
Title I Comprehensive Schoolwide Plan
RENAISSANCE CHARTER SCHOOL AT CENTRAL PALM (4051)

ELA

1. List prioritized needs statements.

Increase the overall English Language Arts (ELA) proficiency in grades 3-8 to 62%

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

• Gaps in foundational skills • Lack of consistent phonics instruction • Lack of teacher knowledge and training in the Science of Reading • Weakness in reading comprehension skills • Teacher support in differentiating instruction

3. Share possible solutions that address the root causes.

• Strengthen Tier 1 instruction with a focus on rigorous lesson planning, higher level questioning, and aligned writing tasks across content areas • Implement structured, data driven small group instruction targeting bubble students and students below proficiency • Provide daily ELA intervention in grades 3 and 5 using pull out and push in models • Expand academic vocabulary instruction across all units • Require consistent writing assignments tied to reading standards • Increase writing frequency across subjects to build stamina and comprehension • Provide professional development on differentiated instruction for ESE, multilingual learners, and students with literacy gaps • Clarify and streamline use of Progress Learning, Lexia, RTI processes, and accommodation trackers • Strengthen executive functioning supports to improve organization, accountability, and independent work • Increase student discourse through structured discussion protocols

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

• Communication

• Provide monthly literacy updates with clear explanations of grade level expectations • Share individual student progress data in family friendly language • Communicate intervention placement and growth progress regularly

• Parent Training

• Host workshops on supporting reading comprehension and vocabulary at home • Provide guidance on helping students with writing assignments • Offer sessions on building reading routines and reducing screen time

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

• School

- Live out our Mission of a relentless commitment to student success in school and in life.
- Uphold our values of purpose, passion, integrity, and grit.
- Keep our promise of Strong Minds and Good Hearts
- Provide high quality, standards aligned literacy instruction
- Offer targeted small group intervention based on data
- Communicate student progress clearly and consistently
- Provide resources and strategies families can use at home

• Students

- Actively participate in reading and writing activities
- Track mastery using Green Dot folders
- Complete assigned reading and writing tasks
- Ask for support when needed

• Parents

- Establish consistent reading time at home
- Monitor homework and reading progress
- Attend literacy workshops or review shared resources
- Maintain communication with teachers regarding student progress

• Staff Training

- Train teachers on effective academic communication with families
- Provide templates for sharing literacy progress and intervention updates
- Offer strategies for culturally responsive family engagement

• Accessibility

- Offer virtual and in person training options
- Provide translated materials and vocabulary guides for multilingual families
- Ensure meetings and workshops are accessible for families with disabilities
- Connect families experiencing housing instability with literacy resources and support
- Offer virtual and in person literacy workshops
- Offer flexible meeting times for working families

Math

1. List prioritized needs statements.

Increase the overall math proficiency in grades 3-8 to 62%

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

• Students have not yet mastered foundational skills such as fact fluency • Lack of explicit teaching strategies in math instruction, including student use of manipulatives and hands-on activities • Limited resources for students to practice the standards • Weakness in math vocabulary • Reading comprehension skill impacts math word problem comprehension • Lack of patience and perseverance in solving and analyzing complex or challenging problems • Insufficient depth of understanding and prolonged retention of the content • Irregular study habits and limited exposure to math outside of school

3. Share possible solutions that address the root causes.

• Strengthen Tier 1 instruction with consistent modeling, guided practice, and daily checks for understanding • Increase structured small group instruction focused on bubble students moving from Level 2 to Level 3 • Provide targeted support for 6th and 7th grade students to prepare for Algebra and Geometry • Increase math discourse and require written explanations of problem solving • Increase use of problem-solving tasks that require written explanations and mathematical reasoning • Provide professional development on differentiated math instruction for ESE, multilingual learners, and students with skill gaps • Use Progress Learning and benchmark data to adjust groups every two to three weeks • Strengthen vertical alignment across all grades to ensure skill progression • Provide executive functioning supports to improve organization, notebook use, and assignment completion • Integrate real-world problem-solving tasks to increase engagement and relevance

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

• Communication

• Provide clear explanations of grade level math expectations • Offer updates on math proficiency goals and growth progress • Share student progress data in simple, understandable language • Communicate readiness benchmarks for Algebra and Geometry

• Parent Training

• Host workshops on supporting multi step problem solving • Provide strategies for building and reinforcing math fluency and foundational skills (number sense) • Offer guidance on supporting organization and study habits for middle school

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

• School

- Provide rigorous, standards aligned math instruction
- Offer structured small group intervention based on data
- Communicate math progress and expectations clearly
- Prepare students for acceleration into Algebra and Geometry
- Provide families with math practice resources

• Students

- Participate actively in problem solving and discussion
- Track math mastery using Green Dot folders
- Complete assignments and practice consistently
- Seek help when concepts are unclear

• Parents

- Encourage consistent math practice at home
- Monitor homework completion and grades
- Encourage consistent math practice at home
- Attend math workshops or review shared resources
- Maintain communication with teachers regarding progress

• Staff Training

- Train teachers on explaining math strategies clearly to families
- Provide tools for sharing intervention plans and progress updates
- Provide tools for explaining math models and vocabulary
- Offer strategies for building positive math mindsets through family communication

• Accessibility

- Offer virtual and in person math information sessions
- Provide translated math vocabulary and resource guides
- Offer both virtual and in person math workshops
- Ensure accessibility for families with disabilities
- Offer flexible meeting times for working families

Science

1. List prioritized needs statements.

Increase the overall science proficiency in grades 3-8 to 62%

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

• Limited hands-on learning opportunities to understand and master science concepts. • Lack of explicit vocabulary instruction. • Lack of teacher understanding of the rigor of the standards. • Difficulty sustaining attention during instruction, specifically during the engage and explain phases, which impacts their understanding of science concepts. • Passive teacher-led discussions do not meet the varied learning needs and processing speeds. • While hands-on labs increase engagement, some students become off-task or treat lab activities as play, reducing the effectiveness of the learning experience.

3. Share possible solutions that address the root causes.

• Strengthen Tier 1 science instruction with hands on investigations and real world applications. • Increase academic vocabulary instruction to support comprehension of complex texts and test questions. • Integrate reading and writing strategies into science to improve written explanations and evidence-based responses. • Implement small group support for students struggling with content vocabulary and concept mastery. • Provide professional development on cross curricular connections between science, math, and ELA. • Increase use of Progress Learning data to identify standards needing reteach. • Expand STEM integration to build problem solving, creativity, and real-life skill application. • Support ESE and multilingual learners with scaffolds and structured note taking.

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

• Communication

• Provide updates on science standards and upcoming units. • Share student progress on science mastery in clear language. • Highlight STEM activities and classroom projects.

• Parent Training

• Host STEM family nights with hands on activities. • Provide strategies for supporting science vocabulary and reading comprehension. • Share simple at home science exploration ideas.

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

• School

- Live out our Mission of a relentless commitment to student success in school and in life.
- Uphold our values of purpose, passion, integrity, and grit.
- Keep our promise of Strong Minds and Good Hearts.
- Provide standards aligned science instruction with hands on learning opportunities.
- Use data to identify and reteach weak standards.
- Communicate science progress and expectations clearly.
- Provide STEM enrichment opportunities.

• Students

- Actively participate in investigations and discussions.
- Track science mastery using Green Dot folders.
- Complete science assignments and projects.
- Apply scientific thinking to real world situations.

• Parents

- Encourage curiosity and questioning at home.
- Support completion of science assignments and projects.
- Attend STEM events or review shared resources.
- Maintain communication with teachers regarding science progress.

• Staff Training

- Train teachers on communicating STEM goals and expectations clearly.
- Provide strategies for sharing student science projects with families.
- Offer guidance on building excitement around science learning.

• Accessibility

- Offer virtual and in person STEM events.
- Provide translated science vocabulary guides.
- Ensure events are accessible for families with disabilities.
- Offer flexible scheduling options for working families.

Social Studies

1. List prioritized needs statements.

To sustain Civics proficiency at 85% or higher on the EOC while reducing benchmark learning gaps by 20% or more.

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

The uneven alignment and integration of foundational civic skills and vocabulary across earlier grades, combined with inconsistent implementation of high-rigor instructional practices, creates skill gaps that persist into middle school Civics, requiring additional reteaching and support.

3. Share possible solutions that address the root causes.

• Maintain and strengthen structured Civics instruction to protect high proficiency levels • Continue dedicated research block support led by a history certified teacher • Increase use of primary sources, document analysis, and evidence based writing • Integrate vocabulary instruction focused on civic concepts and government terms • Use Progress Learning data to identify and reteach weak benchmarks • Expand discussion based instruction to build critical thinking and student voice • Provide structured writing practice aligned to Civics EOC expectations • Strengthen vertical alignment between middle school Civics and earlier grade social studies foundations

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

• Communication

• Share Civics proficiency data and celebrate high achievement • Provide updates on upcoming units and EOC preparation • Communicate importance of civic literacy and government understanding

• Parent Training

• Host Civics information night explaining EOC expectations • Provide strategies for discussing government and current events at home • Share vocabulary guides and writing expectations

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life.
- Uphold our values of purpose, passion, integrity, and grit.
- Keep our promise of Strong Minds and Good Hearts
- Provide rigorous, standards aligned Civics instruction
- Offer structured research block support and targeted reteach
- Communicate EOC expectations and student progress clearly
- Celebrate high proficiency and student achievement

- **Students**

- Actively participate in discussions and document analysis
- Track Civics mastery using Green Dot folders
- Complete written responses using evidence
- Prepare consistently for EOC benchmarks

- **Parents**

- Encourage discussion of government and current events
- Review study guides and vocabulary with students
- Support attendance and preparation for Civics assessments
- Maintain communication with teachers regarding progress

- **Staff Training**

- Train teachers on communicating EOC expectations clearly
- Provide strategies for sharing student writing samples with families
- Offer guidance on promoting civic engagement through family involvement

- **Accessibility**

- Offer virtual and in person Civics information sessions
- Provide translated vocabulary and study guides
- Ensure accessibility for families with disabilities
- Offer flexible meeting times for working families

Acceleration Success

1. List prioritized needs statements.

To sustain and grow acceleration pathways in math and science, at least 90% of students enrolled in Algebra, Geometry, and Biology must demonstrate proficiency (level 3 or higher) on relevant state assessments by the end of the 2026 -2027 school year.

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

- Lack the basic skills needed for advanced lessons
- Disengaged due to current pacing

3. Share possible solutions that address the root causes.

- Maintain strong enrollment in Biology, Algebra, and Geometry to sustain acceleration performance
- Identify students early who demonstrate readiness for advanced math and science coursework
- Provide targeted readiness support in 6th and 7th grade to prepare students for Algebra and Geometry
- Offer tutoring support for students currently enrolled in accelerated courses
- Strengthen vertical math alignment to ensure foundational skills are mastered before acceleration
- Provide structured lab support and vocabulary development for Biology
- Use benchmark and classroom data to monitor accelerated student performance closely

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

• Communication

- Clearly explain the expectations of Biology, Algebra, and Geometry
- Share data on student performance and growth in accelerated courses
- Provide clear pathways from middle school acceleration to high school credit benefits

• Parent Training

- Host sessions explaining Algebra and Geometry readiness skills
- Provide strategies for supporting study habits and time management
- Offer guidance on preparing for Biology labs and exams

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

- **School**

- Live out our Mission of a relentless commitment to student success in school and in life.
- Uphold our values of purpose, passion, integrity, and grit.
- Keep our promise of Strong Minds and Good Hearts
- Provide rigorous instruction in Biology, Algebra, and Geometry
- Offer tutoring and academic monitoring for accelerated students
- Communicate expectations and progress clearly
- Ensure alignment of foundational skills prior to enrollment

- **Students**

- Demonstrate responsibility and readiness for advanced coursework
- Maintain strong study habits and organization
- Seek support when concepts are challenging
- Track advanced standard mastery

- **Parents**

- Monitor grades and attendance consistently
- Encourage consistent study routines
- Attend informational meetings about acceleration
- Communicate with teachers regarding performance concerns

- **Staff Training**

- Train teachers on communicating high expectations clearly
- Provide tools for sharing progress updates with families of accelerated students
- Offer strategies for supporting students who struggle in advanced courses

- **Accessibility**

- Offer virtual and in person information sessions
- Provide translated materials explaining acceleration pathways
- Ensure accessibility for families with disabilities
- Offer flexible meeting times for working families

Action Step: Classroom Instruction

Plan for, provide, and support mastery of, differentiated and rigorous standards-based instruction within both whole-group and small-group (push-in and pull-out) settings.

Budget Total: \$211,471.00

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will tutor afterschool and Saturday for Reading, Math, Science and Civics - October, January and March/April	20	\$30.00	3	1	8	Certified	Original	\$14,400.00
Resource Teacher	K-8 Reading Interventionist: The K-8 ELA Interventionist will work with our lowest 25% student population, as well a other students who may need additional support for ELA standards.								
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Online subscription	Item					Quantity	Rate	Type	Total
	IXL will provide standards-aligned reading practice for students in grades K-8 to support skill development and improve student achievement.					1	\$11,250.00	Original	\$11,250.00
	Lexia Core5 will provide standards-aligned reading instruction for students in grades K-2 to support literacy development and improve student achievement.					1	\$29,130.00	Original	\$29,130.00
	Amira will provide adaptive reading instruction for students in grades K-5 to support literacy development and improve student achievement.					1	\$6,000.00	Original	\$6,000.00
	Edgenuity will provide standards-aligned instruction in reading, math, science, and social studies for students in grades 6-8 to support academic achievement.					1	\$7,450.00	Original	\$7,450.00

Acct Description	Description					
	Item	Quantity	Rate	Type	Total	
	Accelerated Learning (Math Nation) for grades 6-8 provides an online resource that helps students master middle and high school math with 24 hour access to high quality instructional videos, workbooks and collaborative learning tools.	1	\$750.00	Original	\$750.00	
	Flocabulary (Renaissance Learning) for grades K-8 provides engaging texts that support comprehension development through song and dance.	1	\$2,500.00	Original	\$2,500.00	
	Write Score 3-8 provides aligned assessments and are professionally scored to the official rubric for accurate and timely results. They also provide BEST based lesson plans for teachers.	1	\$7,123.00	Original	\$7,123.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper	13	\$46.99	General Supplies	Original	\$610.87
	Shipping	1	\$32.13	General Supplies	Original	\$32.13
	General Supplies for parent trainings (pens, markers, sharpeners)	1	\$1,190.00	General Supplies	Original	\$1,190.00

Action Step: Professional Learning

Provide multiple layers of teacher support and Professional Learning in the areas of best-practice instructional strategies, content knowledge, and data-driven instructional practices.

Budget Total: \$77,319.00

Acct Description	Description
Tch Res Staff Development	PD Staff Development (Curriculum Resource Teacher) will lead PLCs to provide instructional strategies, curriculum support, coaching, modeling, and data analysis, and will conduct classroom observations with feedback.

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: \$4,266.00

Acct Description	Description					
Enrichment Contracts	Item				Quantity	Rate
					Type	Total
	Cox Science Center will provide a family engagement STEM Night training on October 15 to support hands-on science learning and family involvement.				1	\$550.00
Supplies	Item				Quantity	Rate
					Supply Type	Type
					Total	
	Paper				20	\$46.99
					General Supplies	Original
	Ink				10	\$150.00
					General Supplies	Original

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	General Supplies for parent trainings (pens, markers, sharpeners)	1	\$1,276.20	General Supplies	Original	\$1,276.20

Mission Statement

1. Mission Statement

At Renaissance Charter School at Central Palm, our mission is to inspire future leaders by fostering an environment that challenges students academically and encourages critical thinking. We are dedicated to nurturing problem-solving skills and promoting innovation, empowering our students to excel in a rapidly changing world. RCCP strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening school, family and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Name	Title
Dr. Stephanie Hunte	Principal
Janet Lewis	Assistant Principal
Michael Wells	Dean of Students
Shauna Daniels	Curriculum Resource Teacher
Edmonde Marcelon	Curriculum Resource Teacher

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

Stakeholders representing parents, teachers, school leaders, instructional support personnel, community members, and other applicable groups are provided meaningful opportunities to participate in the development, review, and monitoring of the School Improvement Plan (SIP) and Title I programs. The school ensures that stakeholder involvement aligns with federal Title I requirements, Florida Department of Education expectations, and the school's commitment to collaborative decision-making focused on improving student achievement. At the beginning of each school year, the school communicates opportunities for stakeholder participation through multiple methods including parent meetings, school newsletters, email communication, school website postings, phone notifications, and faculty meetings. Information is provided in a language and format that is understandable and accessible to families and community members whenever practicable. Parent representatives are selected through an open nomination and volunteer process during the annual Title I meeting and other family engagement events. Parents may self-nominate or be recommended by other stakeholders. Efforts are made to ensure representation reflects the diverse demographics and programs within the school community, including families of English Language Learners, students with disabilities, economically disadvantaged students, and migrant or homeless students when applicable. If the number of nominees exceeds available positions, parent representatives are elected by parents through a vote conducted during a parent meeting or electronically through a secure survey process. Instructional staff representatives are selected through faculty nominations and elections held during staff meetings or professional learning community meetings. Teachers from various grade levels, departments, and specialized programs are encouraged to participate to ensure broad instructional representation. Instructional support personnel and school-based staff members may also volunteer or be nominated to serve based on their role and expertise. Community stakeholders and business partners are identified through existing school partnerships, community outreach efforts, and recommendations from school leadership and stakeholders. These members are invited to participate based on their ability to support school improvement efforts, student achievement, and family engagement initiatives. The school leadership team oversees the stakeholder selection and election process to ensure transparency, equitable participation, and compliance with Title I requirements. Membership is reviewed annually to ensure balanced stakeholder representation and continued alignment with school improvement priorities. Meeting agendas, sign-in sheets, minutes, and stakeholder feedback documentation are maintained as evidence of meaningful consultation and participation in the planning and decision-making process. All stakeholders are encouraged to provide ongoing input regarding school improvement goals, academic programs, family engagement activities, and the effectiveness of Title I services. Feedback is collected through meetings, surveys, focus groups, and electronic communication throughout the school year to support continuous improvement and shared accountability for student success.

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 actively involved in the joint development, review, and ongoing monitoring of the School Improvement Plan (SIP) through a collaborative process that includes families, students, teachers, school leaders, support staff, and community partners. Central Palm believes that meaningful stakeholder engagement strengthens schoolwide decision-making and supports improved academic and social-emotional outcomes for all students. At the beginning of the school year, families and community stakeholders will be invited to participate in multiple engagement opportunities designed to gather input, review schoolwide data, and provide feedback on school priorities, academic goals, family engagement activities, and student support systems. Information regarding meetings and events will be communicated through school newsletters, flyers, email communication, phone messaging systems, social media, and the school website to ensure accessibility for all stakeholders. Stakeholder involvement opportunities for the 2025-2026 school year include: Middle School Night and Ethos AI Presentation – September 10, 2025 Curriculum Night – September 16, 2025 Welcome Back Bash – September 19, 2025, from 10:00 a.m. to 2:00 p.m. School Advisory Council (SAC) Meeting #1 – September 23, 2025, at 5:00 p.m. Annual Title I Meeting – September 23, 2025, at 5:30 p.m. Family Story Night – October 30, 2025 During these events, families and stakeholders will have opportunities to review academic and climate data, learn about schoolwide instructional priorities, provide feedback on proposed improvement strategies, and collaborate with school leaders and teachers regarding student achievement goals. The Annual Title I Meeting will provide families with information regarding Title I programs, parent rights, schoolwide supports, and opportunities for ongoing involvement in the SIP process. SAC meetings will serve as a formal structure for stakeholder collaboration and shared decision-making related to school improvement initiatives and resource allocation. Teachers, instructional staff, and school leaders will participate in collaborative planning sessions, leadership meetings, professional learning communities, and data review cycles throughout the year to monitor progress toward SIP goals and recommend adjustments based on student performance data and stakeholder feedback. Input from stakeholders will also be collected through surveys, electronic forms, discussions, and meeting feedback to ensure continuous improvement and meaningful consultation. The School Improvement Plan will remain accessible on the school website and will be reviewed periodically throughout the school year to ensure transparency, accountability, and ongoing stakeholder participation in supporting student success.

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

Families, teachers, school leaders, and community stakeholders will review student achievement data and discuss barriers to engagement, academic support needs, and effective strategies for strengthening the home-school connection. Based on stakeholder feedback, Title I funds will support family engagement activities, parent trainings, academic resources, communication tools, and events designed to increase family involvement in student learning and academic success. Input gathered from stakeholders will continue to guide the planning, implementation, and evaluation of parent and family engagement activities to ensure they meet the needs of the school community and align with federal Title I requirements.

Name	Title
Dr. Stephanie Hunte	Prinicpal
Janet Lewis	Assistant Principal
Michael Wells	Dean of Students
Shauna Daniels	Curriculum Resource Teacher
Edmonde Marcelon	Curriculum Resource Teacher

Annual Parent Meeting

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

Families are invited to attend a meeting at the beginning of each school year to learn more about our schoolwide Title I Program and the requirements of Title I. Our meeting will be in the school cafeteria on Sept. 24, 2026 at 5:00p.m. We will discuss our Title I status, our SWP, the PFEP, and parent compact. We will also discuss the data used to prepare the CNA.

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

Based on parent feedback, our communication will include, but is not limited to, Talking Points, School Messenger (email, text, phone), Weekly Parent Update (email), school social media, school calendar, school website, Schoology page, school calendar, flyers sent home with scholars, etc. We will keep the communication between the home and school open and ongoing.

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

Invitations, PowerPoint, SWP, PFEP, Compact, and technology will be prepared.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Hands-On, Minds-On: Strategies That Deepen Learning and Comprehension

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

Staff will learn to implement hands-on activities to reinforce classroom instruction and strengthen student comprehension. Through this training, staff will develop the skills to clearly communicate learning goals in family-friendly language, model easy-to-use hands-on strategies, and provide step-by-step guidance that allows families to support learning without reteaching content. Staff will also learn how to use consistent communication tools—such as newsletters, Talking Points, LiveSchool, email, or take-home materials—to engage families equitably and build confidence in their role as learning partners. This approach strengthens the school-home connection, reinforces instructional alignment, and supports purposeful family engagement.

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

The expected impact of this training is that 90 percent of families will increase family confidence, consistency, and participation in supporting student learning. Families will have a clearer understanding of instructional goals and practical, hands-on strategies they can use at home, which reduces uncertainty and increases meaningful involvement. As communication becomes more purposeful and accessible, families are more likely to engage regularly, reinforce learning expectations, and partner with teachers in supporting student comprehension.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of family communication (newsletters, emails, Talking Points messages, or flyers) and take-home learning materials or toolkits used with families, along with photos or documentation (when appropriate and compliant with school guidelines) that clearly explain learning goals and provide hands-on activities for home use showing materials prepared or distributed. In addition, teachers may provide a brief reflection or implementation log describing how families were engaged and how the strategy supported student comprehension.

- **Month of Training**

September

- **Responsible Person(s)**

Shauna Daniels and Stephanie Hunte

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Culturally Responsive Family Partnerships that Elevate Student Success

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

Staff will learn practical strategies to build meaningful, two-way partnerships with families that directly support student learning and development. Staff will learn to implement a communication approach that affirms student strengths, aligns academic goals with family priorities, and establishes clear, shared next steps. The training will also develop staff skills in facilitating culturally responsive goal-setting conferences that center student voice, honor family perspectives, and connect academic data to simple, effective home-based supports. In addition, staff will practice using consistent feedback and engagement routines to listen to families, adapt communication methods, and track family partnership efforts.

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

90 percent of families will experience more respectful, purposeful interactions that honor their perspectives and clearly connect engagement efforts to student learning goals. As a result, family communication will shift from reactive to proactive, with clearer expectations, stronger home-school alignment, and increased family confidence in supporting their child's academic and behavioral growth. This strengthened partnership directly supports improved student attendance, academic progress, and positive behavior.

- What will teachers submit as evidence of implementation?

Teachers will submit documentation of family communications that reflect two-way engagement, such as call logs, emails, or messaging platform records that highlight shared goals and next steps. Teachers may also submit completed family conference or goal-setting templates that show how student data and family input were used to support academic or behavioral growth. Additional evidence can include family feedback artifacts, home-school learning resources shared with families, and brief reflective summaries describing how family engagement informed instructional decisions.

- Month of Training

October

- Responsible Person(s)

Janet Lewis

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

"Partnering for Student Greatness: Understanding AI, Academic Acceleration, and Classroom Technology"

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

Parents will learn practical strategies and tools they can use at home to support student achievement in advanced coursework and state-tested subjects. During the session, families will receive an introduction to the CSUSA AI platform, Ethos, and how it can be used appropriately to strengthen student learning, organization, and study habits. Parents will explore ways Ethos can support students enrolled in EOC-tested courses such as Civics, Algebra, Geometry, and Biology by helping students review concepts, generate study questions, practice vocabulary, organize notes, and receive guided academic support outside of school hours. Emphasis will be placed on responsible and academic use of AI as a learning support tool rather than a replacement for independent thinking. Families will also learn about the AVID elective and the WICOR learning framework, which focuses on Writing, Inquiry, Collaboration, Organization, and Reading strategies that students can apply across all content areas. Parents will be shown ways to reinforce organization, note-taking, time management, and academic conversations at home. In addition, the meeting will provide an overview of the Cambridge accelerated ELA course offerings, including how rigorous reading, writing, and critical-thinking expectations prepare students for college and career readiness.

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

Parents will be provided an opportunity to explore the dashboard of CSUSA's ETHOS AI program to see how the platform reports students' engagement with the AI tool, including the prompts and generated responses.

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

The ETHOS AI tool provides students opportunities to create study material, such as flashcards, centered on the instructional standards for offered EOC courses. Through the parent dashboard, parents can support students with leveraging the components of the tool to aid in their achievement in the EOC courses.

- Date of Training

September 10, 2026

- Responsible Person(s)

Edmonde Marcelon and Shauna Davis

- **Resources and Materials**

CSUSA Ethos AI Platform demonstration and parent access information Student Chromebook devices and internet-connected presentation technology PowerPoint presentation covering AI usage, AVID/WICOR strategies, and Cambridge coursework Parent handouts explaining responsible AI use and digital citizenship Sample EOC study supports for Civics, Algebra, Geometry, and Biology AVID WICOR strategy guides and note-taking examples Cambridge program overview materials and course progression information Parent resource packet with study tips, academic support strategies, and school contacts QR codes and links to CSUSA-approved instructional technology resources School curriculum guides and EOC assessment information Translation support materials for multilingual families as needed Family feedback survey to collect parent questions and input following the session

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

\$250

3. Parent and Family Capacity Building Training #2

- **Name of Training**

What Students Need to Know in Math: Building Fluency & Number Sense Aligned to Grade-Level Standards

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

This workshop helps families understand the essential math skills students are expected to master at each grade level, with a focus on number sense and math fluency. Parents will learn how these foundational skills—such as understanding numbers, place value, and basic operations—support problem-solving and long-term math success.

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

Families will participate in interactive math stations that model the same hands-on strategies students use in the classroom to build number sense and fluency. Parents will engage in activities such as number talks, place value games, fact fluency practice, and problem-solving tasks aligned to grade-level standards. Facilitators will guide families through the use of manipulatives, visual models, and real-world math scenarios so they can experience how conceptual understanding develops alongside procedural fluency. Participants will also practice simple at-home routines and games designed to strengthen confidence, accuracy, and mathematical thinking while supporting student success in school and in life.

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

The expected impact of this training is increased student confidence, fluency, and accuracy in mathematics through stronger family understanding and support of grade-level learning expectations. When families understand how number sense, place value, and basic operations connect to problem-solving, they are better equipped to reinforce classroom learning at home in meaningful ways. As a result, students are expected to demonstrate improved mathematical reasoning, stronger foundational skills, and greater readiness for grade-level standards and assessments. Consistent support between school and home can also increase student engagement, persistence, and positive attitudes toward math, helping build the Strong Minds and Good Hearts needed for long-term academic success.

- Date of Training

January 2027

5. Parent and Family Capacity Building Training #3

- Name of Training

Reading Beyond the Words: Tools Parents Can Use to Build Comprehension & Vocabulary

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

In this interactive workshop, parents will learn simple, research-based reading strategies they can use at home to strengthen their child's reading comprehension and vocabulary.

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

Families will learn how to ask high-impact comprehension questions before, during, and after reading, and explore easy ways to build vocabulary through context clues, word conversations, and daily reading habits. Parents will leave with ready-to-use tools, sample questions, and a short at-home reading plan to confidently support their child's reading success.

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

This training is expected to positively impact student achievement by strengthening the connection between home and school literacy support. As parents implement research-based reading strategies at home, students will receive more consistent practice with comprehension and vocabulary development beyond the classroom setting. By using high-impact questioning techniques before, during, and after reading, families will help students think more deeply about texts, improve critical thinking skills, and increase reading comprehension. The focus on vocabulary development through context clues, discussion, and daily reading routines will also expand students' academic language and overall reading fluency. As a result, students are expected to demonstrate improved comprehension, stronger vocabulary retention, increased confidence in reading, and greater engagement with grade-level texts. Over time, these gains can contribute to higher performance on classroom assessments, literacy benchmarks, and overall academic achievement across content areas.

- Date of Training

March 2027

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

Safe Schools

- Describe how agency/organization supports families.

Through their support of education, Safe Schools realizes the importance of a safe and supportive school climate. Department emphasis is to provide behavioral and emotional supports for students and families to ensure success. Student Code of Conduct, PBS, and SEL are services provided to support success for safe and supportive school climate.

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

- Family engagement event agendas, sign-in sheets, and communication flyers - Counseling and student support referral processes and resources - Student Code of Conduct handbook and parent acknowledgment forms

- Frequency

Annual

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

- Name of Agency

Home Depot

- Describe how agency/organization supports families.

Through their support of education, Home Depot will promote hands-on DIY activities families can do together that build math, reading, engineering, and problem-solving skills during family STEM Night by providing resources.

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

Flyer and/or thank you letter.

- Frequency

Annual

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

- Name of Agency

Palm Beach County School District High Schools

- Describe how agency/organization supports families.

Through their support of education, choice program coordinators present to our families/school to inform scholars of future success programs for high school.

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

Virtual meeting (see attached for calendar invite to virtual sessions)

- Frequency

Annual

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

Based on parent input, we will communicate in many ways, included but not limited to, Schoology page, school calendar, school webpage, the marquee, and school messenger email/text/phone, school administration, flyers sent home with students, and Title I Parent Liaison. We will keep the communication between the home and school open and ongoing.

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

1) Copy of the flyer that was sent to families along with the School Messenger Report of distribution with the date stamp 2) School website screenshots/archives with Title I information posted in parent-friendly language 3) Copy of Family Newsletters with list of upcoming events indicating date and time

- Description

During our Title I Annual Meeting, school data will be discussed. Parents will be informed about the goals for each grade level and subject areas to reach our ultimate goal of an A. Grade-level standards and proficiency levels will be discussed as well.

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

Agenda and meeting notes.

- Description

Central Palm's Grade level Curriculum Night PPT informs parents of the various assessments that are used to measure student progress. During Parent-Teacher conferences, discussions surrounding data and assessments take place.

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

PPT, Conference notes (names blacked out), email communications

- Description

During parent-teacher conferences, ESE meetings, Title I parent trainings, etc., parent input will be discussed.

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

Conference notes (names blacked out), IEP meeting notes

- Description

If parents cannot attend F2F, we will permit limited virtual meeting opportunities.

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

Agenda, minutes, attendance, meeting schedule

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

We provide information and services in a welcoming environment with accommodations for families to decrease barriers and increase their participation in school events and in their child's education. Translators are provided for meetings when needed (Creole and/or Spanish).

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

PFEP/Parent Compact with translations, translator log

- Description

The school is designed with wheelchair accessibility ramps, as well as handicap parking spaces.

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

Photos

- Description

We have a designated staff member who will support migrant families. We communicate to these families through different channels to ensure that they understand how to support their scholars. Resources provided to them are Palm Beach County Farmworker Program, Refugee Pre-Employment Program, Farmworker Coordinating Council, call 211, and/or findhelp.org, which provides families with employment, housing, food, and financial assistance (available in all languages).

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

<https://www.palmbeachschools.org/cms/one.aspx?portalId=270616&pageId=8264321>; sample of support provided

- Description

We have a designated staff member who is the homeless liaison. When communication is had regarding a family that is homeless, we will support accordingly with the following resources McKinney-Vento Program, 211palmbeach.org, call 211, and/or findhelp.org, which provides families with housing, food, and financial assistance (available in all languages).

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

List of resource agencies, sample of support provided

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

This year, we remain committed to fostering a strong sense of community and culture within our school, with a continued focus on nurturing the whole child. Our on-site Student Services Coordinator offers both individual and group sessions tailored to students' needs. Topics addressed include anger management, self-esteem building, bullying prevention, and the development of social skills. To further support our students, we have contracted Mental Health Therapists who are available on campus daily to provide services for those referred for additional support. Additionally, we will maintain our use of the Leader in Me curriculum, which equips students with essential skills, attitudes, and mindsets to thrive both in school and in life. Our Discipline Committee, composed of teachers across grade levels and support staff, meets regularly to assess student needs and develop strategies for improved support. We will also host a Parent Night focused on bullying awareness—providing families with tools to recognize signs of bullying and guidance on how to respond if they suspect their child is affected. Our PBIS (Positive Behavioral Interventions and Supports) program continues to offer incentives for all students. Positive behavior is rewarded through the Ron Clark App, aligned with our school's expectations for academic and social success. Students can redeem their earned points at the School Store or participate in special school-wide events.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

To ensure effective support for all students, weekly meetings are held with the leadership team—including the Principal, Assistant Principal, Curriculum Resource Teachers (CRTs), SBT Leader, ESE Director, and ESOL Director. These meetings focus on student tiering, intervention strategies, and refining support processes. The SBT Leader facilitates each session by guiding the team through current student data and documenting meeting notes. This data-driven approach helps ensure that interventions are targeted and responsive to student needs. Student progress is monitored through weekly progress logs, submitted by homeroom teachers. These logs provide valuable insights into each student's growth and help inform decisions about ongoing support and tier placement.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Our school is dedicated to providing a well-rounded education that nurtures academic achievement, global awareness, and critical thinking. This is accomplished through a rigorous curriculum and intentional instructional planning. Weekly grade-level and subject-area meetings allow teachers to collaborate and reflect on their progress with the curriculum map, ensuring consistency and alignment across classrooms. To extend learning beyond traditional instruction, project-based learning is encouraged monthly. Each month, teachers receive a theme designed to promote higher-order thinking and a global perspective, helping students connect classroom learning to real-world issues. As part of this initiative, we have integrated the Cambridge Global Perspectives program, which empowers students to explore global topics such as sustainability, identity, and conflict resolution. This curriculum fosters critical thinking, research skills, and collaborative learning, preparing students to become informed, reflective, and active global citizens and is incorporated into grade-level field trips for a more well-rounded educational experience. Together, these efforts ensure that our students receive a comprehensive education that supports both academic success and personal growth.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Our school is committed to preparing students for success beyond middle school by offering a variety of post-secondary readiness opportunities. Students have access to accelerated courses in Math and Science, including Algebra I, Geometry, and Biology. Upon successful completion of these courses and their corresponding End-of-Course (EOC) exams, students earn high school credits, giving them a head start on their academic journey. To support career and college readiness, we have implemented middle school courses where students have the opportunity to explore and engage with professionals from various fields. This helps students begin thinking about their future pathways and explore potential high school academies that align with their interests and goals. We also emphasize STEAM education across grade levels. A dedicated STEAM course is integrated into the elementary and middle school specials rotation, providing hands-on learning experiences that foster creativity, problem-solving, and innovation. These courses help build foundational skills in science, technology, engineering, and mathematics, encouraging students to think critically and explore real-world applications. Through these initiatives, we aim to equip students with the academic knowledge, career awareness, and technical skills needed to thrive in high school and beyond.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

For the 2026–2027 school year, our school opened two VPK classrooms to serve families in our community with an early learning experience. This opportunity allows students to begin integrating into the school culture at an early age while building meaningful relationships with staff and peers before entering kindergarten. To support a smooth transition from community early childhood education programs into elementary school, our school has developed a comprehensive transition plan that begins in January and continues through the start of the school year. From January through May, selected staff members visit nearby daycare centers and Head Start programs in the Lake Worth area to read to students and share informational flyers with families. These visits help establish early connections, introduce families to our school community, and build familiarity with the school environment. In April and May, families are invited to attend our Kindergarten Round-Up, an engaging event designed to help parents understand the skills and readiness needed for kindergarten success. This event also gives families the opportunity to meet staff members, ask questions, and learn more about expectations for the upcoming school year. Once students are enrolled, they are encouraged to participate in our Summer Bridge Program, which provides early exposure to kindergarten curriculum expectations and helps ease the transition into a more structured learning environment. To further support acclimation, we host Meet the Teacher two weeks before school begins, allowing students and families to visit the classroom, meet their teacher, and become familiar with their new surroundings. During the first week of school, kindergarten students follow a staggered start schedule. This approach allows parents to walk their children to class and helps students gradually adjust to school routines and expectations. Through this intentional, multi-step process, our school ensures that young learners and their families feel welcomed, supported, and prepared for a successful start to kindergarten.

Professional Learning

1. Professional Learning

Our school's professional learning plan is designed to support continuous growth and instructional excellence throughout the year. At the start of the school year, during Returning Teacher Orientation, educators participate in foundational trainings focused on effective teaching practices. In addition, differentiated group sessions are provided by grade level and subject area, allowing for targeted support aligned with instructional needs. Ongoing mentoring is available through the NEPP (New Educator Professional Program) and ESP (Educator Support Program), which help teachers demonstrate and refine their practice in alignment with the Florida Educator Accomplished Practices (FEAPs). Following administrative observations and feedback, teachers may be offered access to online workshops tailored to their individual growth areas. These workshops provide flexible, on-demand professional development to strengthen instructional strategies and classroom management. This multi-tiered approach ensures that all educators—whether new or experienced—receive the support and resources needed to thrive professionally and positively impact student learning.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Our school is committed to attracting and retaining high-quality educators who positively impact student achievement and school culture. To build a strong and diverse team, we actively engage in the following recruitment strategies: -Job Fairs to connect with qualified candidates. -Marketing Events that showcase our school's mission, culture, and opportunities. -Word-of-Mouth Referrals from current staff and community partners. - Internship Opportunities for pre-service teachers, creating a pipeline for future hires. We prioritize the professional growth and well-being of our educators through the following retention strategies: -Coaching Support, providing ongoing instructional feedback and development. -Mentoring Programs such as NEPP and ESP, which support both new and experienced teachers in demonstrating the Florida Educator Accomplished Practices (FEAPs). -Orientation Programs for both new and veteran teachers to ensure a strong start to the school year. -Monthly Team Bonding Events that foster collaboration, morale, and a positive work environment. -Parent and Family Engagement Events, which help build strong school-community relationships and reinforce teacher impact. -Through these comprehensive efforts, we aim to cultivate a supportive, growth-oriented environment where educators feel valued and empowered to succeed.