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

ELA

1. List prioritized needs statements.

Current average percent for grades 3-8 77% proficiency and learning gains for ELA is 75%, lowest 25% is 71%. We need to continue to work on the foundational skills of vocabulary development and comprehension to improve student achievement. Our priority is to focus on growth by providing supplemental work and guided lessons for our scholars. We will continue to need our pullout intervention teachers to help with our lowest 25%. Steady growth in areas of achievement, learning gains and lowest 25% are important achievements to maintain a strong school grade and build successful students.

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

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

3. Share possible solutions that address the root causes.

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

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

• Communication

Train teachers to effectively use Talking points. Continue posting on our school Facebook page, Instagram and the school website. Create recordings and videos of how to use online programs and offer Zoom trainings for parents and scholars. Continue to work on sharing curriculum and proficiency expectations, student progress with parents to support student learning and increase achievement.

• Parent Training

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

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

• School

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

• Students

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

• Parents

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

• Staff Training

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

- Accessibility

Hiring an ASL translator for our deaf parents, making the school accessible with handicap parking, elevator and ramps. Use of Haitian Creole, Ukrainian and Spanish translators as necessary. Continue to provide information with families in their native language to ensure parent engagement and support. Continue to provide support to all families in need (disabled, migrant, and homeless). Strengthen using Talking Points for parent notifications about upcoming events in a timely manner.

Math

1. List prioritized needs statements.

Current average percent for grades 3-8 is 87% proficiency. Learning gains is 76% and lowest 25 is 76% We need to continue to work on the foundational skill of basic math facts (multiplication, fractions, division) involving word problems with multi-steps to improve student achievement. Reading comprehension is also necessary for advanced word problems.

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

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

3. Share possible solutions that address the root causes.

By analyzing data, we should be able to identify those scholars that are struggling and offer them intervention support which is consistent and by a certified teacher through small group instruction. Provide tutoring to support K-8 scholars in math during morning, after school, Saturdays, spring break and summer. Also supporting math pathways in grades 5-8. A push-in model would also help 5th grade math and support the already taught standards based on post assessment results to see which standards need to be retaught. Teachers need to be sure students are on task when using ipads. Monitor with Apple classroom or walking around to see what the students are actually doing. All teachers, including subs, need to be aware of what the websites should look like when the child is on task. Targeted growth for students on or above grade levels is also important by offering advanced learning opportunities, project based learning and high school credit courses. More pullouts for our highest students to extend their knowledge and grow. More support in online learning for our scholars working above grade level covering skills that haven't been taught in class. Providing adaptive online tools for our scholars to challenge themselves (ie.Mathletics, imagine Math, iReady, etc.) Offering advanced placement classes as well as high school credit classes in middle school can help expand a child's future and provide them options. Hiring meaningful and effective math classroom teachers, resource teachers and coaches who go above and beyond their regular daily responsibilities who have the integrity to put students first and never give up on them. We will provide small group instruction through interventions so our scholars can make learning gains in math. We will also target certain standards with strategies such as Kagan to increase project-based learning so our scholars can continue to grow as 3's, 4's and 5's. as based on the Florida Assessment of Student Thinking. Provide and implement a comprehensive Math professional development plan to support teachers' growth in planning for and delivering differential instruction, understand math standards, deliver best strategies for math, etc, (Coaches, PLC's, conferences, webinars, PDD Days). Provide opportunities for students to use hand-on experiences/practice to support student learning with instructional supplies and supplemental resources (iReady Florida workbooks, Triumph Learning Coach, Think up workbooks, Progress workbooks, whiteboards, manipulatives, and more.) Provide extended learning opportunities through tutorial programs for math during after-school tutorials and in Summer for grades K-8 Provide parent training opportunities to support learning at home. Parent communication on Talking points and PowerSchool. After care coordination and support Implement after school study schedules. Parent Support package for each unit. Co-teachers and modeling increased usage of instructional software. Extended day and/or Sat. mandatory for lowest 25 Parent communication Math Family night The school will supply flashcards. Teachers communicate with parents and students on how to use virtual assistants in the apps. More frequent calls from the school with info to benefit parents to help students. Video notes and tutorials for parents. Small group instruction Push in to support and pull groups. Lowest 25% attend extended day and Sat. University. Use data to target student instruction. Start word problems early on. Teaching foundational skills and strategies. Knowledge of vocabulary. More focus on foundational skills Motivational incentives to come to extra sessions such as free dress down days. Reteaching and assessing set up as tutoring. Practice notetaking in Imagine Math. Online practice and tests. Contacting parents, following up on attendance, incentives for small group attendance and participation More small groups, tutoring, Sat. Univ, Spring Break boot camp Contact parents when a child is falling behind Online Tutoring. More effective communication between classroom teacher and specials teachers on what is being taught. Common planning to incorporate academics into specials areas.

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

- **Communication**

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

- **Parent Training**

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

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

- **School**

Continue small group pullouts with qualified teachers. Use peer counselors to help with small groups or 1:1 review. Focus on foundational skills (basic math facts-multiplication, fractions, division) in grades K-8 to increase student proficiency (parent trainings and materials) Provide trainings and materials focused on foundational skills (basic math facts-multiplication, fractions, division) for parents to support learning at home Provide recommended trainings and materials to parents and teachers Host a yearly academic game night with math centers. Offer trainings at content focused events (Curriculum night, FAST info, open house) Host targeted workshops on academic needs 2 times a year. Provide academic videos or websites. Provide parent resources/websites like Hand2mind Offer computer-based training for parents. Continue to offer tutoring services. Communicate when events occur in a timely manner using Talking points and the school calendar etc.

- **Students**

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

- **Parents**

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

- **Staff Training**

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

- **Accessibility**

Parents will be able to receive translated documents in their own language Continue to have accessibility through handicap parking and ramps for entry. Continue to provide information with families in their native language to ensure parent engagement and support. Continue to use ASL and bilingual translators as needed. Continue to provide support to all families in need (disabled, migrant, and homeless). Checking Power Schools has the correct language set up to facilitate translation s being sent to the parents in the correct language.

Science

1. List prioritized needs statements.

We are currently at 73% proficiency. (74% in 5th grade and 72% in 8th grade) We need to continue to work on the foundational skill of science vocabulary and comprehension to improve student achievement. Improve overall science proficiency in grades 5 and 8 based on the Florida Assessment of Student Thinking and in grades 4,6,7 based on the NWEA spring assessments.

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

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

3. Share possible solutions that address the root causes.

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

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

- Communication

Continue to utilize Talking Points, our school Facebook page and the school website. Create recordings and videos of how to use online programs and offer Zoom trainings for parents and scholars. Continue to work on sharing curriculum and proficiency expectations, student progress with parents to support student learning and increase achievement. Encourage more parent input at school by inviting them on Talking points. Offer help over Zoom to show parents how to help their scholars. Academic information night Video tutorials Send home experiment ideas and websites (GG DIY's) Update parents on dojo or in homework packets as to what they are learning in science.

- Parent Training

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

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

- School

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

- Students

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

- Parents

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

- **Staff Training**

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

- **Accessibility**

Provide handicap parking close to entrance and a wheelchair ramp. Continue to provide information with families in their native languages to ensure parent engagement and support. Continue to provide support to all families in need (disabled, migrant, and homeless). Continue to hire an ASL translator for our deaf parents. Continue to provide translators in Haitian Creole, Spanish and Ukrainian.

Social Studies

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

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

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

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

Budget Total: \$302,016.93

Acct Description	Description																																							
Resource Teacher	This Math Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in/pull-out small group instruction in math (3-5) through a research-based instructional program.																																							
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="432 652 1415 732">Item</th> <th data-bbox="1430 652 1570 732">Quantity</th> <th data-bbox="1575 652 1753 732">Rate</th> <th data-bbox="1757 652 1883 732">Type</th> <th data-bbox="1887 652 2024 732">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 735 1415 846">DreamBox - Reading Plus will be used to support Reading - enrichment and remediation (grades 3-8; 500 students) / School site license</td> <td data-bbox="1430 735 1570 846">1</td> <td data-bbox="1575 735 1753 846">\$11,650.00</td> <td data-bbox="1757 735 1883 846">Original</td> <td data-bbox="1887 735 2024 846">\$11,650.00</td> </tr> <tr> <td data-bbox="432 849 1415 959">Imagine Learning - Will be used to support math content for enrichment and remediation (Grades 3-8; 500 students) / School site license</td> <td data-bbox="1430 849 1570 959">1</td> <td data-bbox="1575 849 1753 959">\$5,997.93</td> <td data-bbox="1757 849 1883 959">Original</td> <td data-bbox="1887 849 2024 959">\$5,997.93</td> </tr> <tr> <td data-bbox="432 963 1415 1112">EdgeEX - Will be used to support Middle School Credit Recovery for Reading, Math, and Science - enrichment and remediation (grades 6-8; 300 students) / School site license</td> <td data-bbox="1430 963 1570 1112">1</td> <td data-bbox="1575 963 1753 1112">\$10,650.00</td> <td data-bbox="1757 963 1883 1112">Original</td> <td data-bbox="1887 963 2024 1112">\$10,650.00</td> </tr> <tr> <td data-bbox="432 1115 1415 1268">iReady Reading/Math -Will be used to support student learning in Reading and Math for enrichment and remediation(grades 6-8; 300 students) / School site license</td> <td data-bbox="1430 1115 1570 1268">1</td> <td data-bbox="1575 1115 1753 1268">\$17,550.00</td> <td data-bbox="1757 1115 1883 1268">Original</td> <td data-bbox="1887 1115 2024 1268">\$17,550.00</td> </tr> <tr> <td data-bbox="432 1271 1415 1382">DreamBox Math- Will be used to support math for enrichment and remediation (grades K-2; 360 students) / School site license</td> <td data-bbox="1430 1271 1570 1382">1</td> <td data-bbox="1575 1271 1753 1382">\$11,000.00</td> <td data-bbox="1757 1271 1883 1382">Original</td> <td data-bbox="1887 1271 2024 1382">\$11,000.00</td> </tr> <tr> <td data-bbox="432 1385 1415 1495">Lexia Core 5 and Power Up - Will be used to support Reading - enrichment and remediation(grades K-5; 700 students) / School site license</td> <td data-bbox="1430 1385 1570 1495">1</td> <td data-bbox="1575 1385 1753 1495">\$28,620.00</td> <td data-bbox="1757 1385 1883 1495">Original</td> <td data-bbox="1887 1385 2024 1495">\$28,620.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	DreamBox - Reading Plus will be used to support Reading - enrichment and remediation (grades 3-8; 500 students) / School site license	1	\$11,650.00	Original	\$11,650.00	Imagine Learning - Will be used to support math content for enrichment and remediation (Grades 3-8; 500 students) / School site license	1	\$5,997.93	Original	\$5,997.93	EdgeEX - Will be used to support Middle School Credit Recovery for Reading, Math, and Science - enrichment and remediation (grades 6-8; 300 students) / School site license	1	\$10,650.00	Original	\$10,650.00	iReady Reading/Math -Will be used to support student learning in Reading and Math for enrichment and remediation(grades 6-8; 300 students) / School site license	1	\$17,550.00	Original	\$17,550.00	DreamBox Math- Will be used to support math for enrichment and remediation (grades K-2; 360 students) / School site license	1	\$11,000.00	Original	\$11,000.00	Lexia Core 5 and Power Up - Will be used to support Reading - enrichment and remediation(grades K-5; 700 students) / School site license	1	\$28,620.00	Original	\$28,620.00				
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Resource Teacher	This Reading Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in or pull-out small group instruction in reading (K-1) through a research-based instructional program.																		
Resource Teacher	This Reading Resource Teacher to provide support to iii/lowest 25% and or bubble students based on benchmark or state assessments for push-in or pull-out small group instruction in reading (2-3) through a research-based instructional program.																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 558 1005 638">Item</th> <th data-bbox="1008 558 1157 638">Quantity</th> <th data-bbox="1159 558 1281 638">Rate</th> <th data-bbox="1283 558 1379 638">Days</th> <th data-bbox="1381 558 1488 638">Hours</th> <th data-bbox="1491 558 1612 638">Weeks</th> <th data-bbox="1614 558 1761 638">Certified</th> <th data-bbox="1764 558 1892 638">Type</th> <th data-bbox="1894 558 2024 638">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 639 1005 917">Certified staff will provide additional support for at risk students in Reading, Math, and Science for grades K-8 during an after school tutorial program, to increase student achievement. / Tentative start date is Fall 2025</td> <td data-bbox="1008 639 1157 917">7</td> <td data-bbox="1159 639 1281 917">\$35.00</td> <td data-bbox="1283 639 1379 917">2</td> <td data-bbox="1381 639 1488 917">2</td> <td data-bbox="1491 639 1612 917">14</td> <td data-bbox="1614 639 1761 917">Certified</td> <td data-bbox="1764 639 1892 917">Original</td> <td data-bbox="1894 639 2024 917">\$13,720.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified staff will provide additional support for at risk students in Reading, Math, and Science for grades K-8 during an after school tutorial program, to increase student achievement. / Tentative start date is Fall 2025	7	\$35.00	2	2	14	Certified	Original	\$13,720.00
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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: \$213,303.00

Acct Description	Description
Coach	Reading/Math/Science Coach will provide support for all teachers in reading, writing, math and science in grades 1, 3 and 4 to implement effective rigorous standards based on instruction following the BEST

Acct Description	Description
	standards.
Coach	Math and Science Coach will provide support for all teachers in Math and Science in grades 5-8 to implement effective and rigorous standards based instruction following the BEST standards.
Coach	Reading Coach will provide support for all teachers in Reading, Writing, and Civics in grades 5-8 to implement effective and rigorous standards-based instruction following the BEST standards.

Action Step: Parent Engagement

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

Budget Total: \$7,184.82

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	In-System Temp Parent Liaison will provide support to families and school to keep a strong school-home communication and help coordinate parent trainings to build parental involvement in the school.	1	\$35.00	1	2.5	40	Certified	Original	\$3,500.00

Acct Description	Description					
Supplies		Quantity	Rate	Supply Type	Type	Total
	Copy Paper for parent trainings/meetings and school-home communication	5	\$42.00	General Supplies	Original	\$210.00
	Books / Academic kits for parent trainings and Kindergarten round-up	1	\$1,500.00	Program Supplies	Original	\$1,500.00
	Chart paper for parent meetings/training	9	\$22.98	General Supplies	Original	\$206.82
	Manipulatives for parent trainings (Letter and Number Games - Per PFEP)	1	\$1,500.00	Manipulatives	Original	\$1,500.00

Mission Statement

1. Mission Statement

Our school is committed to providing a quality education that includes character development and academic excellence to produce successful lifelong learners.

Involvement of Stakeholders

Name	Title
Michael Lupton	Principal
Caroleen Rodriguez	Associate Principal
Michelle Rock Price	Teacher and parent
Kellie Hawkins	Teacher and parent
Tina Chaney	CRT and parent
Victory Clerge	Student
Tanya Wildgoose	CRT
Christine Schettini	Assistant Principapal
Colette Guinchard	CRT
Jason Rembert	CRT
Amelia Joseph	Parent
Aria Escalante	Parent

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

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

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

All stakeholders were invited to attend the CNA meetings (Leadership meeting took place Jan. 22, 2025; The Staff meeting took place Jan 22nd; The Stakeholder meeting took place Feb. 10 2025). During these meetings, all involved parties provided input through a cooperative group activity to develop the FY25 CNA/SWP/PFEP Data was assessed from state and school assessments as well as survey data from teachers, parents and students. Verbal and written discussions took place where notes will be taken on the recording templated where feedback and conversations were notes..

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

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

Name	Title
Michael Lupton	Principal
Caroleen Rodriguez	Assistant Principal
Michelle Rock Price	Teacher, parent, Title 1 coordinator
Tanya Wildgoose	CRT
Tina Chaney	CRT
Ebony Thompson	Teacher
Kelli Hawkins	Teacher
Viviana Lewis	CRT
Colette Guinchard	CRT
Jason Rembert	CRT

Annual Parent Meeting

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

Sept 24, 2025 6:00 PM in the Dolphin Diner.

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

Put on announcement boards in the car loop, put on school calendar, Facebook page, talking points, flyers sent out in multiple languages.

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

Power Point presentation, PFEP Summary, Compact, other handouts and resources for parents such as books, school logo goodies.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Project Backpack

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

Teachers will learn about our families and get a glimpse of wear they may live. Teachers will learn to create a positive bond with families as a proactive measure to opening a line of communication.

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

Parents will receive aid in acquiring materials needed for school. They will have a positive interaction with staff members.

• What will teachers submit as evidence of implementation?

Photos of families receiving materials from the teachers, teacher reflection, parent reflection.

• Month of Training

August

- Responsible Person(s)

Michael Lupton, Michelle Rock Price

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data interpretation and how to share data with family

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

In team level meetings, teachers will learn to analyze the data from NWEA, STAR and PM1. Teachers will learn to pull reports and will go over how to share data with parents at conferences.

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

Teachers will be able to share the students strengths and areas of concern. They can then provide families with follow up activities and resources to use at home to help the students.

- What will teachers submit as evidence of implementation?

Parent conference notes showing that DATA reports were shared (Reports include information regarding recommended resources parents can use at home).

- Month of Training

Sept

- Responsible Person(s)

Michael Lupton, Caroleen Rodriguez

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Technology training

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

Parents will learn how to use Talking Points, Clever, Power Schools and Liveschool to communicate and know how their child is doing. In addition parents will learn how students sign in and show progress on Lexia, Reading Plus, Dream Box and Imagine Math.

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

Parents will use their own phones and/or school Ipad to log in to the various apps as a parent or using their child's log in.

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

Parents will be able to monitor students grades and reach out to teachers to see how to help their child if their child is falling behind. Parents will be aware of online learning requirements for their grade level. They will see what the apps look like and how they are being used by our scholars to help students at home.

- Date of Training

Oct. 8th

- Responsible Person(s)

Michael Lupton, Caroleen Rodriguez, Michelle Rock Price, Christine Schettini

- Resources and Materials

Access to student Clever badges, parent log in information (Usernames and sign in information.)

- 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?

Parents will see simple hands on science projects they can replicate at home and participate in hands-on science activities during the training.

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

Middle School scholars will walk parents and students through a quick science project. Parent and scholar teams may walk through and complete the various hands-on science activities during the training.

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

Students will be reinforcing science concepts they learned in class to help with retention of material. This should help improve scores on 5th and 8th grade science tests.

- Date of Training

December 10, 2025

- **Responsible Person(s)**

Ashley Viadaro, Chris Viadaro, Kamila Livres, Daffney Lattibeaudiere, Katie Raich, Ben Eustached, Ketsia Dorcin

- **Resources and Materials**

Teachers supply materials for their station. Manipulatives that can be taken home to practice skills.

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

0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Academic Game Night

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

Parents will see how they can make simple games and activities to review concepts being taught (ELA and Math) at school.

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

Parents and students will participate in games and activities to review concepts being taught (ELA and Math).

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

Parents will have a better understanding of what to practice at home and will have tools to make this learning fun and interactive. Parents will see what strategies are being taught and how content is being delivered (ELA and Math). They will see the teacher modeling at the game night.

- Date of Training

Feb 4, 2026

- Responsible Person(s)

Tanya Wildgoose, Jason Rembert, Vivian Anderson-Lewis, Colette Guinchard, Tina Chaney

- Resources and Materials

Grade level teachers will provide necessary worksheets and supplies for each station. Prizes (Science, math ELA items i.e. magnifying glasses, flashcards, puzzles) including books, are given for participating and completing a BINGO card as well as door prizes to encourage attendance. Theming decor is also used to help encourage attendance and to make learning fun. Task cards, manipulatives, reading materials, PE supplies, writing utensils, paper, science, ELA and Math tools.

- 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 Vinto

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually

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

- Name of Agency

Toys for Tots

- Describe how agency/organization supports families.

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

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

Emails, pictures and spreadsheets will be provided as evidence.

- Frequency

Annually

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

- Name of Agency

United Methodist Church of the Palm Beaches

- Describe how agency/organization supports families.

The church helped supply our neediest families with Thanksgiving baskets. UMCPB also was able to offer a free club for our 3-5 grade students that taught games and life skills of working together. We use the church for our ceremonies, 8th grade prom and concerts. Our music students have performed at church events by request. They also offer discounted childcare to our teachers children aged 1-5.

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

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

- Frequency

As needed

Communication

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

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

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

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

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

• Description

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

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

Copies of flyers, school messenger call out details, copies of calendars and copies of Talking points conversations and invitations

• Description

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

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

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

• Description

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

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

parent conference notes, FAST presentations, assessment results, mid-term reports and report cards. Sample STAR, FAST (PM1, PM2) reports and NWEA reports.

- Description

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

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

flyers, Talking Points, school messenger, calendars, parent conference notes and paper invitations

- Description

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

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

Copy of Zoom invitations, flyers or Talking points showing different time, invitations to conferences

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**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

- Name of Activity

WATCH DOGS

- Brief Description

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

2. Activity #2

- Name of Activity

Leadership Day

- Brief Description

Parents are invited on campus to learn more about Leader in Me and the 7 Habits. Participants are escorted by our Middle School scholars to view classrooms and talk to teachers who are on their planning time.

3. Activity #3

- Name of Activity

Parent Academies

- Brief Description

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

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

Professional Learning

1. Professional Learning

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

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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