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

ELA

1. List prioritized needs statements.

Learning gains for the lowest 25% have decreased 34% from year 2022 to year 2024. 66% of our student are not meeting proficiency. Students in 3-8 ELA that are in our lowest 25% are not making learning gains above 34%

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

Teachers lack understanding of the data and behavior issues are taking away from instructional software. Students are not completing instructional software. - Lack of foundational skills (phonics, decoding strategies, vocabulary development) - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Lack of time and personnel to provide additional interventions for students Parents and teachers are lacking in communication and collaboration. Parents are unfamiliar with the literacy strategies to support learning at home There are language barriers and attendance issues that are also affecting the learning.

3. Share possible solutions that address the root causes.

It will be helpful to do a deeper data dive to understand all the FAST components. It would also be helpful to have a mentorship program between new and veteran teachers. Another suggestion was a parent university for instructional software. It was also suggested to have better parent/teacher communication as well as incentives for attendance. Let parents know in advance what students will be learning a head of time. Send home work samples so parents know how they can help such as DOK question stems. Have an expectation from the school that students read 20 minutes per night at home. - Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. - Provide PD to train teachers to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady) - Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026) for EA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5 - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) -Provide additional staff to support interventions in a small group setting (resource teacher, para) -Provide additional staff to support for teachers to implement rigorous lessons (Coaches)

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

- **Communication**

Hold teachers and parents accountable to using Schoology Send home a monthly calendar that shows parents the upcoming standard for each week. Communicate expectations for nightly reading (20 minutes per night) Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement.

- **Parent Training**

Have a conference night at the beginning of the year to provide parents with the curriculum and standards that students need to master throughout the school year. It would also be very helpful to have an instructional software training where parents can have a better understanding of the platforms (Lexia, Reading Plus, Progress Learning and Imagine Learning). Continue to provide parent trainings focused on foundational skills to increase student achievement.

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

- **School**

The school should hold mandatory parent nights quarterly, communicate more effectively, and have more teacher motivation. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension).

- **Students**

Students should attend school more regularly and on time, and should reach their instructional software goals. Personal learning plans should also be referred to frequently and updated often in all classrooms. Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- **Parents**

Parents should attend meetings regularly in person or on zoom. Parents also need to attend open house and parent universities that are offered. Work with their child at home using the practice work provided to help them master the grade level standards. Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

- Staff Training

Staff would like to have more trainings on how to successfully differentiate for their small groups. They would also find it beneficial to have more training on the MLL WIDA Can do descriptors to better support these students. It was also suggested that we should require data trackers of the class progression. - Assist teachers in understanding how to better engage and support families as they work with students at home - Provide training on how to communicate with families, how to understand their child's data and support learning at home

- Accessibility

The school should provide more resources for homelessness and offer more language transition. -We will continue to work and on strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education.

Math

1. List prioritized needs statements.

The learning gains in 2019 were at 68% and had almost a 20% drop for 47% The lowest 25% dropped from 75% to 36% in 5 years

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

Due to covid, lots of teaching time, learning and social-emotional aspects of schooling were lost which can show why the drop from 2019 68% to 22% in 2021. Staff turnover Loss of foundational skill but students are still being pushed forward Student population change Device clutch - Electronics Absenteeism Lack of foundational skills (fluency in all 4 operations) Lack of ability to think critically Lack of time and personnel to provide additional interventions for students Parents and teachers are lacking in communication and collaboration. Parents are unfamiliar with the math strategies to support learning at home

3. Share possible solutions that address the root causes.

Smaller classes so more time can be spent per student Re-teaching math facts and foundation math Writing down steps and notes in a math notebook More assignments on paper Retention of students to help gain foundational skills before going to next grade Teaching to the test versus grades and honest grades Looking at state testing to show growth or regression Math bootcamp after school for fluency Math games night for families Calendar sent home for monthly topics Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. Provide PD to train teachers to teach a foundational skills such as fluency, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Imagine Math) Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026) for Math Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) Provide additional staff to support interventions in a small group setting (resource teacher, para) Provide additional staff to support for teachers to implement rigorous lessons (Coaches)

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

- Communication

Send home a calendar monthly with topics and invite families to the Bootcamp. Send home weekly letters for each new standard with ideas for parents to do at home to help. Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement.

- Parent Training

Math night to explain instructional software and learn math games to help at home. Continue to provide parent trainings focused on foundational skills to increase student achievement.

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

- School

Send home calendars to families Send home math resources Send home the parent letters weekly per standard Host a math circus night - come one, come all and learn about math games, skills and family entertainment Teach parents how to teach math at home

- **Students**

Be able to enhance their skills from where they are to climb higher Track data in their PLPs and set goals. Revisit them weekly after each assessment. Write, respond and work out math problems on paper

- **Parents**

Be more involved in the homework process and provide signature Attend math night to learn different ways they can learn at home that can be fun Learn skills and ways to give children a way to create concrete and elevated learning techniques Look for the calendar/brochure that is sent home monthly and the parent letter sent home weekly

- **Staff Training**

Imagine Math training to staff to ensure ins and outs and work together to make a calendar. Show staff where to locate family letters to send home per standard on the Savvas platform. Assist teachers in understanding how to better engage and support families as they work with students at home Provide training on how to communicate with families, how to understand their child's data and support learning at home

- **Accessibility**

Continue to make accommodations for all families to encourage parents being part of their child's learning. Strengthen our communication with families with limited English Proficiency. We will continue to work and on strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education.

Science

1. List prioritized needs statements.

59% of science 5th and 8th and biology met their goal at RCSW 41% did not meet their goal

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

Students are not completing their instructional software Lack of practice with standardized test prep questions Students expectation of the subject is too vague and not met Not enough science benchmark assessments throughout the year Not enough science manipulatives Lack of foundational skills (scientific method and science vocabulary) Lack of ability to think critically Lack of time and personnel to provide additional interventions for students Parents and teachers are lacking in communication and collaboration Parents are unfamiliar with the tested content therefore they are unable to provide the appropriate support at home

3. Share possible solutions that address the root causes.

More focus on science Purchase more tools and manipulatives for science Teachers must spend more time on practicing and exposing students to standardized test prep questions Motivate students to complete their instructional software weekly Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills such as the scientific process and science vocabulary Provide PD to train teachers to teach a foundational skills, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda) Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026) for Science Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) Provide additional staff to support interventions in a small group setting (resource teacher, para) Provide additional staff to support for teachers to implement rigorous lessons (Coaches)

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

• Communication

Send home weekly updates on the new topic/standard each week Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement.

• Parent Training

Videos uploaded to Schoology Penda training for parents Training on Stemsscopes Continue to provide parent trainings focused on foundational skills to increase student achievement.

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

- **School**

Send home more newsletters to parents to provide more science supplies for teachers in the classroom Send home weekly topics Upload videos to Schoology for parent knowledge

- **Students**

Continually look and update their PLPs Goal setting Complete their instructional software Take notes and study them at home

- **Parents**

Parents volunteer in the building preparing items for labs Parents who are able can collect and donate items around their house for experiments/labs Be sure to have access to PowerSchool Consistent communication, as needed, with teachers

- **Staff Training**

Penda training to make sure teachers know the ins and outs of the platform Training to ensure that teachers are clear on what benchmarks are assessed Training to provide them resources on test prep materials Stemsscopes training Assist teachers in understanding how to better engage and support families as they work with students at home Provide training on how to communicate with families, how to understand their child's data and support learning at home

- **Accessibility**

Provide resources for at home use We will continue to work and on strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education.

Social Studies

1. List prioritized needs statements.

Civics scores dropped 15% from 2019 to 2024 When reading/ELA scores dropped so did the civics scores

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

The civics EOC is a reading test Students have limited background knowledge of civics topics Students aren't exposed to civics literature in other courses Lack of foundational skills in reading therefore lack of comprehension of questions Lack of ability to think critically Lack of time and personnel to provide additional interventions for students Parents and teachers are lacking in communication and collaboration. Parents are unfamiliar with the testing content on the EOC therefore it's difficult to support learning at home

3. Share possible solutions that address the root causes.

Power Hour or tutoring Address disruptions in learning Hands-on activities/learning Make learning fun by playing educational games such as Kahoot and jeopardy Family civics night such as trivia night with EOC test prep questions Provide parent trainings so they understand what content is covered on the Civics EOC Provide PD to train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iCivics) Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break – July 2025 and June 2026) for Civics Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) Provide additional staff to support interventions in a small group setting (resource teacher, para) Provide additional staff to support for teachers to implement rigorous lessons (Coaches)

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

• Communication

Provide families with tested topics and sample questions/resources Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement.

- **Parent Training**

Cpalms Khan Academy Review videos and Youtube videos Standards that will be tested Continue to provide parent trainings focused on foundational skills to increase student achievement.

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

- **School**

Plan a civics game night Promote engaging cross curricular ways to promote civics

- **Students**

Set civics goals and design study tools and materials Track their data in their PLPs to see where they struggle

- **Parents**

Provide students and parents with digital and physical resources to review at home Engage their child in educational games at home to review

- **Staff Training**

Cross curricular Projects Resting and reading strategies Kahoot, Jeopardy, quizzizz, blooket Assist teachers in understanding how to better engage and support families as they work with students at home Provide training on how to communicate with families, how to understand their child's data and support learning at home

- **Accessibility**

Provide resources for at home use We will continue to work and on strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education.

Acceleration Success

1. List prioritized needs statements.

23% of MS acceleration students did not meet their goal based on the 2024 assessments

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

Lack of summer bridge programs Lack of differentiation Additional professional development Lack of Pre-Algebra skills due to skipping a grade level Lack of ability to think critically Lack of time and personnel to provide additional interventions for students Parents and teachers are lacking in communication and collaboration.

3. Share possible solutions that address the root causes.

Offering summer bridge for acceleration students Educational coaches / tutors to show teachers different ways to differentiate Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. Provide PD to train teachers to teach a foundational skills, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Imagine Math & Penda) Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2025 and June 2026) for Math Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) Provide additional staff to support interventions in a small group setting (resource teacher, para) Provide additional staff to support for teachers to implement rigorous lessons (Coaches)

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

• Communication

Make phone calls home to communicate that there will be a summer bridge program for students who will be joining an accelerated course Have a parent night to communicate the importance of the high school level classes Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement.

- **Parent Training**

Have a parent night in person and on zoom (recorded and posted) to explain the importance of the course, how it affects high school transcripts and how it came save them from having to take a high school course if they pass. Continue to provide parent trainings focused on foundational skills to increase student achievement. Train parents on the software such as Imagine math, IXL and Khan Academy that they can use with students at home.

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

- **School**

Host family workshops to explain power school, Schoology and how to check test scores as well as instructional platforms. Host a data night for acceleration parents so they know where their student is at compared to where they need to be.

- **Students**

Help teach their peers Pair up higher level students with lower level students

- **Parents**

Attend workshops, and have close communication with their teachers.

- **Staff Training**

Professional development on differentiation to help them close the gap for those who did not take Pre-algebra Assist teachers in understanding how to better engage and support families as they work with students at home Provide training on how to communicate with families, how to understand their child's data and support learning at home

- **Accessibility**

Provide resources for at home use We will continue to work and on strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education.

Action Step: Classroom Instruction

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

Budget Total: **\$329,025.00**

Acct Description	Description																																				
Resource Teacher	Reading Resource teacher will provide support to iii, lowest 25% students in grades K-8, through a Push In/Pull Out model (ELA).																																				
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Tutorial	<table border="1"> <thead> <tr> <th data-bbox="430 829 961 901">Item</th> <th data-bbox="961 829 1108 901">Quantity</th> <th data-bbox="1108 829 1228 901">Rate</th> <th data-bbox="1228 829 1329 901">Days</th> <th data-bbox="1329 829 1442 901">Hours</th> <th data-bbox="1442 829 1564 901">Weeks</th> <th data-bbox="1564 829 1715 901">Certified</th> <th data-bbox="1715 829 1900 901">Type</th> <th data-bbox="1900 829 2026 901">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 901 961 1019">Afterschool Fall Tutorial, K-8, Rd, Math, Sci</td> <td data-bbox="961 901 1108 1019">5</td> <td data-bbox="1108 901 1228 1019">\$35.00</td> <td data-bbox="1228 901 1329 1019">2</td> <td data-bbox="1329 901 1442 1019">1</td> <td data-bbox="1442 901 1564 1019">17</td> <td data-bbox="1564 901 1715 1019">Certified</td> <td data-bbox="1715 901 1900 1019">Amendment</td> <td data-bbox="1900 901 2026 1019">\$5,950.00</td> </tr> <tr> <td data-bbox="430 1019 961 1096">June Tutorial, K-8, Rd, Math, Sci</td> <td data-bbox="961 1019 1108 1096">5</td> <td data-bbox="1108 1019 1228 1096">\$35.00</td> <td data-bbox="1228 1019 1329 1096">4</td> <td data-bbox="1329 1019 1442 1096">3</td> <td data-bbox="1442 1019 1564 1096">4</td> <td data-bbox="1564 1019 1715 1096">Certified</td> <td data-bbox="1715 1019 1900 1096">Amendment</td> <td data-bbox="1900 1019 2026 1096">\$8,400.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Afterschool Fall Tutorial, K-8, Rd, Math, Sci	5	\$35.00	2	1	17	Certified	Amendment	\$5,950.00	June Tutorial, K-8, Rd, Math, Sci	5	\$35.00	4	3	4	Certified	Amendment	\$8,400.00
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Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="430 1377 974 1448">Item</th> <th data-bbox="974 1377 1209 1448">Quantity</th> <th data-bbox="1209 1377 1488 1448">Rate</th> <th colspan="4" data-bbox="1488 1377 1789 1448">Type</th> <th data-bbox="1789 1377 2026 1448">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1448 974 1524">Class VR set VR glasses</td> <td data-bbox="974 1448 1209 1524">1</td> <td data-bbox="1209 1448 1488 1524">\$19,349.00</td> <td colspan="4" data-bbox="1488 1448 1789 1524">Amendment</td> <td data-bbox="1789 1448 2026 1524">\$19,349.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type				Total	Class VR set VR glasses	1	\$19,349.00	Amendment				\$19,349.00											
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 345 1081 418">Item</th> <th data-bbox="1081 345 1228 418">Quantity</th> <th data-bbox="1228 345 1428 418">Rate</th> <th data-bbox="1428 345 1677 418">Supply Type</th> <th data-bbox="1677 345 1866 418">Type</th> <th data-bbox="1866 345 2026 418">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 418 1081 492">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1081 418 1228 492">1</td> <td data-bbox="1228 418 1428 492">\$127,985.57</td> <td data-bbox="1428 418 1677 492">General Supplies</td> <td data-bbox="1677 418 1866 492">Other</td> <td data-bbox="1866 418 2026 492">\$127,985.57</td> </tr> <tr> <td data-bbox="426 492 1081 565">Middle Sch Calculators</td> <td data-bbox="1081 492 1228 565">1</td> <td data-bbox="1228 492 1428 565">\$210.15</td> <td data-bbox="1428 492 1677 565">General Supplies</td> <td data-bbox="1677 492 1866 565">Amendment</td> <td data-bbox="1866 492 2026 565">\$210.15</td> </tr> <tr> <td data-bbox="426 565 1081 638">Per amendment 33 removing Adjustment</td> <td data-bbox="1081 565 1228 638">1</td> <td data-bbox="1228 565 1428 638">-\$127,985.57</td> <td data-bbox="1428 565 1677 638">General Supplies</td> <td data-bbox="1677 565 1866 638">Amendment</td> <td data-bbox="1866 565 2026 638">-\$127,985.57</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Adjustment - benefits credit and final allocation.	1	\$127,985.57	General Supplies	Other	\$127,985.57	Middle Sch Calculators	1	\$210.15	General Supplies	Amendment	\$210.15	Per amendment 33 removing Adjustment	1	-\$127,985.57	General Supplies	Amendment	-\$127,985.57																				
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	Item	Quantity	Rate	Type	Total																																								
	Lexia Core 5 & Power Up site license will be used for students in grades K-8 to support English language acquisition.	1	\$21,300.00	Original	\$21,300.00																																								
	ST Math site license will be used for students in grades K-8 to provide supplemental standards-based instruction.	1	\$12,000.00	Original	\$12,000.00																																								
	Discovery Education's Dreambox Reading will be used to provide supplemental instructional support for students in grades K-8.	1	\$7,808.18	Original	\$7,808.18																																								
	Imagine Learning's Imagine Math will be used to provide supplemental instructional support for students in grades K-8.	1	\$10,000.00	Original	\$10,000.00																																								
	Heggerty's My Heggerty Primary Curriculum will be used to provide supplemental tier 1 instructional support for students in grades K-2.	225	\$97.00	Original	\$21,825.00																																								
	IXL will be used to provide K-12 math enrichment opportunities for students in grades K-8.	75	\$13.25	Original	\$993.75																																								
Amira Learning will be used to address learning gaps for the lowest 25% of students in ELA in grades K-5.	60	\$20.00	Original	\$1,200.00																																									

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Flocabulary	1	\$3,920.00	Amendment	\$3,920.00

Action Step: Professional Learning

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

Budget Total: \$75,375.00

Acct Description	Description				
Coach	Coach will provides support to teachers in grades K-8, across all content areas, through modeling, coaching and feedback.				
Travel out-of-state	Item	Quantity	Rate	Type	Total
	Ron Clark Academy / February 5-6, 2026 / Atlanta, GA	1	\$2,852.00	Amendment	\$2,852.00
	Ron Clark Academy / February 5-6, 2026 / Atlanta, GA	3	\$2,602.00	Amendment	\$7,806.00
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Future of Education Technology / January 11-14, 2026 / Orlando, FL	1	\$1,649.00	Amendment	\$1,649.00
	Future of Education Technology / January 11-14, 2026 / Orlando, FL	3	\$1,534.00	Amendment	\$4,602.00

Action Step: Parent Engagement

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

Budget Total: **\$7,315.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	School Agendas 6-8	300	\$4.51	General Supplies	Original	\$1,353.00
	Copy Paper - Office Depot Boise® X-9® Multi-Use Printer & Copy Paper, 300 Reams, White, Legal (8.5" x... Item #151352 - Paper will be used to support parent trainings in the PFEP and home-to-school communication.	1	\$1,559.70	General Supplies	Original	\$1,559.70
	School Agendas K-5	300	\$4.51	General Supplies	Original	\$1,353.00
	Adjustment - benefits credit and final allocation.	1	\$649.80	General Supplies	Other	\$649.80
Online subscription	Item	Quantity	Rate	Type	Total	
	Ron Clark APP	1	\$2,400.00	Amendment	\$2,400.00	

Mission Statement

1. Mission Statement

Partnering with Families for Student Success It is the mission of Renaissance Charter School at Wellington to enhance a love of learning, provide a lifetime of growing, and to have a positive effect on our community and our world.

Involvement of Stakeholders

Name	Title
Christopher Polly	Principal
Vanessa Sutton	Associate Principal
Chelsie Tortora	Dean of Curriculum
Emily Elias	Student Service Coordinator
Amanda Howard	ESE Coordinator / ESOL Coordinator
Mr. Grandison	Dean of students
Char'Neil Williams	Guidance Counselor
Odalys Diaz	Parent
Crystal Webster	Parent
Yaneylis Camacho	Parent
Araceli Olivera	Parent

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

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

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

Parents provided input at the annual CNA Stakeholder Input meeting offered on Zoom and in-person on February 19, 2025 at 9:00am in the cafe. The data was recorded on the CNA Parent Recording Template for each content area. After the CNA, the leadership team came together to compile the suggestions from all stakeholders to develop the SWP/PFEP. A Fall and Spring Parent Survey was administered and data analyzed. Parent feedback is provided in emails, phone calls and face to face meetings and recorded.

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

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

Name	Title
Chris Polly	Principal
Vanessa Sutton	Associate Principal
Yaneylis Camacho	Parent
Araceli Olivera	Parent
Crystal Webster	Parent
Odalis Diaz	Parent
Emily Elias	Student Service Coordinator / CRT
Mr. Grandison	Dean of Students
Amanda Howard	ESE Coordinator
Chelsie Tortora	Dean of Curriculum

Annual Parent Meeting

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

September 24, 2025 at 5pm in the Cafe and on Zoom.

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

We will be notifying teachers, parents and the community of the Title 1 Annual meeting through our monthly calendar, parentlinks, flyers in student backpacks and posted to Schoology, email through Sway newsletters sent home by classroom teachers, and posted to our social media accounts.

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

Invitations (flyers, sways, emails), agenda, sign-in sheets, recording template for minutes, copies of the FY26 Compact, copies of the PFEP summary, Zoom meeting code and calendar invite, powerpoint presentation, QR code for evaluations, projector, and laptop with camera and microphone.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Supporting Families & Students with At-Home Learning Opportunities

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

Teachers will learn how to use data to create standard-based learning opportunities for parents to use at home. Teachers will identify the standards in which students struggled the most and will identify resources that can be used at home.

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

The expected impact is that teachers will provide valuable resources to parents that will help their students grow and close an achievement gap that might be existing while using the resources at home.

- What will teachers submit as evidence of implementation?

Teachers will submit the targeted resources that they chose to provide to parents and their plan for teaching the parents how to use it. Teachers will submit pictures of parents interacting with the at-home resources that are provided.

- Month of Training

September 2025

- Responsible Person(s)

Chelsie Tortora

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating State Assessment Data and Results to Families

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

Teachers will be able to communicate and explain state assessment data as well as be able to walk them through the FAST website. Teachers will also be able to show parents how to access their students data using PowerSchool.

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

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

- What will teachers submit as evidence of implementation?

Teachers will submit parent conference notes discussing FAST scores and also note the resources shared with families.

- Month of Training

January 2026

- Responsible Person(s)

Chelsie Tortora

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

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

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

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

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

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

- **Date of Training**

September 17, 2025

- **Responsible Person(s)**

Chelsie Tortora

- **Resources and Materials**

Powerpoint, Powerschool and parent access letters, and laptops/ipads

- **Amount (e.g. \$10.00)**

0

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Family Learning Fair & High School Choice Night

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

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

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

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

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

The expect outcome is to increase development and understanding of sills and strategies the students need that can be utilized at home. Grade 8 parents will understanding the process to apply for choice schools.

- Date of Training

November 19, 2025

- Responsible Person(s)

Chelsie Tortora

- Resources and Materials

Personal learning plan binders for each student, interactive take-home resources

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST Night - Understanding assessment website and results

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

Parents will gain understanding on assessment data and results including their strengths and areas for growth and how to best support them at home.

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

Parents will interpret their child's assessment data and navigate the FAST website. They will be able to access the FAST sample assessments from home which will expose them to the knowledge their child has to have and it will allow their child to practice.

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

The expect outcome is increased performance on assessments.

- Date of Training

February 4, 2026

- Responsible Person(s)

Chelsie Tortora

- Resources and Materials

Steps for parents on how to locate their access code for FAST on Powerschool Powerpoint presentation FAST website scavenger hunt

- 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

McKinney-Vento Program (MVP)- Homelessness

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually, and as needed

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

- Name of Agency

Comcast Internet Essentials

- Describe how agency/organization supports families.

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

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

School Flyer posted in the parent resource room

- Frequency

Annually, and as needed

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

- Name of Agency

Early Learning Coalition

- Describe how agency/organization supports families.

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

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

Registrations and Attendance of students

- Frequency

Annually, and as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- Description

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

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

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

- Description

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

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

Renaissance Charter School at Wellington will upload parent links, flyers, links to meetings, and monthly calendars.

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**

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

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

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

- **Description**

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

- Name of Activity

PTC Meetings

- **Brief Description**

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

2. Activity #2

- **Name of Activity**

Family Fun Nights

- **Brief Description**

Family Fun Nights are held throughout the school year to elicit parent input and participation in school events and decision-making as well as build a positive community with our stakeholders. Fun nights such as bingo nights, math game night, jeopardy hame night.

3. Activity #3

- **Name of Activity**

Town Hall Meetings

- **Brief Description**

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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