
Title I Comprehensive Schoolwide Plan
RENAISSANCE CHARTER SCHOOL AT SUMMIT (4002)

ELA

1. List prioritized needs statements.

According to PM2 STAR Data, 71% of Kindergarten students are not proficient in early literacy skills. According to PM2 STAR Data, 90% of 1st grade students are not proficient in Reading. According to PM2 FAST Data, 73% of 3rd grade students are not proficient in Reading. Fifty one percent are at risk for retention, currently scoring a level 1. According to PM2 FAST Data, 53% of 5th grade students are not proficient in Reading. According to PM2 FAST Data, less than 45% of Middle School students are proficient in Reading.

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

Very few students come to Kindergarten from VPK where they have learned basic alphabetic letter/sound skills. Primary grade teachers lack materials and knowledge of the Science of Reading to differentiate instruction in reading foundational skills. New K-8 teachers lack in depth knowledge of B.E.S.T. Standards and the FLDOE ELA Blue Book for testing specifics. Teachers lack knowledge and resources to address lack of reading foundational skills for students in Middle School. Tutoring and academic support is not sufficient to increase learning gains as well as proficiency.

3. Share possible solutions that address the root causes.

Parent nights to distribute resources and train parents on how they can work at home students. Acquire additional resources for engaging students in foundational lessons based on the Science of Reading. Build classroom libraries to promote reading for pleasure to improve stamina and fluency. Explicit training on BEST ELA grade level standards for ELA. Focus materials, resources, and time on 2nd grade ELA to prepare for 3rd Implement student level data chats, data trackers and student led conferences for parent-student-teacher communication and accountability. Provide interventions for students who are making inadequate learning gains, especially our Lowest 25%

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

- Communication

Enrollment and front office will monitor and assist parents without a PowerSchool account. Continual training for staff and parents on Talking Points, the schools main communication platform. Grade Level Teams will do regular newsletters to communicate topics being covered in classrooms with parent info Form a PTC (or similar organization) for parents to have first hand experiences/ input in school related activities

- Parent Training

Parent Universities and Parent Nights for Curriculum information, strategies to help with content at home, Student Systems and Instructional Software,

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

- School

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

- Students

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

- Parents

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

- Staff Training

Staff training on conducting student/parent conferences, how to engage and share resources with parents

- Accessibility

Events will be flexible to accommodate any accessibility needs.

Math

1. List prioritized needs statements.

According to PM2 STAR Data, 98% of Kindergarten students are not proficient in Mathematics According to PM2 STAR Data, 84% or more of 1st grade and 2nd grade students are not proficient in Mathematics. According to PM2 FAST Data, 78% of 3rd grade students are not proficient in Mathematics. According to PM2 FAST Data, 80% of 5th grade students are not proficient in Mathematics. According to PM2 FAST Data, less than 24% of Middle School students are proficient in Mathematics. (Excludes students pulled for advanced math like Algebra I and Geometry)

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

Very few students come to Kindergarten from VPK where they have learned basic mathematical concepts. K-8 teachers lack materials and knowledge to differentiate instruction in Math foundational skills. New K-8 teachers lack in depth knowledge of B.E.S.T. Standards and the FLDOE Math Big M for testing specifics. Teachers lack knowledge and resources to address lack of mathematical foundational skills for students in Middle School. Tutoring and academic support is not sufficient to increase learning gains as well as proficiency.

3. Share possible solutions that address the root causes.

Parent nights to distribute resources and train parents on how they can work at home students. Acquire additional resources for engaging students in foundational lessons based on the BEST standards. Provide real world connections to relate math to student lives and make more relevant. Explicit training on BEST grade level standards for Mathematics. Focus materials, resources, and time on primary grades for math foundations. Provide interventions for students who are making inadequate learning gains, especially our Lowest 25% Implement student level data chats, data trackers and student led conferences for parent-student-teacher communication and accountability.

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

• Communication

Enrollment and front office will monitor and assist parents without a PowerSchool account. Continual training for staff and parents on Talking Points, the schools main communication platform. Grade Level Teams will do regular newsletters to communicate topics being covered in classrooms with parent info Form a PTC (or similar organization) for parents to have first hand experiences/ input in school related activities

- Parent Training

Parent Universities and Parent Nights for Curriculum information, strategies to help with content at home, Student Systems and Instructional Software,

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

- School

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

- Students

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- Parents

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- Staff Training

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- Accessibility

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Science

1. List prioritized needs statements.

Based on Winter NWEA Map Growth, less than 50% of Elementary students (grades 3-5) score within their target Winter RIT range Based on Winter NWEA Map Growth, approximately 70% of 8th grade students do not score within their target Winter RIT range, except the students pulled for Biology.

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

K-3 Elementary schedule does not include adequate time or resources for explicit Science instruction. Overall, K-8 teachers lack in depth knowledge of Science Standards, vocabulary and the FLDOE Science test specs for testing specifics. For tested grades, teachers lack knowledge and resources to address lack of science foundational skills for students. Tutoring and academic support is not sufficient to increase proficiency. Teachers do not have the knowledge and materials to engage in hands on activities with the children and need more training with the existing curriculum.

3. Share possible solutions that address the root causes.

Parent nights to distribute resources and train parents on how they can work at home students. Acquire additional resources for engaging students in hands on lessons based on the Science standards at all grade levels. Provide real world connections to relate science to student lives and make more relevant. Explicit training on grade level standards for Science. Focus materials, resources, and time on K-4 grades for science foundations. Provide interventions for students who are not tracking towards proficiency Implement student level data chats, data trackers and student led conferences for parent-student-teacher communication and accountability.

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

• Communication

Enrollment and front office will monitor and assist parents without a PowerSchool account. Continual training for staff and parents on Talking Points, the schools main communication platform. Grade Level Teams will do regular newsletters to communicate topics being covered in classrooms with parent info Form a PTC (or similar organization) for parents to have first hand experiences/ input in school related activities

• Parent Training

Parent Universities and Parent Nights for Curriculum information, strategies to help with content at home, Student Systems and Instructional Software,

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

- School

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

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- Accessibility

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Social Studies

1. List prioritized needs statements.

According to FAST PM2, 67% of students in grade 6 and 71% of students in grade 7 are proficient in Reading. Students (including a high ML population) have a limited knowledge of Civics terms

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

Students lack reading stamina and writing skills to respond correctly to questions involving passages and written response Teacher(s) lack training on how to incorporate ELA skills into Civics. More resources and training is needed for differentiating instruction.

3. Share possible solutions that address the root causes.

Parent nights to distribute resources and train parents on how they can work at home students. Acquire additional resources for engaging students in hands on lessons based on the Civics standards Provide real world connections to relate Civics to student lives and make more relevant. Explicit training on grade level standards for Civics. Provide interventions for students who are not tracking towards proficiency Implement student level data chats, data trackers and student led conferences for parent-student-teacher communication and accountability.

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

• Communication

Enrollment and front office will monitor and assist parents without a PowerSchool account. Continual training for staff and parents on Talking Points, the schools main communication platform. Grade Level Teams will do regular newsletters to communicate topics being covered in classrooms with parent info Form a PTC (or similar organization) for parents to have first hand experiences/ input in school related activities

• Parent Training

Parent Universities and Parent Nights for Curriculum information, strategies to help with content at home, Student Systems and Instructional Software,

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

• School

The School-Parent Compact is adequate as it is written, however we need to monitor and remind all parties of this on a regular basis.

- Students

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Acceleration Success

1. List prioritized needs statements.

Algebra 1 proficiency is currently at 66% Geometry proficiency is currently at 85% Biology proficiency is currently at 72% Acceleration is predicted at 90%

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

New teachers do not have solid knowledge of Course standards and EOC expectations. Some students moved from grade 7 to Algebra creating a gap in standards. Additional support is needed with support staff, instructional staff, and additional remediation curriculum. Teachers lack knowledge and resources to address lack of science and mathematical foundational skills for students in Middle School. Tutoring and academic support is not sufficient to increase proficiency.

3. Share possible solutions that address the root causes.

Provide explicit training for teachers of Algebra, Geometry and Biology aligning to rigor and content of EOC's Provide summer school for those moving from grade 7th-Grade Math to Algebra Acquire hands on materials for labs, virtual field trips, guest speakers, etc. to provide relevance for students Provide tutoring and academic support to increase proficiency.

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

- Communication

Enrollment and front office will monitor and assist parents without a PowerSchool account. Continual training for staff and parents on Talking Points, the schools main communication platform. Grade Level Teams will do regular newsletters to communicate topics being covered in classrooms with parent info Form a PTC (or similar organization) for parents to have first hand experiences/ input in school related activities

- Parent Training

Parent Universities and Parent Nights for Curriculum information, strategies to help with content at home, Student Systems and Instructional Software,

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

- School

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- Students

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Action Step: Classroom Instruction

Increase students' achievement through innovative program, rigorous, and differentiated instruction.

Budget Total: **\$395,990.00**

Acct Description	Description
Resource Teacher	Grades K-8 Reading interventionist will provide support to students with Tier 2 and Tier 3 instruction to meet the needs of students in reading (K-8) through a push-in/push-out model. This teacher will also meet with parents as needed based on the needs of students going through the RTI/SBT process.
Resource Teacher	Grades K-8 resource teacher will provide support to students with Tier 2 and Tier 3 instruction to meet the needs of students in reading (K-8) through a push-in/push-out model. This teacher will also meet with parents as needed based on the needs of students going through the RTI/SBT process.
Resource Teacher	Grades 4-8 Math will provide support to students with Tier 2 and Tier 3 instruction to meet the needs of students in math (4-8) through a push-in/push-out model. This teacher will also meet with parents as needed based on the needs of students going through the RTI/SBT process.
Paraprofessional	The paraprofessional will provide Tier 2 K-8 non-native speaking students with reading instruction specifically designed for their needs through a push in model.

Acct Description	Description									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="508 175 1434 248">Item</th> <th data-bbox="1434 175 1579 248">Quantity</th> <th data-bbox="1579 175 1759 248">Rate</th> <th data-bbox="1759 175 1890 248">Type</th> <th data-bbox="1890 175 2030 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	<p>Discovery Education (Reading 3-8) helps improve reading comprehension and fluency by providing personalized, adaptive reading practice. It also enhances vocabulary for students grades 3-8. Our teachers can utilize reporting features to monitor student progress.</p>	1	\$13,700.00	Original	\$13,700.00					
	<p>Imagine Learning (Math K-8) offers adaptive math instruction that meets students at their level and helps them progress at their own pace. Teachers are also able to assign learning paths based on student learning gaps.</p>	1	\$10,000.00	Original	\$10,000.00					
	<p>ST Math (Math K-8) uses visual learning to help students understand math concepts and foster critical thinking and problem-solving skills for learners of all levels.</p>	1	\$12,000.00	Original	\$12,000.00					
	<p>Lexia (Reading K-8) provides adaptive fundamental reading instruction that adapts to each student's needs. Teachers are able to use data to plan for targeted small groups. Power Up is for Middle School students who are behind or at risk focusing on both fundamental literacy skills and higher-order thinking skills.</p>	1	\$29,130.00	Original	\$29,130.00					
	<p>IXL Math 3-8 offers practice with standards-aligned content for grades K through 8, including Algebra and Geometry, helping students build foundational skills and master grade level concepts.</p>	1	\$13,400.00	Original	\$13,400.00					
	<p>Amira (Reading K-5) supports literacy growth by providing tutoring and assessment. Amira is engaging and is adaptive for all levels of learners. Teachers can use data to monitor progress.</p>	1	\$1,000.00	Original	\$1,000.00					
<p>IReady Teacher Toolbox Reading & Math K-8 provides our teachers and tutors with standards-aligned resources for grades K-8. By</p>	1	\$700.00	Original	\$700.00						

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
Paraprofessional	The paraprofessional will provide Tier 3 K-8 non-native speaking students with reading instruction specifically designed for their needs through a push in model.				
Resource Teacher	Grade 3-4 Reading Interventionist push-in/pull-out targeting 3rd Grade retainees, lowest 25% and Level 2 students.				

Action Step: Professional Learning

Provide professional learning and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

Budget Total: \$60,822.00

Acct Description	Description
Coach	K-8 conducting professional learning such as PLCs for reading, math, science and social studies. They will also conduct observations in classrooms and provide coaching and mentoring to teachers. They will also provide data analysis and action plans for teachers.

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: \$7,112.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Agendas	710	\$2.50	General Supplies	Original	\$1,775.00
	Cardstock	23	\$26.99	General Supplies	Original	\$620.77
	Channing Bete- take home books	480	\$2.50	Program Supplies	Original	\$1,200.00
	Treasure Bay books B	120	\$7.00	Program Supplies	Original	\$840.00
	Manilla Folders	10	\$15.99	General Supplies	Original	\$159.90
	Binders 3" pack of 6	10	\$66.00	General Supplies	Original	\$660.00
	Pens Bulk	4	\$15.79	General Supplies	Original	\$63.16
	Copy Paper	12	\$46.00	General Supplies	Original	\$552.00
	Chart Paper	6	\$85.00	General Supplies	Original	\$510.00
	Treasure Bay books A	120	\$6.00	Program Supplies	Original	\$720.00
Shipping	1	\$11.67	General Supplies	Original	\$11.67	

Mission Statement

1. Mission Statement

The staff at Renaissance Charter School at Summit welcomes input from parents and the community members in decision making, working with all parents as equal partners in the educational process to promote effective parent involvement.

Involvement of Stakeholders

Name	Title
Christine Edgar	Principal
Hilary Brothers	ESE Contact
Nicole Difiore	Curriculum Resource Teacher
Johanna Borrego	ELL Coordinator
Chemilda Felican	Parent
Cheryl Mason	Assistant Principal

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

We send out an interest form to all families to see who is interested in school activities and events. Our volunteer coordinator works with our stakeholders to find various opportunities that fit their interests. All volunteers must complete a training course per CSUSA on child abuse if working while students are in the building or on field trips. They are also Raptored into the system once they enter the building to assist. We do encourage and welcome all parents and staff members to be active participants in every school activity and event.

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

Stakeholders will be able to participate in monthly SAC meetings that will allow them to provide feedback and suggestions for any draft or ongoing Title I programs and documents. In addition, stakeholders will continue to be informed of any changes or updates that may occur throughout the year on the Schoolwide plan.

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

Stakeholders met in the Spring to provide input for FY26 CNA. Title I positions and online programs and supplies were decided. Stakeholders will be able to attend monthly SAC meetings and participate in surveys to provide input on Title I funding. Their input and information will be reviewed and considered when allocating Title 1 funding to benefit our families' demographics and needs.

Name	Title
Christine Edgar	Principal
Chemilda Felican	Parent
Nicole Difiore	Curriculum Resource Teacher
Johanna Borrego	ELL Coordinator
Hilary Brothers	ESE Contact
Cheryl Mason	Assistant Principapl

Annual Parent Meeting

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

September 12, 2025 Renaissance Charter School at Summit Cafeteria, Time 6:00 - 7:00 PM

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

Talking Points, School Website, Social Media (IG and FB), School Messenger

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

Presentation in PowerPoint and Handouts to communicate the following: What it means to be a Title I School; The school's Title I Schoolwide Plan; Parent and Family Engagement Plan, including the School-Parent Compact; Special programs such as Migrant Education and McKinney-Vento; Parent's Right-to-Know; and Other opportunities for parents. Laptop and speaker needed Translator Compacts copied and ready to sign

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Classroom Management

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

Teachers will learn how to create effective rules, procedures and positive/negative consequences for their classrooms. The teachers will become familiar with the PBC Student Discipline Matrix and how to handle behavior issues in the classroom. We will practice effective methods of parent communication to encourage families to work with us to provide an environment conducive to learning in each classroom.

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

Encouraging teachers and families to work together to incentivize good behavior and develop action plans to address negative behavior in the classroom.

- What will teachers submit as evidence of implementation?

Classroom rules and procedures, positive and negative consequences, proper use of behavior forms, communication log(or other documentation) of parent conferences and discussions.

- Month of Training

August

- Responsible Person(s)

Admin, CRT team and Dean/Behavior team

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating student academic progress

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

Teachers and support staff will be able to direct parents on how to create parent accounts on PowerSchool, Talking Points, and our PBIS system for students on their roster. This will allow parents to have real time information on their students grades and behavior. They will also learn about student reports for quarterly testing and which ones are best for communication and conferences.

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

School/home partnership to work together on student success

- What will teachers submit as evidence of implementation?

Teachers/grade levels will submit a copy of newsletter, conference forms or follow up emails.

- Month of Training

September/October

- Responsible Person(s)

CRT's

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Communication Workshop

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

To support their students at home, parents will learn how to log in to PowerSchool, Talking Points, and our PBIS system to access up to date information for their student(s).

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

Parents will be given an iPad or laptop to learn to set up their accounts and log in to different systems.

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

Parents and students are able to log in to the students' accounts at any time to retrieve up to date academic and behavior data and be able to communicate with teachers.

- **Date of Training**

September/October

- **Responsible Person(s)**

Teachers/ CRT's/ Front Office staff

- **Resources and Materials**

Devices, handouts, parent login information.

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

50.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Testing and Mid-year Expectations

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

Parents will learn ways to support their students at home with Reading, Math and Science (Civics - 7th). Families will become familiar with the Pupil Progression Plan, NWEA and State Testing formats and how to help the student's prepare. 3rd grade parents will understand the mandatory retention requirement and Good Cause. We will go over test taking strategies that parents can use with students at home.

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

Families will understand how instructional software supports student's academics and how to monitor for expected completion. Parents can interact with resources that support testing strategies and Reading, Math and Science skills.

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

Parents can work alongside teachers to ensure students are completing their instructional software and support students with Reading, Math, and Science skills at different levels..

- Date of Training

November/December

- Responsible Person(s)

Teachers/ CRT's/ Admin

- Resources and Materials

Devices to sign in. Handouts and presentations. Reading, Math, Science, and Civics skills practice resources and test prep.

- Amount (e.g. \$10.00)

250.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Family Night

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

Parents will interact with Science Fair submissions. Families will learn about the Nature of Science standards for different grade levels through hands-on activities and easy experiments. Parents will have vocabulary and skill practice materials.

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

Families will interact with our science fair participants and be able to ask questions about the presentations. Different grade levels will have appropriate hands on activities for families to experience with academic vocabulary. Families will be given resources/ideas for low cost or free materials including recycling.

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

Parents and teachers can work together to normalize hands on activities at home and at school. Students will become more familiar with application of Science concepts and vocabulary.

- Date of Training

Late January/ early February

- Responsible Person(s)

Teachers/ CRT's/ Admin

- Resources and Materials

Hands on materials, vocabulary resources, snacks and drinks

- Amount (e.g. \$10.00)

\$1,000

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

ESOL (Per Principal - this is an in-house ESOL organization/agency funded by other grants) with support from Multicultural Dept.

- Describe how agency/organization supports families.

The organization will meet with our large ESOL population regarding Summit's services, support and outside resources to assist our families to adapt to their new community and support their children's education.

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

Sign-in sheets, pictures, flyers and resources,

- Frequency

As needed with a minimum of 1 event

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

- Name of Agency

West Palm Beach Zoo

- Describe how agency/organization supports families.

The agency provides various educational grants and opportunities to the families and school to enrich our Science curriculum

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

Sign-in sheets, pictures, flyers, and a thank you letter for their ongoing partnership with RECS Summit

- Frequency

As available due to low staffing at the center

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

- Name of Agency

Science Center and Aquarium

- Describe how agency/organization supports families.

The agency provides various educational grants and opportunities to the families and school to enrich our Science curriculum

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

Sign-in sheets, pictures, flyers, and a thank you letter for their ongoing partnership with RECS Summit

- Frequency

As available due to low staffing at the center

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**

All information for SAC, Title I Annual meetings, and Title I programs will be sent through as needed through School messenger, postings on Powerschool, Talking Points, Social Media, SAC meetings, parent-teacher conferences, and open houses. They are some of the best ways to effectively share information.

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

School Messenger, Talking Points, Social Media, SAC meeting doc

- **Description**

We will be sending progress reports, report cards, state assessment benchmarks, and NWEA benchmarks home to all families. We will be hosting various open house and FAST information sessions. Students will also be responsible to have personal learning plans in grades K-8.

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

Report cards, progress reports, State Assessment and NWEA benchmarks, and PLPs, parent nights docs

- **Description**

All information will be sent through School Messenger messages, postings on website, Talking Points and Social Media. Also, all parents will be encouraged to attend curriculum nights allowing parents to formulate ideas and suggestions for those in attendance.

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

School Messenger, Website, and Social Media posts Curriculum Night sign-in sheets

- Description

All information will be sent through School Messenger messages, postings on Website, and Social Media Also, all parents will be encouraged to attend monthly SAC meetings allowing parents to formulate ideas and suggestions for those in attendance. In the Spring we will call for a Stakeholder meeting to make a plan for FY25 Title I programs.

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

School Messenger,Website and social media posts SAC sign-in sheets, Stakeholder Meeting docs.

- Description

The school will be providing a variety of events at various times throughout the year, providing childcare so more parents are able to attend.

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

Child care list, sign-in sheets, agendas

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**

Parents and families with limited English proficiency will receive translated letters and flyers for upcoming events. All family and school events will include staff members that speak other languages to fit our demographics.

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

school website, and school messenger, social media sample translated information for parents

- **Description**

Parents and families with disabilities will receive assistance in sign language by scheduling an appointment and request for services. Parents and families with disabilities also have access to handicapped parking, bathrooms, ramps, and an elevator should they need them upon their visit.

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

Request for sign language interpreter if needed and pictures of areas that cater to those that are handicapped.

- **Description**

The student's services coordinator and parent liaison assist families that may be overcoming barriers by providing them information for housing, mental illness, family services, or any other information they may be seeking or needing.

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

Parent requests and services provided, sample communication from district Migrant Office

- **Description**

Our student services coordinator, RTI director, and volunteer coordinator assist families that may be overcoming barriers by providing them information for housing, mental illness, family services, school uniforms, school supplies, and any other services or items they may be seeking or needing.

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

Parent requests and services provided, sample communication from District Homeless Office

Other Activities

1. Activity #1

- Name of Activity

West Palm Beach Zoo

- Brief Description

Work with them side by side for any grants they may have for the 24-25 school year.

2. Activity #2

- Name of Activity

Cultural Celebrations

- Brief Description

Provide opportunities for students and families to celebrate their diverse culture and heritage

3. Activity #3

- Name of Activity

South Florida Science Center

- Brief Description

Work with them side by side for any grants they may have for the 24-25 school year

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

As a component of the elective wheel, students in grades K-5 have the opportunity to participate in the Leader In Me/ Attitude Is Altitude course at least one week per month each school year. During this time, the facilitator discusses ways in which students are able to build coping skills, foster a growth mindset, promote healthy habits, build character, promote positive behavior, develop students leadership and organizational skills, build study habits, and develop a sense of service for others. Students in Middle School have the Leader in Me/ Attitude Is Altitude component during their Success Block at least once a month

SBT/MTSS Implementation

1. SBT/MTSS Implementation

To identify students for tiered support the following takes place; - The student shows up on the district SBT Advanced Report, as Tier 2, Tier 3, or SBT generated through SIS. - The student shows a grade level or more below their current grade level on NWEA Fall benchmark testing. - The teacher completes a referral packet including district forms, parent conferences, and observations. - The student is baselined assessed using Easy CBM, to determine the deficit skill for intervention. - An initial SBT meeting is scheduled with a minimum of 3-4 members (Teacher, SBT leader, Admin. member, Support staff, and Parent) This meeting outlines the type of intervention provided, the duration, and the scheduling of a review meeting. How do we determine the support needed? Review file for previous history/evidence of each student on SIS for SBT, Tier 2, or Tier 3 interventions for academic or behavior from previous school. Fall NWEA domain breakdown from Student Profile report-which domain shows the most deficit. Use of Easy CBM baseline testing. Students need to fall between the 10th and 25th percentile on Easy CBM norms scale. How are you able to implement the support? If the student only receives supplemental (tier 2) support for academic or behavior, the classroom teacher will implement an evidence-based strategy selected from the CSUSA approved resources provided by the CSUSA's Multi-tiered Support Specialist. The teacher must provide supplemental intervention 4 out of 5 days each week and give a progress monitoring tool assessment from Easy CBM on the 5th day. The data is graphed and used for decision-making at the SBT meeting.(academic) The teacher must provide supplemental intervention 4 out of 5 days each week, and perform data collection. (behavior) This is done during their RTI block, which is built in as part of their daily schedule. (30 min. block) If the student receives both supplemental (tier 2) and intensive (tier 3) support for academics, the classroom teacher will implement an evidence-based strategy selected from the CSUSA approved resources provided by CSUSA's Multi-tiered Support Specialist. The teacher must provide supplemental intervention 4 out of 5 days each week. The reading interventionist, will pull the student for an additional 30 minutes of intervention, using a separate evidence-based resource, and implement the progress monitoring assessments from easy CBM. If the student is not successful with supplemental (tier 2) interventions for behavior, a SBT review meeting is scheduled and if parents provide consent, an FBA begins. How are you able to track student's progress? -We are able to track progress through Easy CBM deluxe account.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in core classes that are supplemented with a 40 minute period of fine arts instruction. Our core classes include: English language arts (reading and writing with social studies embedded), math, and science, and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), SEL, and Spanish. Students rotate through the fine arts each 5 days. Music, Art, PE, SEL and Spanish are taught using a CSUSA approved curriculum by a certified teacher in that content area. Our instructional software rotations offers additional tutorial time on academic subjects like ELA, Math or Science, using computer based adaptive programs, as well as specific computer skills such as typing and word processing. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rtl, AMP (advanced math placement) and Cambridge, AMP allows for students to accelerate their math course work starting in 6rd grade. Our Cambridge classes provide acceleration and enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and intervention plans, pull-out as well as assessment data from FSA, RRR, Reading Plus, Lexia 5 and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like AMP and Cambridge and SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing Lexia 5 and PowerUp to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-8 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of curriculum resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the Extended Day schedule, in which students receive additional time added to the school day that is focused on reading instruction. Students can participate in extra curricular activities on campus such as sports, First Priority and community outreach projects which help them integrate academic skills into another discipline. To document implementation, our school will collect our school wide schedule and after school school enrichment program as evidence

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Based on previous year assessments, students have the opportunity to participate in accelerated courses for Algebra, Geometry, and Biology. Additionally, Leader in Me is a school-wide Project based program that builds leadership and life skills in students while pursuing academic excellence.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

The strategies used to assist preschool students in transitioning from early childhood education programs to elementary school consist of visiting local preschools and give them flyers and goodie bags as well as advertising the dates for 'Meet the teacher", Kindergartener Round-up, and on-site tours with families on social media and our school website.

Professional Learning

1. Professional Learning

Charter Schools USA has its own Curriculum team to support the school's Curriculum Resource Teachers, who in turn supports the classroom teachers with data analysis, lesson planning, differentiated instruction, etc. New and veteran teachers to the school receive support from grade level chairs and well as team leaders. First year teachers receive mentoring support from our ESP contact, in which they meet monthly to review topics that are pressing during that time of the school year. Multicultural - Through ELlevation teachers can attend online webinars/workshops at their own pace provided by the school district. These webinars/workshops are optional, but highly recommended. ESE - Palm beach Schools offers ESE training through ED Plan for teachers. Many of our curriculum vendors like Reading Plus, Penda, Imagine Learning provide workshops for our teachers. Our Leader In Me consultant visits 2-3 times a year for trainings on the program.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Charter Schools USA has its own Recruitment and Retention department in which its primary role is to support the school in finding qualified individuals to teach on campus. Posting of jobs are on the company's website, in addition to having job fairs, word of mouth and teacher/staff referrals in which a supplement is paid if the individual is hired by the company. Once hired, teachers receive a wide range of support from on-campus support personnel as well as corporate office personnel. Teachers participate in Professional Learning Communities in which they have the opportunity to share best practices and strategies with their colleagues. Retention - teachers receive bonuses based on school performance in enrollment and academics. CSUSA also promotes from within, providing effective teachers the opportunity to advance in their careers as educators. The open door policy extended by the school's principal provides faculty and staff a feeling of inclusion.