="1570 386 1713 467">Certified</th> <th data-bbox="1717 386 1902 467">Type</th> <th colspan="2" data-bbox="1906 386 2024 467">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 470 959 703">Team Leads per grade level, CRT and Support Staff. Data analysis of core subjectes to collaboratively vertical plan for ELA, Math, and Science 2 days in June.</td> <td data-bbox="963 470 1104 703">15</td> <td data-bbox="1108 470 1230 703">\$40.00</td> <td data-bbox="1234 470 1331 703">2</td> <td data-bbox="1335 470 1444 703">5</td> <td data-bbox="1449 470 1566 703">1</td> <td data-bbox="1570 470 1713 703">Certified</td> <td data-bbox="1717 470 1902 703">Amendment</td> <td colspan="2" data-bbox="1906 470 2024 703">\$6,000.00</td> </tr> <tr> <td data-bbox="432 706 959 984">Team Leads per grade level, CRT and Support Staff. Data analysis of Core Subjectes to Collaboratively Vertical Plan ELA, Math, and Science and create lesson plans 3 times during the school year.</td> <td data-bbox="963 706 1104 984">15</td> <td data-bbox="1108 706 1230 984">\$40.00</td> <td data-bbox="1234 706 1331 984">1</td> <td data-bbox="1335 706 1444 984">4</td> <td data-bbox="1449 706 1566 984">3</td> <td data-bbox="1570 706 1713 984">Certified</td> <td data-bbox="1717 706 1902 984">Amendment</td> <td colspan="2" data-bbox="1906 706 2024 984">\$7,200.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Team Leads per grade level, CRT and Support Staff. Data analysis of core subjectes to collaboratively vertical plan for ELA, Math, and Science 2 days in June.	15	\$40.00	2	5	1	Certified	Amendment	\$6,000.00		Team Leads per grade level, CRT and Support Staff. Data analysis of Core Subjectes to Collaboratively Vertical Plan ELA, Math, and Science and create lesson plans 3 times during the school year.	15	\$40.00	1	4	3	Certified	Amendment	\$7,200.00			
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	1.5" 3 Ring Binders. (12 per pk)	4	\$42.99	General Supplies	Amendment	\$171.96
	Copy paper 1 crate - pallet	1	\$1,901.40	General Supplies	Amendment	\$1,901.40

## 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: **\$13,979.78**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper (case)	1	\$2,552.52	General Supplies	Original	\$2,552.52
	Agendas	753	\$3.89	General Supplies	Original	\$2,929.17
	Shipping	1	\$468.31	General Supplies	Original	\$468.31
	Flashcards, flip books, book bag, assorted items for Kindergarten Round up	1	\$1,277.98	Program Supplies	Amendment	\$1,277.98

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Cardstock (300 sheets, assorted colors)	4	\$27.99	General Supplies	Amendment	\$111.96
	Pastel Multipurpose Paper (ream)	2	\$8.00	General Supplies	Amendment	\$16.00
	Markers 36 pack	4	\$42.99	General Supplies	Amendment	\$171.96
	Post it Sticky Note Chart Paper 4-pack	2	\$71.99	General Supplies	Amendment	\$143.98
	Colored ink	4	\$1,567.00	Technology	Amendment	\$6,268.00
	60W Charging Station for Multiple Devices, 10-Port USB Fast Charging Station with Adjustable Dividers - Device Organizer Charging Dock for iPhone, Android, iPad, Tablets & More	1	\$39.99	Technology	Amendment	\$39.99

## Mission Statement

### 1. Mission Statement

Renaissance Charter School at Cypress is committed to providing a quality education for every child. Our commitment is to include parents in all aspects of the Title I Program, following all requirements of the Title I, Part A regulations. Renaissance Charter School at Cypress understands the importance of preparing young minds for the road ahead. However, we cannot do it alone. We rely on partnerships with businesses and the community as a whole to improve education in mathematics, reading, science, social studies, and technology. In order to be successful in preparing and challenging our students, we believe that a partnership between parents and our school is imperative.

# Involvement of Stakeholders

Name	Title
Aimee Sweet	Principal
Carlos Perez	Associate Principal
Jasmine Smith	Teacher Lead
Cindy Mercado	Data Processor

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

Team members were selected based on their experience, demographics, and skill set. We have representatives with academic backgrounds, strong community connections, and a working knowledge of logistics. All members of the team are seen as positive members on and around campus that work collaboratively to bring connections to families and the community.

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

Stakeholders will be involved by reviewing data and engaging in discussion to develop the action plan as well as monitor the action plan throughout the year. Because team members are from various stakeholders groups parents, admin, teachers, and student council representation. This team will meet Monthly on the last Wednesday of each month from 3:30-4:30 pm We will also meet with parents every quarter to share progress and get feedback regarding the SWP. On March5, 2025 at 5:30 pm, we conducted step 3 of the CNA process to ask parents and families for feedback and while we had limited participation, we will continue to encourage participation.

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

Stakeholders provided input during out PTC Parent Teacher Collaborative meetings. During these meetings parents, teachers and community members were provided student achievement data and climate survey data. This information from stakeholders was used to determine the direct need as well as develop strategies to support the areas of concern. Meetings are held quarterly with stakeholders to include parents to gain more input. Title I funding will be used to purchase agendas to support with school/home communications, a CLF to bridge communication gaps during school trainings/events, along with child care and support by school staff for all Parent University Saturday trainings.

Name	Title
Aimee Sweet	Principal
Carlos Perez	Associate Principal
Jasmine Smith	Teacher
Roselynn Perry	Curriculum Resource Teacher
Marlene Temple-Chambers	Curriculum Resource Teacher

## Annual Parent Meeting

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

September 24, 2025 5:30 p.m. Cafeteria Virtual Option will be available

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

Social Media Accounts Call-out Family Padlet Flyers

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

Parents will receive a handout via email in preparation for their participation and engagement with the parent meeting. Handouts will be created and printed upon request. Powerpoint presentation to display the Title 1 Plan and the Parent and Family Compact. The meeting will take place on campus and virtually.

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

School to Home Communication

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

How and When to Communicate Home 101 \* When is something a reminder vs when is something a direct conversation (Talking Points/Email vs in-person meetings) \* How to communicate home about academics \* How to communicate home about behaviors \* How to follow up after communication is made \* Who to ask for support when working with parents

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

Clear and Effective Communication between teachers and parents done consistently throughout the building. \* Parents feel involved in their child's life at school.

- What will teachers submit as evidence of implementation?

Communication Logs - evidence will be a universal communication template that indicates how they shared the information with samples of next steps/action plans for each area. Sample evidence for the family padlet on who to ask for help and online resources will also be provided.

- Month of Training

August

- Responsible Person(s)

Temple-Chambers and Perry

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

- Name of Training

Data Analysis and How to Share with Families

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

Data Analysis 101 \* What reports will we use to show parents \* What does that mean for the parent (non-educator terms) \* How can the parent help at home

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

Parents engaged in their child's school life. Teachers confident in analyzing data

- What will teachers submit as evidence of implementation?

Parent/Teacher/Student Conference Records - Teachers will use the student Personalized Learning Plan (PLP) which is a one stop shop for students data. this digital document will be used as a record of the data, reference points of of items mean, and action steps for home and school that were created in collaboration of the student and teacher.

- Month of Training

September

- Responsible Person(s)

Marlene Temple-Chambers and Roselyn Perry

## Parent Trainings

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

- Name of Training

Home to School Connections

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

How to get signed up for, logged in to, and use the following programs: (Small Group Rotations for Parents) \* PowerSchool (access to school grades, attendance, schedules, contact information) \* Clever (one stop shop for most of your child's instructional software needs) \* Family Padlet (School-wide Communication/Newletter site)

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

Setting up, logging in, and accessing their child's actual accounts while getting assistance on what all to see and know.

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

At home support and family confidence on how to help their child.

- Date of Training

September

- Responsible Person(s)

Carlos Perez

- Resources and Materials

We will utilize our ipads and classroom technology to provide devices for parents while on campus. PowerPoints and in the moment teaching will occur. Printed Cheat-Sheets will be available as well.

- Amount (e.g. \$10.00)

0

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

- Name of Training

Family Science Night

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

Science hands-on Activities that are grade-band focused on vocabulary development Pre-K, K, 1 2, 3, 4 5th 6th and 7th 8th Biology

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

Each grade band will develop a hands-on activity that will be focused around specific vocabulary the grade band finds most important for the year (i.e. Hypothesis) Families will get to participate in the activity while emphasizing the vocabulary word and allow for encouragement of the word use at home.

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

Stronger academic vocabulary knowledge of our students in the area of Science. Family engagement around academic topics.

- Date of Training

October

- Responsible Person(s)

Carlos Perez

- Resources and Materials

Vocabulary List Items relevant to the hands on activity created by the grade bands

- Amount (e.g. \$10.00)

0

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

- Name of Training

Family Literacy Night

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

Literacy hands-on Activities that are grade-band focused on vocabulary development Pre-K K and 1 2 and 3 4 and 5 Middle School

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

Each grade band will develop a hands-on activity that will be focused around specific vocabulary the grade band finds most important for the year. Families will get to participate in the activity while emphasizing the vocabulary word and allow for encouragement of the word use at home.

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

Stronger academic vocabulary knowledge of our students in literacy. Family engagement around academic topics.

- Date of Training

January

- Responsible Person(s)

Carlos Perez

- Resources and Materials

flashcards, notebook paper, chart paper, markers, and other materials that may be needed to execute hands on activities.

- Amount (e.g. \$10.00)

0

## 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

Migrant

- Describe how agency/organization supports families.

Provide support/guidance regarding access to services and support with their families in the community. Supportive/Supplemental Services - Translations Migrant Parent Advisory Council (MPAC) and leadership activities for parents

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

Sign-in Sheets Communication Logs Meeting/ Event agendas

- Frequency

As needed

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

- Name of Agency

City of West Palm Beach and Palm Beach Sheriff Department

- Describe how agency/organization supports families.

Participates in Family Engagement Events to build a connection for our families and provide access to resources that parents and families may need such as supplies for school, at home safety information, and other community resources offered throughout Palm Beach.

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

Pictures of events email communication between the department and school flyers to the events.

- Frequency

1 time/ yearly

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

- Name of Agency

Seacoast Bank

- Describe how agency/organization supports families.

Participates in Family Events, provides financial literacy courses to families on banking education, discounts and rewards to families.

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

Pictures of events Agenda/ Sign-in sheets Presentation handouts

- Frequency

yearly

## 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**

Parent will receive communication School-Parent compact, PFEP Summary, Parents Right to Know, Title 1 meetings, parent training, curriculum nights, etc. via our monthly calendar online as well as through school messenger, email, text, phone call

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

Email, School Messenger completion confirmation, Talking Points, Title I Annual Meeting, PFEP summaries and School-Parent Compact

- **Description**

Families will have access to Grade Level Curriculum nights, Parent Teacher Collaborative meetings, Title 1 Annual Meeting, and parent-teacher conferences to learn about Power School, Schoology, TalkingPoints to stay up to date with assignments as well as grades. Progress reports will be sent home and on Power School for parent view of interim progress.

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

Power School Progress Report, Screenshot of Schoology parent page Invitation to meeting Parent teacher conference notes

- **Description**

Parent will be provided this information in parent universities, parent-teacher conferences, grade level curriculum nights, on Schoology, and on our school website of the important dates and information.

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

Flyers, School calendar, report cards parent teacher conference notes

- **Description**

Parents are notified about their ability to participate in Parent University/Title 1 meetings and parent conference days are scheduled as well as an opportunity to request them as needed.

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

School Calendar Parent Universities Meeting attendance Title 1 Annual Meeting invitation and sign-in sheet

- Description

Virtual options of meetings, flexible choice options, opportunities for parents to come in and receive follow up questions during the school day.

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

Zoom recording if recorded invitations with various meeting times letters asking parents to choose a time that is most convenient

## **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

New families receive a welcome packet in multiple languages. Parents are provided the meeting notices in their home language, and interpreters are present to share highlights with the families in their native languages at meetings/trainings. Translators will be in attendance for Spanish and Haitian Creole to assist with translation of any information needed.

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

Translated Parent School compacts, PFEP Summaries, flyers, and Handouts in other languages. Translators are provided at the meeting. Agenda and sign-in sheets with language facilitators present at meetings.

- Description

New families receive a welcome packet. The school building is ADA compliant with availability of disabled parking. Families with disabilities will have access to the materials and meeting via email to go back to review any session they may have missed. And all meetings are held on the first floor.

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

Photograph of ramps, accessibility items such as elevators, parking, restrooms.

- Description

New families receive a welcome packet. Families receive information through Migrant Education program. Families will have access to the materials and meeting via email to go back to review any session they may have missed. Families are invited to Migrant events once identified.

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

Migrant Flyer email seeking support for families to the migrant department translated letters

- Description

New families receive a welcome packet. Families will have access to the materials and meeting via email or at the front office to review any session they may have missed.

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

Handouts, email seeking support for families., flyer of McKinney- Vento programs.

# Other Activities

## 1. Activity #1

### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

### 1. Building Students' Non-Academic Skills

Our school is beginning its fifth year as a Leader in Me School. Based on the work of Dr. Covey, our students are exposed to the 7 habits of highly effective people and are taught lessons to build these skills. Additionally, students (K - 8) assume leadership responsibilities within their classroom and school-wide. Several community agencies are available within a few miles of our school. Through partnerships established with PBCS, our families are provided information to help leverage these resources, including referrals as needed. Mentoring programs targeting our most at-risk students will help develop boys and girls into leaders. Peer mediation, academic support, and future mentoring roles for these students will help strengthen their decision-making skills. Through enrichment opportunities, our students participate in a variety of clubs and athletics, cultivating shared responsibility and teamwork.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

All students at Renaissance Charter School at Cypress receive Tier 1 instruction in all core subject areas. NWEA is used as a universal screener for Math, Reading, and Science instruction and is administered to all students. An additional diagnostic (Reading Plus and Imagine Math) is given to determine Tier placement and the skill deficits that need to be addressed during the intervention. This data from the screener helps us to determine Tier placement for students. Students placed in Tier 2 will receive intervention based on their skill deficits. Classroom teachers and academic tutors administer systematic research-based intervention and progress monitor students in alignment with the skills deficits. Students placed in Tier 3 intervention, which is a more intensive intervention, are administered in addition to Tier 2 intervention. This intervention is administered by certified trained personnel daily. These students are progress monitored by the certified trained personnel weekly. All Renaissance Charter School at Cypress students use a School-wide positive behavior support system with school-wide expectations with student, teacher, and community input. These expectations are taught and reinforced with all students. Teachers refer to the behavior matrix to support classroom interventions such as the use of agenda planners, class celebrations, phone calls home as well as behaviors that may require consulting with the administration. Teachers refer students to our PBIS team if they seem to have a need for additional support based on classroom data (Dojo, student agenda, referrals in SIS). Tier 2 support is provided by the student service coordinator and dean. These professionals form groups with students who have common behavioral needs and conduct classroom observations to check in with student progress. A tier 3 behavior plan is developed for the individual students by the SBT team. The behavior plan includes weekly progress checks such as individual-specific behavior charts. The SBT team reviews the student's progress weekly.

## Provision of a Well-Rounded Education

### 1. Well-Rounded Education

Our school is beginning its 7th year as a Leader in Me School. Based on the work of Dr. Covey, our students are exposed to the 7 habits of highly effective people and are taught lessons to build these skills. Additionally, students (K - 8) assume leadership responsibilities within their classroom and school-wide. This year, students in elementary will not only learn to live the 7 Habits in their classes, but during their special area rotations. In Middle School, students are given the choice of an elective that is balanced around Leader in Me and our Values Virtues program. Academics at Renaissance Charter School at Cypress are planned in alignment with the BEST standards. Teachers use standards-aligned curriculum maps and resources to plan, deliver, and assess students' progress toward the standards. The administrative team and academic coaches facilitate and participate in PLCs to review and analyze student data and review and develop an understanding of the standards. In addition to academics, Cypress has several clubs and activities for our students. These clubs include STEM, Art club, chorus, basketball, kickball, soccer, safety patrols, and more. We offer mentoring programs targeting our most at-risk students will help develop boys and girls into leaders. Peer mediation, academic support, and future mentoring roles for these students will help strengthen their decision-making skills. Students are able to connect to the real world through programs like STEM where students engage in sessions with guest speakers and collaborative projects around careers and college readiness.

# Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Our higher-achieving students have opportunities to take advanced mathematics courses during the school year (e.g., Algebra 1 and Geometry). \* 4th graders who earned a 4 or 5 in math as a 3rd grader have been placed in 4th accelerated math \* 5th graders who earned a 5 in math as a 4th grader have been placed in 6th accelerated math \* 8th grade pre-algebra will host 6th, 7th, and 8th graders \* Algebra will host 7th and 8th graders \* Geometry is provided to those in 8th grade \* Biology is provided to 8th grade students who either took 8th grade science as a 7th grader or if the students earned a level 4 or 5 in ELA as a 7th grader. Increased assemblies for all grade levels that target character education will occur throughout the year. Family Learning Fairs that target both academic and career awareness for families will take place during the year.

# Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

As we approach the end of each school year, our team increases contact with local PreK programs in the area, inviting families to attend information sessions to help prepare them for Kindergarten. In May, we host Kindergarten Round-up which offers parents the opportunity to visit with our staff, tour the school, and receive information about our curriculum and instruction. As a campus, we offer our own pre-k program through Prodigy Learning, where our youngest Tiger scholars start their academic careers already on site. Prior to the start of school, Kindergarten parents and children are invited to our Meet and Greet event. They speak with teachers about what to expect, supplies that are necessary, communication plans, and how to provide a successful experience. During the first week of school, Kindergarten parents are able to bring their children to the cafeteria and stay for a while to help with the transition process.

# Professional Learning

## 1. Professional Learning

Prior to the beginning of school, our new teachers attend a week-long induction program that introduces them to the career of teaching, as well as CSUSA-specific guidelines. Additionally, all staff attends an orientation in which school data and initiatives are reviewed. During the school year, teacher workdays are used to provide training on The Leader in Me, The Science of Reading and Standards aligned instruction. Training in using various resources supporting our core learning and instructional software -- iReady Math and Reading, and Reading Horizons. Each week, teachers engage in PLCs focusing on data dives that provide them with resources to help analyze student achievement data. They work collaboratively to develop action plans articulating how they will change instruction based on this data. Throughout the year, teachers engage in the district ESP program as well as our network's TLC program -- both of which ensure teachers have the required training and performance tasks completed to provide quality instruction.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Through local and regional job fairs, our school participates in recruitment efforts. From time-to-time, we provide opportunities for university students to observe master teachers and gain practicum experience. When possible, we reach out to these individuals for substitute positions. Further, we tap into this group of prospective candidates when vacancies become available. For high-needs areas, we rely heavily on our relationships with traditional public schools in the district and our sister schools in CSUSA to fill positions. With respect to teacher retention, we provide novice teachers with a mentor who supports their acclimation to their careers and school. Monthly meetings take place which allows mentors and proteges to discuss current trends, upcoming events, and challenges. Our network also provides support services for staff who require emotional, physical, or financial assistance. Further, merit pay increases are issued to our staff each year as a means to keep quality educators. Teachers provide input on professional development needs. Our school supports teachers in helping to pay for Reading, ESOL, and gifted endorsement courses. Also, professional learning communities are developed across grade-level teams to support teachers' professional growth and planning.