Title I Comprehensive Schoolwide Plan

RENAISSANCE CHARTER SCHOOL AT SUMMIT (4002)

ELA

1. List prioritized needs statements.

1st grade-68% of students are not proficient. 2nd grade-57% of students are not proficient. 3rd grade-84% of students are not proficient. 4th grade-44% of students are not proficient. 5th grade-64% of students are not proficient. 6th grade-43% of students are not proficient. 7th grade-49% of students are not proficient. There is an increase in students absentees. There is also an increase in student referrals. Overall elementary ELA has a low proficiency rate below 50% There is an increase in students absentees. There is also an increase in student referrals.

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

Students are performing below grade level due to numerous factors including but not limited to the following: 1. attendance 2. missing foundational reading skills 3. Lack of reading comprehension 4. access to engaging academic programs 5. Lack of support at home

3. Share possible solutions that address the root causes.

1. Provide research based resources for all grade levels to bridge the gap in foundational skills acquisition, including tutoring and small group pull out opportunities. 2. Provide access to books, hands on engagement activities, technology and curriculum to differentiate instruction for all academic levels. 3. Provide professional development ELA training to ensure all teachers are effective in delivering rigorous ELA instruction. 4. Provide Professional development for teachers for understanding and monitoring ELA state standards.

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

• Communication

Provide communication to families regarding their students' academic progress via School messenger, Talking points, and email. Communicate with parents via emails, website, and approved apps

• Parent Training

Provide access to applications that parents could work with students at home.

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

• School

The school will provide enrichment opportunities for students and enhance communication.

• Students

Students will learn about acceleration opportunities and track their data to share with stakeholders to plan their science journey.

• Parents

Parents will receive communication and attend meetings to learn about our offerings/options and support acceleration pathways.

• Staff Training

Provide academic nights and parent universities for teachers to share training and support ideas.

• Accessibility

Parents will have access to students academic progress through powerschools and Florida Fast portal.

Math

1. List prioritized needs statements.

According to Winter FAST PM2 data, approximately 40% of Middle School students are not proficient in Math. (Advanced students are accelerated through Algebra 1 and Geometry.) According to PM2, 55% of students in grades 3-5 are not proficient in Math. According to PM2 STAR data, more than 40% of K-2 students are not proficient in Math. High ML population is acquiring English Language.

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

Few students come to Kindergarten with basic math skills. Students lack support needed at home and often become frustrated with challenges. Students lack literacy skills and math fluency to apply to math word problems. Teachers are not properly trained to teach the B.E.S.T. standards. Teachers lack the materials and knowledge to differentiate and address skill gaps in Math.

3. Share possible solutions that address the root causes.

Provide students with manipulatives to represent and understand concrete representation of Math concepts. Make resources available to engage students with foundational skills practice. Provide ELL and Social/ Emotional Support for students who need assistance with mathematical learning. Develop and train teachers in the B.E.S.T. standards and rigorous teaching of the benchmarks. Provide support to students in school and outside of school with academic support.

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

• Communication

Our Front office will ensure that parents are creating and using a PowerSchool account. Regular use of Talking Points as the main communication tool for families.

• Parent Training

Parent Universities and Academic game nights will be held to help families connect with Math concepts. Families will be educated on tutoring opportunities and other supports available.

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

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 parent conferences and how to engage families.

• Accessibility

Events will be flexible to accommodate accessibility needs.

Science

1. List prioritized needs statements.

72% of 5th grade students are not proficient. 59% of 8th grade students are not proficient. There is an increase in students absentees. There is also an increase in student referrals.

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

Students are performing below grade level due to a number of factors such as: 1. Low attendance 2. Need for multi-lingual skills/strategies Students need manipulative/hands on resources and experiences to support multi-lingual learning. 3. Lack of master of previous grade level standards leading to 8th grade. 4. Many ELL's learning the language and science content. 5. Teacher is new to the profession.

3. Share possible solutions that address the root causes.

Provides resources that are resource based for all grades to build a foundation and bridge the gap. Provide access for teachers to be trained and coached in best practices for teaching science as well as literacy strategies. Provide real world experiences through the application of scientific skills aligned with state standards. Increase teacher support and development in the 8th grade. Implement science vocabulary in other classes (ELA0.

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

- Communication

Continue to provide communication via school messenger, talking points, and email to parents regarding students academic progress and how they can assist their students at home.

- Parent Training

Provide access to applications that parents could work with students at home. Curriculum night and science fair to educate parents on science information.

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

- School

Provide enrichment opportunities for students and enhance communication. Provide training for all science teachers in interpreting curriculum maps and items specs. Increase home learning opportunities for students.

- Students

Students will learn about acceleration opportunities and track their data to share with stakeholders to plan their science journey. Students will track their progress and develop goals through PLP's.

• Parents

Parents will receive communication and attend meeting to learn about offering/options and support acceleration pathways. Parents will track their child's progress via Powerschools and parent teacher conferences. Parents will check in with students' progress and follow up with goal setting.

• Staff Training

Provide academic nights and parent universities for teachers to share training and support ideas. Science focused PLC's

• Accessibility

Provide access to parents for students grades through PowerSchool's and Florida fast parent portal. Offer additional materials for chronically absent students.

Social Studies

1. List prioritized needs statements.

After PM2, 33% of 7th grade students are not scoring proficient in Civics. Students including a high ML have a limited knowledge of civics terms In order to score well in Civics, students need to rely on their literacy skills, however 49% of 7th graders are below grade level in ELA.

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

Students lack foundational skills to read grade level, Civics related non-fiction texts. Students lack vocabulary skills and background knowledge for comprehend content. There is a lack of cross curricular instruction including the use of primary sources. There is a systemic deficiency in PD for Social Studies teachers.

3. Share possible solutions that address the root causes.

Purchase resources to use with students to help with literacy interventions at the secondary level Schedule and facilitate tutoring opportunities with hands on opportunities to learn civics content Schedule students to experience real world connections to the content area relating to Civics state standards.

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

- Communication

Provide information to parents and students relating to Civics EOC and expectations. Inform families of the supplemental text list for promoting Civics literacy.

- Parent Training

During Parent Universities provide information to parents and students relating to Civics EOC and expectations. Inform families of the supplemental text list for promoting Civics literacy. We can allow for in-person and a virtual option for parents to attend.

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

- School

The Parent Student Compact is adequate as written but we will monitor and encourage teachers to use with families.

- Students

The Parent Student Compact is adequate as written but we will monitor and encourage teachers to use with families.

- Parents

The Parent Student Compact is adequate as written but we will monitor and encourage teachers to use with families.

• Staff Training

Provide staff with insight on how to find family friendly materials to distribute to families on the Civics Benchmarks and EOC.

• Accessibility

Events will be flexible to accommodate any accessibility needs.

Acceleration Success

1. List prioritized needs statements.

29% of Biology students are not proficient. 30% of Algebra students are not proficient . There is an increase in students absentees. There is also an increase in student referrals.

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

Students jumping from 7th grade to Algebra have mathematical skill gaps that need support. Student need multilingual support and other ELA skills to adapt to biology. Lack of vocabulary skills.

3. Share possible solutions that address the root causes.

Tutoring opportunities provided for EOC prep. Access to a variety of hands-on manipulatives for both subjects to support mastery. Professional development for teachers that teach biology and algebra.

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

• Communication

Continue consistent communication and engagement with families regarding the academic progress of students.

• Parent Training

Curriculum night to train parents on programs and how to support their students at home.

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

• School

The school will provide EOC tutoring opportunities and communicate those needs with parents.

• Students

The students will track data in PLP's to understand master levels and attend tutoring for gaps.

• Parents

Parents will attend Parent University to learn about EOC's and how to support learning.

• Staff Training

Provide professional development and classroom shadowing opportunities to teachers to to ensure they teach the depth of knowledge for biology and algebra.

• Accessibility

Parents will have access to students academic progress through powerschools, Florida fast family portal, and school messenger.

Action Step: Classroom Instruction

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

Budget Total: **$384,569.00**

Acct Description	Description
Behavioral Needs Assistant	K-8 - The Behavior Interventionist will support students by implementing evidence-based behavioral interventions, collecting data on student behavior, and collaborating with teachers, administrators, and families to promote positive behavior and improved academic engagement, focusing on preventative, skill-building approaches and direct support for students with behavioral, social-emotional, or self-regulation needs.
Online subscription	

Item	Quantity	Rate	Type	Total
Lexia will provide standards-aligned reading instruction and support for multilingual learners for students in grades K–8 to improve literacy development and student achievement.	1	$33,450.00	Original	$33,450.0
Discovery Education (Reading Plus) will provide standards-aligned reading instruction for students in grades 3–8 to support literacy development and improve student achievement.	1	$14,522.00	Original	$14,522.0
Amira will provide adaptive reading instruction for students in grade 3 to support literacy development and improve student achievement.	1	$1,875.00	Original	$1,875.00
Coach Digital will provide standards-aligned instruction in reading, math, and science for students in grades K–8 to support skill development and improve student achievement.	1	$5,800.00	Original	$5,800.00
ST Math will provide standards-aligned math instruction for students in grades K–8 to support conceptual understanding and improve student achievement.	1	$6,500.00	Original	$6,500.00

Acct Description	Description
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.
Resource Teacher	K-8 reading 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 w parents as needed based on the needs of students going through the RTI/SBT process.
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Shipping</td><td>1</td><td>$249.58</td><td>General Supplies</td><td>Original</td><td>$249.58</td></tr><tr><td>Two pocket folders with Prongs (100 pk)</td><td>10</td><td>$37.99</td><td>General Supplies</td><td>Original</td><td>$379.90</td></tr><tr><td>1" Binders (50 pack)</td><td>20</td><td>$109.00</td><td>General Supplies</td><td>Original</td><td>$2,180.00</td></tr><tr><td>Pencils Bulk (1250 Pack)</td><td>48</td><td>$64.99</td><td>General Supplies</td><td>Original</td><td>$3,119.52</td></tr></table>
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.
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 w 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 w parents as needed based on the needs of students going through the RTI/SBT process.

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: **$62,111.00**

Acct Description	Description
Webinar /PL with Purchase	**Item** / **Quantity** / **Rate** / **Type** / **Total** ST Math Professional Development will provide training for all teachers at the school site on effective implementation of the ST Math program to support student learning and improve achievement. / 1 / $750.00 / Original / $750.0
Coach	K-8 instructional coach will facilitate professional learning such as PLCs, data analysis, and action planning for reading, math, science and social studies; conduct observations in classrooms; and provide coaching a mentoring to 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: **$6,013.00**

Acct Description	Description
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** Chart paper sticky back 2 pack / 40 / $39.99 / General Supplies / Original / $1,599.60

Acct Description	Description

Item	Quantity	Rate	Supply Type	Type	Total
Two pocket folders with Prongs (100 pk)	10	$37.99	General Supplies	Original	$379.90
Treasure Bay Books A - Kickoff	120	$6.00	General Supplies	Original	$720.00
Cardstock (Single color)	10	$15.93	General Supplies	Original	$159.30
Agendas	320	$3.50	General Supplies	Original	$1,120.00
Treasure Bay Books B	120	$7.00	General Supplies	Original	$840.00
Copy paper box of 8 reams	10	$47.49	General Supplies	Original	$474.90
Manilla folders carton of 500	4	$42.04	General Supplies	Original	$168.16
Shipping	1	$1.14	General Supplies	Original	$1.14

Enrichment Contracts

Item	Quantity	Rate	Type	Total
Cox Science Center will provide a family engagement STEM Night training in November to support hands-on science learning and family involvement.	1	$550.00	Original	$550.0

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 Burton 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. For the SAC members, we will personally invite them to our monthly meetings via telephone, Talkingpoints, and/or email. 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. Here are the meeting dates and times: September 16, 2026 4:00-5:00 p.m October 21, 2026 4:00-5:00 p.m. December 16, 206 4:00-5:00 p.m Februrary 17, 2027 4:00-5:00 p.m. March 17, 2026 4:00-5:00 p.m. May 19, 2027 4:00-5:00 p.m.

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 FY27 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 Burton Mason	Assistant Princiapl

Annual Parent Meeting

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

September 15, 2026 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)

Front office staff/ 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

August/September

• 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

Cox Science Center STEM night

• 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 Science. Programs explore all fields of Science and are aligned with Science standards.

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

Families will interact with hands on learning, including using science tools like microscopes, within different Science topics. This will include opportunities for critical thinking and problem solving, connecting Science to real life.

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

Parents can work alongside teachers to ensure students are gaining confidence in abilities that are useful for the future. Students will understand that they can learn Science through doing and seeing. This will increase engagement and interest.

• Date of Training

November/December

• Responsible Person(s)

Teachers/ CRT's/ Admin

• Resources and Materials

Science Center will provide

• Amount (e.g. $10.00)

500.00

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 for their children.

• 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

February

• Responsible Person(s)

Teachers/ CRT's/ Admin

• Resources and Materials

Hands on materials, vocabulary resources, snacks and drinks

• Amount (e.g. $10.00)

1000

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 documents.

- 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 by 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 26-27 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 26-27 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 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 component during their Success Block at least once a month. Our students also have a variety of elective offerings which include music, art, and physical education. Foster a growth mindset Teach resilience and persistence Promote healthy habits

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, RtI, 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 Academi,c 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. We offer a variety of after school clubs for all of our students. 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. We offer S.T.E.M. and Microsoft computer elective classes.

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. This year we offer our own VPK option as well. Onsite school tours for families. We do visits to our local preschool faciiities to provide information to our rising Kindergarten parents.

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. Our teachers participate in CSUSA conferences and other professional learning vendor trainings. We do online workshops. 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. We participate in the school district's ESP mentoring program for new teachers.