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

ELA

1. List prioritized needs statements.

Although all areas of ELA showed tremendous growth from FY24 to FY25, 30% of our students are not meeting proficiency and 24% of our students are not making learning gains.

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

There is a lack of personnel to provide additional interventions for students. Lack of knowledge on providing small group instruction to meet the needs of students. Parents and teachers are lacking in communication and collaboration. Parents are unfamiliar with the literacy strategies to support learning at home. Students are lacking foundational skills (phonics, decoding strategies, vocabulary development). Students are lacking reading stamina and love of reading is not developed. Students are lacking ability to think critically. Students are struggling at completing their instructional software.

3. Share possible solutions that address the root causes.

-Create a mentorship program between new and veteran teachers. -Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. -Implement a parent university for instructional software. -Create "How To" videos for instructional software and other technology platforms and post them to our website. -Implement better parent/teacher communication as well as incentives for attendance. -Let parents know in advance what students will be learning a head of time. -Send home work samples so parents know how they can help such as DOK question stems. -Have an expectation from the school that students read 20 minutes per night at home. -Provide PD to train teachers to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. -Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2026 and June 2027) for EA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5 -Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) -Provide additional staff to support interventions in a small group setting (resource teacher, para) -Provide additional staff to support for teachers to implement rigorous lessons (coaches) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Reading Plus, Lexia, etc.)

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

- Communication

- Teachers will send home a monthly calendar that shows parents the upcoming standard for each week of the month. - Hold teachers and parents accountable to using Schoology. - Communicate expectations for nightly reading (20 minutes per night). - Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement. - Need to continue working on communicating curriculum expectations with parents to support learning at home.

- Parent Training

- Host a conference night at the beginning of the year to educate parents about curriculum and standards - Host an instructional software training academy to help parents better understanding the platforms (Lexia, Reading Plus, Progress Learning and Imagine Learning, Penda). - Continue to provide parent trainings focused on foundational skills to increase student achievement. - Post training videos virtually on our website

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

- School

- Conduct frequent training sessions for parents and teachers - Provide videos and notes in multiple languages

- Students

- Create a lesson on the topic of focus - Be knowledgeable about their data to effectively set and attain goals

- Parents

- Attend trainings and communicate frequently with classroom teacher - Commit to one PLC per semester

- Staff Training

- Provide training for staff on vertical alignment - Provide training on how to properly differentiate small group instruction. - Assist teachers in understanding how to better engage and support families as they work with students at home - Provide training on how to communicate with families, how to understand their child's data and support learning at home

- Accessibility

- Provide more resources for homelessness and offer more language transition. - Strengthen how we partner with limited English proficiency families, migrant families, families who are disabled and need additional support, and homeless families to help them be more knowledgeable and engaged in their child's education. - Allow students to check books out from the classroom for at-home reading

Math

1. List prioritized needs statements.

51% of our students are performing below grade level. This means that only 49% of our students are on grade level. We will target our lowest 25% students (48% of students make learning gains).

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

Extensive amount of teacher turnover 30% of students who are not proficient in ELA directly affects comprehension in math word problems. Device clutch - Electronics Absenteeism Lack of foundational skills (fluency in all 4 operations) Lack of ability to think critically Parents and teachers are lacking in communication and collaboration. Parents are unfamiliar with the math strategies to support learning at home There is a lack of personnel to provide additional interventions for students. Lack of knowledge on providing small group instruction to meet the needs of students.

3. Share possible solutions that address the root causes.

-The right teachers in the right positions -Re-teaching math facts and foundation math -Bring back Imagine Math Facts -Writing down steps and notes in a math notebook -More assignments on paper -Retention of students to help gain foundational skills before going to next grade -Teaching to the test versus grades and honest grades -Looking at state testing to show growth or regression -Math boot camp after school for fluency -Math games night for families -Calendar sent home for monthly topics -Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills. -Provide PD to train teachers to teach a foundational skills such as fluency, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Imagine Math) - Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2026 and June 2027) for Math -Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) -Provide additional staff to support interventions in a small group setting (resource teacher, para) - Provide additional staff to support for teachers to implement rigorous lessons (coaches)

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

• Communication

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

• Parent Training

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

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

• School

-Host a math night where resources are provided to parents -Host a time where parents can come into the classroom to look through the curriculum/textbooks -Send info via email monthly -Host a Math/STEM carnival

- **Students**

-Show their parents how to use Imagine Math -Bring their notebooks home to show parents what they're learning daily

- **Parents**

-Keep an open mind, participate, encourage teachers to keep instructions simple -Learn how to use online platforms -Ask students nightly to see their notebooks and have them teach you what they learned that day

- **Staff Training**

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

- **Accessibility**

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

Science

1. List prioritized needs statements.

70% of our students are proficient in science, meaning that 30% of the students are performing below grade level.

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

-Lack of reading comprehension for long, confusing science questions -Lack of reading stamina -Lack of knowledge for graphing and reading charts
-Lack of discipline -Lack of engagement from students and teachers -Lack of parent support -Lack of science manipulatives -Parents are unfamiliar with the tested content therefore they are unable to provide the appropriate support at home There is a lack of personnel to provide additional interventions for students. Lack of knowledge on providing small group instruction to meet the needs of students. - Lack of vocabulary skills - Lack of Prior Knowledge

3. Share possible solutions that address the root causes.

-More focus on science needed in K-3rd grade -Purchase more tools and manipulatives for science -Teachers must spend more time on practicing and exposing students to standardized test prep questions -Motivate students to complete their instructional software weekly -Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills such as the scientific process and science vocabulary -Provide PD to train teachers to teach a foundational skills, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda) -Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2026 and June 2027) for Science - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) -Provide additional staff to support interventions in a small group setting (resource teacher, para) -Provide additional staff to support for teachers to implement rigorous lessons (coaches)

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

• Communication

-Send home weekly updates on the new topic/standard each week -Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement. - Need to continue working on communicating curriculum expectations with parents to support learning at home.

• Parent Training

-Videos uploaded to our website -Penda training for parents -Training on Stemscores -Continue to provide parent trainings focused on foundational skills to increase student achievement.

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

• School

-Teach parents how to use Schoology, PowerSchool, and train staff better -Provide food for parents to get them into the school to help

• Students

-Upkeep their PLPs for goal setting -Student/parent conferences at PLP night -Participate at events in the community -Check their grades on PowerSchool regularly

• Parents

-Learn how to use Schoology and PowerSchool to monitor grades -Support their children to learn to do it and follow up

• Staff Training

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

• Accessibility

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

Social Studies

1. List prioritized needs statements.

87% of Civic students are proficient therefore 13% of students are not on grade level.

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

-Absenteeism is affecting students ability to learn -Students have a lack of prior knowledge of civics -Students aren't exposed to civics literature in other courses -Lack of foundational skills in reading therefore lack of comprehension of questions -Lack of ability to think critically -Lack of time and personnel to provide additional interventions for students -Parents and teachers are lacking in communication and collaboration. -Parents are unfamiliar with the testing content on the EOC therefore it's difficult to support learning at home There is a lack of personnel to provide additional interventions for students. Lack of knowledge on providing small group instruction to meet the needs of students.

3. Share possible solutions that address the root causes.

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

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

• Communication

-Provide families with tested topics and sample questions/resources -Continue to work on strengthening school-home communication, on a regular basis, to increase student achievement. - Need to continue working on communicating curriculum expectations with parents to support learning at home.

- Parent Training

-Open lines of communication with teachers -Cpalms -Review videos and Youtube videos -Standards that will be tested -Continue to provide parent trainings focused on foundational skills to increase student achievement

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

- School

-Will create an award system for the students who have 95-99% attendance and 100% attendance at the EOY.

- Students

-Will commit getting proper rest and self-care. -Will set goals and design study tools and materials. -Track their data in their PLPs to see where they struggle.

- Parents

-Will strive to get students to school on time and avoid appoints during school hours. -Provide students and parents with digital. -Engage their child in educational games at home to review.

- Staff Training

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

- Accessibility

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

Acceleration Success

1. List prioritized needs statements.

22% of MS acceleration students are not working on grade level. This is a 1% drop from last year.

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

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

3. Share possible solutions that address the root causes.

-Support from staff through target instruction and small groups -Offering summer bridge for acceleration students -Educational coaches / tutors to show teachers different ways to differentiate -Provide videos through Schoology for parents and students to refer to when they do not understand - Provide PD to train teachers to teach a foundational skills, train teachers to understand the curriculum to provide explicit instruction through the use of coaches, conferences, training to utilize engagement strategies. -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, Imagine Math) -Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (paper, chart paper, manipulatives) - Provide parent trainings to share curriculum expectations (Science and Math) to support learning at home. -Provide extended learning opportunities through tutorial programs (afterschool, Saturdays, Winter Break, Spring Break, Summer – July 2026 and June 2027) for Math and Science

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

• Communication

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

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

-Attend workshops, and have close communication with their teachers.

- **Staff Training**

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

- **Accessibility**

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

Action Step: Classroom Instruction

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

Budget Total: \$226,212.00

Acct Description	Description				
Resource Teacher	(Amend 20-Increased Salary) The Reading Resource Teacher will support iii and lowest 25% students in EL through a Push In/Pull Out model in grades K-8.				
Resource Teacher	The ESE Resource Teacher will support ESE students in grades K-5 in ELA, Math and Science, through a push-in/pull-out model of support to increase student learning.				
Resource Teacher	The ESE Resource teacher will support ESE students in grades 6-9 in ELA, math and science, through a push in/pull-out model of support to increase student learning.				
Online subscription					
	Item	Quantity	Rate	Type	Total
	IXL will be used to provide math enrichment opportunities for students in grades K-8. / License per student	550	\$14.00	Original	\$7,700.00
	Imagine Learning's - Imagine Math will be used to provide supplemental instructional support for students in grades K-8. / School site license	1	\$3,850.00	Original	\$3,850.00
	Amend #20- ADDED: Discovery Education DreamBox to support enrichment and remediation in reading grades K-9 (school site subscription)	1	\$8,881.48	Amendment	\$8,881.48

Acct Description	Description					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	Remaining funds that need to be allocated when school resumes	1	\$25,685.00	General Supplies	Original	\$25,685.00
	Amend #20: Reduced classroom supplies to add online subscriptions and increase staff salaries	-1	\$21,851.24	General Supplies	Amendment	-\$21,851.24
	Amend #20: Pallet of Copy Paper to support delivery of instruction, student learning, tutorial - grades K-9 all content areas. (80 cases of paper)	2	\$1,916.88	General Supplies	Amendment	\$3,833.76

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: **\$154,188.00**

Acct Description	Description
Coach	(Amend #20- Increased Salary) The Coach will provide support to teachers in grades K-9, through modeling, coaching, and feedback in ELA, math, science and social studies.
Coach	The Coach will provide support to teachers in grades K-9, through modeling, coaching, and feedback in ELA, math, science and social studies.

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: \$4,438.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Supplies to support parent communication and trainings - {40 cases to be used for parent communication (calendars, flyers, etc.) and for parent trainings (make and take sessions)}	1	\$1,817.29	General Supplies	Original	\$1,817.29
	School agendas 3-5 to support school-home communication	275	\$1.85	General Supplies	Original	\$508.75
	School agendas 6-8 to support school-home communication	325	\$1.85	General Supplies	Original	\$601.25
	School agendas delivery fee	1	\$102.00	General Supplies	Original	\$102.00
	Supplies to support parent engagement - School agendas K-2	250	\$1.85	General Supplies	Original	\$462.50
	Pencils, chart paper markers, pens for parent trainings, 3 prong pocket folders for parent trainings	1	\$946.21	General Supplies	Original	\$946.21

Mission Statement

1. Mission Statement

Partnering with Families for Student Success. Renaissance Charter School at Wellington is committed to partnering with families to support student success through ongoing two-way communication, including parent conferences, progress updates, school events, and regular access to academic resources and student performance information. Families are encouraged to actively engage in their child’s learning by participating in school workshops, volunteering opportunities, decision-making activities, and at-home learning support. In alignment with our mission to enhance a love of learning and positively impact our community and world, we value families as essential partners in helping every student grow academically, socially, and emotionally.

Involvement of Stakeholders

Name	Title
Christopher Polly	Principal
Vanessa Sutton	Associate Principal
Emily Elias	Student Service Coordinator
Amanda Howard	ESE Coordinator / ESOL Coodinator
Teniese Stubbs	Dean of students
Odalis Diaz	Parent
Crystal Webster	Parent
Yaneylis Camacho	Parent
Araceli Olivera	Parent
Sylvana Wilkins	Curriculum Resource Teacher

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

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

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

The CNA meetings to develop the SWP started with the Leadership Meeting that took place Janu 4, 2026. The second CNA Meeting - Staff Meeting, took place January 26, 2026 and the staff feedback was captured in the Recording Templates. Parents provided input at the annual CNA Stakeholder Input meeting offered in-person on February 18, 2026 at 5:30pm in the cafe. The data was recorded on the CNA Parent Recording Template for each content area. After the CNA, the leadership team came together to compile the suggestions from all stakeholders to develop the SWP/PFEP. A Fall and Spring Parent Survey was administered and data analyzed. Parent feedback is provided in emails, phone calls and face to face meetings and recorded.

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

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

Name	Title
Chris Polly	Principal
Vanessa Sutton	Associate Principal
Yaneylis Camacho	Parent
Araceli Olivera	Parent
Crystal Webster	Parent
Odalis Diaz	Parent
Emily Elias	Student Service Coordinator
Teniese Stubbs	Dean of Students
Amanda Howard	ESE Coordinator
Sylvana Wilkins	Curriculum Resource Teacher

Annual Parent Meeting

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

September 23, 2026 at 5pm in the Cafeteria and on Zoom.

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

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

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

Invitations (flyers, sways, emails), agenda, sign-in sheets, recording template for minutes, copies of the FY27 Compact, copies of the PFEP summary, Zoom meeting code and calendar invite, PowerPoint presentation, QR code for evaluations, projector, and laptop with camera and microphone.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Supporting Families & Students with At-Home Learning Opportunities

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

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

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

September 2026

- Responsible Person(s)

Christopher Polly

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communicating State Assessment Data and Results to Families

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

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

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

Families will understand their child's assessment data results, how to navigate the FAST website, and resources available for families to support learning at home.

- What will teachers submit as evidence of implementation?

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

- Month of Training

January 2027

- Responsible Person(s)

Christopher Polly

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Navigating and Accessing Online Instructional Resources

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

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

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

Parents will participate in a hands-on PowerSchool setup activity by using their parent access letters to create and connect their accounts to their child's profile. Staff will provide step-by-step guidance as families log in, navigate the platform, and explore key features such as grades, attendance, and communication tools to support student success.

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

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

- Date of Training

September 16, 2026

- Responsible Person(s)

Christopher Polly

- Resources and Materials

PowerPoint, PowerSchool and parent access letters, and laptops/iPads

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Family Learning Fair & High School Choice Night

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

Parents will rotate through interactive learning stations designed to model strategies they can use at home to support student achievement. Stations may include solving grade-level math problems using manipulatives and problem-solving steps, practicing reading comprehension strategies with close-reading passages and discussion prompts, exploring science investigations or STEM challenges, and using educational technology platforms to monitor assignments and academic progress. Families will also participate in a student data conference station where they review assessment results, identify strengths and areas for growth, set academic goals, and create action steps for support at home, while Grade 8 parents attend a high school choice station to learn about graduation requirements, program options, application timelines, and pathways for college and career readiness.

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

Parents will engage with grade level resources to assist learning at home (for example, task cards for reading comprehension, math fluency flash cards, science vocabulary cards, etc.). Parents of 8th grades students will rotate through stations (rotation card) to learn about high school choice station to learn about graduation requirements, program options, application timelines, and pathways for college and career readiness.

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

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

- Date of Training

November 18, 2026

- Responsible Person(s)

Christopher Polly

- Resources and Materials

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

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

FAST Night - Understanding assessment website, results and resources

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

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

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

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

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

The expected outcome is increased performance on assessments.

- Date of Training

February 3, 2027

- Responsible Person(s)

Christopher Polly

- Resources and Materials

Steps for parents on how to locate their access code for FAST on PowerSchool.

- Amount (e.g. \$10.00)

0

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento Program (MVP)- Homelessness

- Describe how agency/organization supports families.

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

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

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

- Frequency

Annually, and as needed

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

- Name of Agency

National Junior Honor Society

- Describe how agency/organization supports families.

Our partnership with the National Junior Honor Society support families through service initiatives such as food drives that support local families in need. They also promotes student leadership and community engagement.

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

Evidence of this partnership includes event flyers, student participation logs, and outreach documentation highlighting our commitment to service, compassion, and family support within the community.

- Frequency

Annually, and as needed

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

- Name of Agency

Early Learning Coalition

- Describe how agency/organization supports families.

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

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

Our school maintains an active partnership with the Early Learning Coalition to support family engagement and early childhood readiness initiatives aligned to student success. Evidence of this collaboration includes signed contracts/agreements, meeting sign-in sheets, and attendance records documenting ongoing participation and engagement activities throughout the school year.

- Frequency

Annually, and as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

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

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

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

- Description

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

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

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

- Description

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

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

Renaissance Charter School at Wellington will upload FAST Night PowerPoint, NorthWest Evaluation Association reports, Assessment reports, progress reports, report cards, Imagine Math reports and conference notes.

- Description

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

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

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

- Description

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

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

Renaissance Charter School at Wellington will upload parent links, flyers, invitations at different times, conference meetings at times convenient for parents, links to meetings, and monthly calendars.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

Other Activities

1. Activity #1

- Name of Activity

PTC Meetings

- Brief Description

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

2. Activity #2

- Name of Activity

Family Fun Nights

- Brief Description

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

3. Activity #3

- Name of Activity

Town Hall Meetings

- Brief Description

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

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

At Renaissance Charter School at Wellington, students in Kindergarten through Grade 9 participate in wellness instruction through our Virtues curriculum. Through these lessons, students develop essential social-emotional and character-building skills, including emotional awareness and self-management, empathy, positive relationship building, responsible decision-making, and goal setting. Our curriculum is designed to equip students with lifelong skills that support success in school and beyond. Renaissance Charter at Wellington also implements Positive Behavior Interventions and Support (PBIS). Our schoolwide expectations are: be responsible, be respectful, and be safe. We have a schoolwide reward system that is implemented including the teachers giving points to students through our Ron Clark app that are following our school wide expectations. The points are used for monthly rewards, semi-annual raffles, and our school shop. Anti-bullying and Kindness, Growth Mindset, Resilience, Persistence, Solving Conflicts, and Peer Relationships are being taught through PBIS & Wellness in whole group, small group, or with individuals as needed by teachers and members of the Leadership Team. Students are referred to School Based Team for Problem Solving if additional interventions are needed. Renaissance Charter at Wellington also follows the MSD Public Safety Act. Renaissance Charter at Wellington has created a school-based Mental Health Team and Threat Assessment Team based on the MSD Public Safety Act. Students that are identified as needing additional support are referred for counseling. Renaissance Charter School at Wellington engages in community service projects throughout the year. National Junior Honor Society students assist with leading the projects.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Renaissance Charter School at Wellington all our students receive a first class, well-rounded education. We determine the needs of core instruction for each student based on their NWEA Data for Grades K-9 as well as state testing data. Our Guaranteed and Valuable Curriculum is aligned to the Florida Standards, and lesson planning is based on curriculum maps and instructional focus calendars. Students in grades K-5 engage in PE, Art, Technology, Music and STEM. Middle School students in Grades 6-9 choose an academy: Pre-Med, Musical Arts, Physical Education, or 2D/3D Art. Our middle and high school students can extend their learning time by completing course recovery after school and targeted students in K-9 are invited to attend after-school tutoring. At Renaissance Charter School at Wellington our instruction connects classroom learning with the Cambridge attributes. Students participate in standards-based in-school or virtual field trips, as well as inquiry-based learning and capstone projects to connect classroom learning to the real-world. A variety of extra-curricular opportunities including clubs and athletics are offered for the students after school. Many of these extra-curricular activities give students the opportunity to enrich their learning of special area subjects. Students in Middle School who meet criteria are inducted into the National Junior Honor Society. These students take the lead on school initiatives and our school-wide community service projects.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At Renaissance Charter School at Wellington, we are committed to preparing students in Kindergarten through Grade 9 for success in college, career, and life by building strong academic foundations, expanding student awareness of future opportunities, and fostering critical workforce-ready skills. Through our rigorous Cambridge curriculum and Advanced International Certificate of Education (AICE) pathway opportunities, students are challenged to think critically, communicate effectively, and engage in advanced academic coursework that prepares them for future collegiate success. Students are introduced to accelerated learning opportunities through Honors and Cambridge coursework, with a focus on developing analytical thinking, collaboration, problem-solving, and independent learning skills. Our instructional programs emphasize real-world application and project-based learning experiences that help students connect classroom learning to future careers and post-secondary pathways. In addition to strong core academics, students have access to enrichment programs including Art, Music, Foreign Languages, and Pre-Med opportunities that allow them to explore personal interests and potential career fields. These programs encourage creativity, cultural awareness, innovation, and leadership while helping students discover their strengths and passions. Renaissance Charter School at Wellington also promotes college and career awareness through career exploration activities, guest speakers, career-focused classroom connections, and opportunities for students to learn about a variety of professions and industries. Students build workforce readiness skills such as communication, teamwork, time management, and perseverance through collaborative learning experiences and leadership opportunities embedded throughout the school culture. By combining rigorous academics, enrichment opportunities, and future-focused learning experiences, Renaissance Charter School at Wellington equips students with the knowledge, skills, and confidence needed to pursue post-secondary education and thrive in an ever-changing workforce.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

At Renaissance Charter School at Wellington, we are committed to making the transition from preschool to elementary school a positive, personalized, and family-centered experience for every child. Through our “red carpet” approach to customer service, we intentionally build strong relationships with families from the very first interaction, ensuring students and parents feel welcomed, supported, and confident as they begin their elementary school journey. To support a smooth transition into Kindergarten, we host Kindergarten Round-Up events to introduce families to our school community, academic expectations, and daily routines while providing engaging, hands-on learning experiences for incoming students. Families receive practical Kindergarten readiness resources and activities they can use throughout the summer to strengthen foundational skills such as alphabet recognition, letter sounds, heart words, early literacy, and math concepts. Our commitment to family partnership extends beyond these events. Our enrollment specialist actively connects with local preschool programs to share information about our Kindergarten program, readiness expectations, and the unique opportunities available at Renaissance Charter School at Wellington. Kindergarten teachers also visit local preschools to conduct interactive read-alouds and engage with future students, helping children become familiar with their future school environment and building excitement about the transition to Kindergarten. We recognize that every child enters school with unique strengths and needs. Through our customized learning approach, teachers use student data, observations, and ongoing communication with families to create personalized learning experiences that support academic growth and social-emotional development. Our focus on individualized support ensures students receive targeted instruction and enrichment opportunities that help them thrive from the very beginning of their educational journey. At Renaissance Charter School at Wellington, we believe strong partnerships between school and home are essential to student success. By combining personalized academic support, meaningful family engagement, and a warm, red carpet welcome, we ensure every child begins Kindergarten prepared to grow as a student with strong minds and good hearts.

Professional Learning

1. Professional Learning

Renaissance Charter School at Wellington is committed to continuous professional growth aligned to CSUSA's framework of ongoing support for teachers, leaders, and instructional coaches to strengthen instructional delivery and improve the use of student data to drive instructional decisions. Staff members participate in regional support sessions facilitated through CSUSA's state team. These opportunities provide training in standards-based instruction, data analysis protocols, curriculum pacing, intervention planning, and best practices aligned to state accountability expectations and the CSUSA MVP Framework. Teachers and instructional leaders are encouraged to attend professional conferences and specialized trainings, content-specific workshops, AICE preparation sessions, and other instructional conferences that support college, career, and life readiness. These experiences allow staff to deepen content knowledge, explore innovative instructional strategies, and bring research-based practices back to the classroom. Renaissance Charter School at Wellington supports collaborative learning through a Peer Observations during a formal QuEST visit or informally throughout PLCs over the year. Teachers engage in classroom walkthroughs, peer observations, reflective conversations, and instructional feedback cycles designed to improve instructional rigor, student engagement, and differentiated teaching practices. Mentoring and coaching structures are in place for new and developing educators. Beginning teachers are paired with experienced mentors and supported through coaching cycles, collaborative planning, and ongoing feedback. Teacher support and instructional coaching are also utilized to provide targeted assistance in classroom management, instructional planning, assessment practices, and effective data use. Collectively, these professional learning opportunities support a culture of continuous improvement, collaboration, and instructional excellence focused on ensuring strong academic achievement and the development of future readiness for all students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Renaissance Charter School at Wellington recruits and retains talent through intentional alignment to the CSUSA MVP Framework, ensuring every staff member contributes to our mission of Relentless Commitment to Student Greatness in School and in Life. Our approach is grounded in developing educators and leaders who embody Strong Minds, Good Hearts and reflect the CSUSA core values of Purpose, Passion, Integrity, and Grit. Recruitment begins with a proactive, relationship-driven strategy focused on identifying mission-aligned candidates who demonstrate both instructional excellence and a commitment to student-centered leadership. The school leverages CSUSA recruitment networks, university partnerships, educator referral programs, targeted hiring events, and digital outreach to build a strong pipeline of diverse and highly qualified talent. During the hiring process, candidates are evaluated not only for technical competencies, but also for their alignment to the CSUSA 5Cs: Champion the Mission, Collaborate for Greatness, Cultivate Positivity, Commit to Growth, and Celebrate Achievement. Retention efforts focus on creating a positive, growth-oriented culture where staff feel supported, valued, and empowered to succeed. Renaissance Charter School at Wellington invests heavily in professional learning through instructional coaching, collaborative PLCs, leadership development pathways, mentorship programs, and ongoing feedback cycles aligned to the CSUSA instructional framework and COGNIA expectations. Teachers and staff receive consistent opportunities to strengthen instructional practices, analyze student data, and engage in meaningful professional growth tied directly to student achievement outcomes. Our school also prioritizes employee recognition and culture-building through MVP moments, staff celebrations, peer recognition, wellness initiatives, and transparent communication systems that foster trust and collaboration. Leadership maintains a visible and supportive presence, ensuring staff voices are heard and that team members have opportunities to contribute to school improvement efforts and innovation initiatives. Teachers also tutor after school for additional compensation. By combining mission-aligned recruitment, strong onboarding systems, continuous professional growth, and a culture rooted in Purpose, Passion, Integrity, and Grit, Renaissance Charter School at Wellington builds and sustains a high-performing team dedicated to advancing student greatness and long-term organizational excellence under the CSUSA Framework.