

Renaissance Charter School At West Palm Beach

1889 PALM BEACH LAKES BLVD, West Palm Beach, FL 33409

westpalmcharter.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	Yes	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D		

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The WEST Family is committed to providing a quality education that includes character development and academic excellence to produce successful lifelong learners.

Provide the school's vision statement

We believe that all children can develop as intellectual learners, function as good citizens, and become academically successful

"Have Purpose, Be Passionate, Display Integrity & Show Grit" - our values

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Renaissance at West Palm Beach utilizes Responsive Classroom to learn about students' culture and build relations among teachers and students. It is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. We also use Developmental Design which is another research based program that has middle school students practice seven key social-emotional skills every day: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control. Every day these two programs are used in a variety of ways. For example, in the morning each class on campus takes part in Morning Meeting or Advisory for 20 minutes where they discuss social characteristics, trends and goal setting.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Renaissance at West Palm Beach uses a few positive incentive approaches which encompass our R.I.S.E program. R.I.S.E stands for Responsible Action, Interact Respectfully, Safe Choices and Education First. Our scholars are taught this R.I.S.E concept each day through re-teaching, visuals and school wide initiatives. In the morning students are greeted as they exit their cars and come onto campus. Faculty are posted throughout the school to help with students getting to class, receiving breakfast and answering questions. During school students see visuals throughout talking about R.I.S.E to Excellence as well as they see and hear about it in class, during morning meeting and on the announcements. After school students are also walked to their cars and dismissed in a safe and orderly way. We also utilize HERO for our middle school scholars which is a positive behavioral/ academic program which focuses on accomplishments and responsibilities. Students earn scholar points in which they use to participate in school-wide events on a monthly basis.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Renaissance Charter school at West Palm Beach incorporates CHAMPs classroom management as well as the R.I.S.E to Excellence school-wide plan. Within the K-5 classrooms teachers also include Classroom Dojo which is a behavior management incentive program. Within the

6-8 classrooms teachers also include PLASCO-HERO which tracks students behaviors for both positive and negative. Trainings have been provided during pre-planning and through professional development in August and throughout the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has two full-time student service coordinators (middle/elementary) who pulls small groups relating to anger management, social skills, college readiness, etc. Students go through an Rti process for behavior where they are on a check-in, check-out program, have individual behavior plans or participate in a functional behavioral assessment. Renaissance at West Palm also has an ESE coordinator and two other highly qualified ESE teachers who over see all students with IEP's and 504 plans. There is also a speech and language pathologist who pulls students for language or speech therapy. Renaissance at West Palm has an ESOL coordinator who works with all the ESOL students and provides strategies to teachers so they can be efficient in the classrooms with their ESOL students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Tardies - 5 tardies are equivalent to 1 unexcused absence. Follow the steps below for students who are

habitually tardy. - 5 tardies / 10 tardies within a one month period:

- Write a note in the student's agenda notifying the parent(s) that 5 tardies = 1 absence (10 = 2 absences).
 - Document each contact made.
- 15 tardies within a one month period:
- Follow the steps below for absences

Absences

Procedures: Parents and guardians are responsible for notifying the school when a child will be absent

and informing the school of the reason of the absence within 24 hours of the absence.

- Parent(s)/guardian(s) may send a note explaining the reasons for the absences the day a student returns; this note will need to be submitted to the front office attendance clerk
- Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades

3 absences within one month:

- Teachers are to call the parent and explain the attendance procedures above.
- Document the conversation and the reasons the parent gave for the student's absences.

5 absences within one month:

- Teachers are to call the parent and explain the attendance procedures above as well as the next steps if the student continues to be absent.
- Document the conversation and the reasons the parent gave for the student's absences.
- Notify the Dean/Counselor of the student's attendance issues. Give him a copy of your documented phone calls to the parent re: unexcused absences. Letter (Sample #2) will be sent home.
- The Student Truancy Attendance Agreement will be signed (PBSD 2224) will be signed.
- Interventions will be put in place to assist with absenteeism.

10 absences within three months:

- Teachers notify the Dean/Counselor that the student's attendance issue has progressed to 10 absences.
- A referral to the School Based Team will be made and set a conference with the parent (Letter Sample #3; documented on form PBSD 2228). Interventions will be set by the SBT.

15 absences within three months:

- Teachers notify the Dean/Counselor that the student's attendance issue has progressed to 15 absences.

- Agencies will be contacted to help with student Truancy (Urban League, CINS/FINS, DCF)

Suspensions: Parents are notified and must attend a conference with administration and the teachers before returning to school. At this meeting a document is formed between the student, teachers and parents of the expectations in class and how the student can reach these expectations. The Counselor and Dean are also present to provide input and create an individualized behavior plan.

All students who fail ELA, Science, S.S. or Math must participate in course recovery through PLATO. They are monitored by the student services coordinator and subject area teachers. Any student with a level 1 or level 2 on the state assessment is scheduled in intensive classrooms and must also attend mandatory tutoring after school three days a week for 90 minutes and Saturday Success Academy for 3 hours to get additional help in either Reading, Math or Science.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	Total
Attendance below 90 percent	9	7	14	13	8	9	3	12	13	88
One or more suspensions	10	9	12	12	14	11	19	18	15	120
Course failure in ELA or Math	1	2	1	0	3	4	34	34	30	109
Level 1 on statewide assessment	0	0	0	36	16	18	15	22	1	108

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	Total
Students exhibiting two or more indicators	1	2	1	2	3	4	13	16	15	57

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For students below 90% attendance rates, parents will be contacted and home visits taking place to help with transportation issues. Incorporating a truancy policy which is reflected in the discipline plan which is shared with all parents. Hand-sanitizers were installed in the cafeteria for students to use while in the food line so they can wash hands before eating to cut down on sick days. An additional sick bed was purchased to help with proper care when a child is ill.

For students with one or more suspensions, they will be provided group counseling and Rti for behavior once the infraction that occurs is discussed. Responsive classroom and Developmental Design will also be strategically placed in the bell schedule to help with cooperative grouping and social skills.

Students with a level 1 or level 2 or have failed any prior classes will be provided triple III time and intensive classes to increase their instructional minutes. They will also be provided with extended day after school for 90 minutes, three days a week and Saturday Success Academy for 3 hours. Scholars who have been identified as reading below grade level based on benchmark assessments will be provided with small group pull-out instruction overseen by highly qualified teachers. They will use the intervention kits of Fountas and Pinell.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The following are targets for the FY13-14 school year: Involve families and the community in decision making policies and planning thru the PTO, strategic planning committee and provide increased parent professional development

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Parent-Teacher Committee and Administration reach out to local entities to help with school culture and academic excellence at Renaissance at West Palm Beach. Some local partners include the US Attorneys office, Urban League, Whole Foods, Chipotle, , W.A.T.C.H Dogs, Dominoes, Teen Outreach program, Bank of America, Duffys, Salvation Army and the Boys and Girls Club. Each partnership is unique in the way of supporting the school, for example Bank of America has representative that come to the school to teach our students about savings accounts and work with our math department to create lessons involving decimals, percentages, etc. Whole Foods sends representatives to our parent nights to teach our families about healthy eating and budgeting.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lupton, Michael	Principal
Miller, Neil	Dean
Samuels, Katrina	Assistant Principal
Rodriguez, Caroleen	Instructional Coach
Edgar, Christine	Instructional Coach
Swiggum, Erin	Instructional Coach
King, Nadia	Teacher, ESE
Haiko, Ken	Other
Laguerre, Sherly	Guidance Counselor
Schettini, Christine	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: The role of the principal is to be energetic, aware and knowledgeable of all the occurrences within the school. Be open with communication, input and provide feedback to all stakeholders. Some responsibilities include the school budget, school compliance, state and district reporting, board meeting facilitation, providing professional development and supporting teachers, strategic planning and team lead support.

Assistant Principal: Oversees testing, school compliance, teacher walk throughs, scheduling, data chat meetings, ESP and participates in weekly administrative meetings.

Instructional Coaches: Over see lesson planning, professional development, data analysis, writing prompts, teacher walk-throughs, Curriculum support, models lessons, interventions, pull out groups, pacing guides, curriculum maps, instructional focus plans

ESE teacher: facilitates RTI meetings, develops plans for interventions, assists with data collections, supports the implementation of Tier 1,2,3 interventions

Student Services Coordinator: provides behavior Rti support, implements responsive classroom and developmental design, creates small group counseling sessions and has an outreach for outside school support

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team assesses the students prior year data as well as their pre-assessment data through NWEA benchmark assessments in reading, math and science. Students who are level 1's and 2's as well though below the 50th percentile on benchmarks are than targeted for pull-out groups and extended day. Reading Running Records and FLKRS are also others measures for academic success. The School based team meets on a weekly basis to review weekly data and discuss overall implementation of the Rti plan. Rti data binders are reviewed along with weekly observations of teachers and students and student data for students who performed below proficiency in 2014-15 or are predicting to score below proficiency. The school leadership team first meets at the Data Summit in July where the previous years data is reviewed and actions decided upon by the stakeholders. The team also participates in professional development to ensure that WEST is using the most effective strategies to help students catch up their desired grade level. Tier I instructional resources include Wonders, Envision, Time for Kids and Science Fusion.

Title I part A - Renaissance at West Palm Beach received \$248,708.56 this year and is allocating the majority of the money to fund two resource teachers, a curriculum coach and part time hourly salaries for tutorial teachers. The funds are also being spent on Staff development through responsive classroom and developmental design as well as professional development supplies. Additionally there is funds for family involvement which are being spent towards parent trainings, supplies, food and stipends for teachers administering the trainings.

Title I part C - When eligible migrant students are identified in school Renaissance charter school will coordinate with the district for possible services.

Title II - Participates in title II, by the Renaissance Charter school at West Palm beach allowing our teachers to participate in district professional developments through-out the year. Teachers sign in through palmbeachschools.org/charter to enroll in district PDs.

Title III - Renaissance at West Palm beach has an ESOL coordinator who communicates with the district ESOL coordinator to ensure compliance

Title X - When eligible homeless students are identified in school Renaissance charter school will coordinate with the district for possible services. (contact is Beth Lefler)

Urban League - They help our school and counselor with resources for students and parents. They participate in parent night meetings and provide mentors for our small group counseling sessions.

Salvation Army - They provide our students with a gymnasium for afterschool activities as well as provide many of our students from low social economical areas with free backpacks and school materials. During the holidays they will also be reaching out to our families to provide canned goods and presents.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Lupton	Principal
Frank DeMaria	Teacher
Michelle Rock	Teacher
Sherly Laguerre	Education Support Employee
Angelica Sweeney	Parent
Pauline Lawson	Parent
Oshuntokie Mitchell	Parent
James Senicola	Teacher
Savanah Sweeney	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC Committee reviewed the SIP from last year and made adjustments based on end of year data and school needs. They reviewed parent, student and staff survey data as well as NWEA benchmark assessments, and QUEST visits which are conducted by our Support Center.

Development of this school improvement plan

During July of 2015, teachers, parents and local stakeholders were invited to participate in the annual Data Summit where a strategic plan was discussed and goals were created for the 2015-16 school year. The members involved discussed areas of the SIP, from Reading to Math to EWS to STEM to title I. The group brainstormed ideas and a vision for the school in which Renaissance at West Palm Beach is now going in the right direction.

Preparation of the school's annual budget and plan

School budget is available upon request.
 Title I has allocated \$248,708.56 to Renaissance Charter School at West Palm Beach.
 The SAC was involved in the planning of the budget by meeting in the summer during the annual data chat to review FCAT/FSA scores, NWEA benchmark results, parent, student and staff surveys, discipline data and attendance data. It was than determined how the funds were going to be spent to support the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

FY15 Title I allocations were spent. Reimbursement documentation are kept at the district level.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lupton, Michael	Principal
Edgar, Christine	Instructional Coach
Swiggum, Erin	Instructional Coach
Samuels, Katrina	Assistant Principal
Rodriguez, Caroleen	Instructional Coach
Laguerre, Sherly	Guidance Counselor
Miller, Neil	Dean
Schettini, Christine	Other
King, Nadia	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will increase school wide literacy across all content areas. They will ensure the implementation of approved research based reading programs by meeting with Curriculum specialists weekly to consider student assessment data and discuss classroom observation data. They will also talk about professional development needs and analyze instructional focus plan results and common monthly assessments. The team will provide support and guidance in the area of curriculum and instruction by reviewing lesson plans, developing leaders, and evaluating school core content standards. They will also implement progress monitoring through personalized learning plans and involve research based reading strategies and skills. The team will meet once a month to review school wide data and evaluate Tier I instruction and review progress monitoring data at each grade level and classroom level to determine where support is needed. Data will be used from NWEA benchmarks, FAIR, I-station, readingplus and common monthly assessments to determine tier II and tier III students. These students will then create a progress monitoring plan(PMP) for the year which will be monitored by the teacher, parent and administration.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At the beginning of the year Renaissance at West Palm Charter has a New teacher Induction for 3 days and then has a Returning Teacher Orientation for 7 days which focuses on collaboration among departments or grade level teams. Teams get together to do lesson plans, create instructional focus plans, create uniformed discipline plans, analyze prior years data and set up University/College theme based classrooms. During the year there is numerous Professional developments and faculty meetings where teachers are recognized for the exceptional work they are doing. They also received incentives

through the WEST teacher incentive program where they receive Lupton Loonies and Samuels denarios and they can "cash in" for certain items. Renaissance at West Palm Beach also has weekly Data chats with our teams where we review certain instructional items and analyze data and student progress. There are also 9 committees throughout the school that meet bi-weekly. They include the Sunshine committee, Book Club, Grants committee, School design and developmental committee, etc.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Vacancies are posted in the company's website along with sources web sources, college career portals, the state's job boards etc. There are annual job fairs in the Palm Beach area for principals to screen potential candidates. We have a mentor teacher coordinator who is responsible for working with our new teachers and that is our Dean. New teachers are paired up with mentor teachers through the ESP process. Our school will strive to hire certified highly qualified staff in compliance with ESEA law. There is also two Reading Curriculum Resource teachers that provide support to teachers on a daily basis. Additionally we have a curriculum specialist who is from the support center office and meets with the CRTs on a weekly basis. Renaissance at West Palm Beach also has a Math Coach who supports K-8 Math teachers with instructional strategies and curriculum resources. These curriculum resource teachers are also responsible for conducting professional development to support high quality instructional practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Renaissance at West Palm Beach we implement a teacher mentoring program which is ongoing throughout the school year. We include peer to peer walk-throughs, monthly meetings and our mentoring partner support system. teachers are encouraged to observe their peers during planning time, or lunch to see best practices in other classrooms. This way they can incorporate new ideas as well as provide important feedback to the observed teacher. There are monthly TLC (ESP) meetings for new teachers and our mentoring support system is a planned buddy program where teachers are paired up based on areas of need and strengths. The rationale for the pairings is that the mentor teachers have been successful teaching our students in the content are of the assigned mentee.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Renaissance at West Palm Beach communicates with the Support Center and its Curriculum Specialists to order the correct material that has been approved. The education team reviews all resources and materials and provides approval to the schools on what they can order. The curriculum is research by the Support Center and only those that are approved by the state and show best practices are chosen. The curriculum utilized at West Palm Beach is Wonders, Envision, Time for Kids, Science Fusion, Readinplus, I-station, Think-through math, journeys, Wonderworks, I-science, fusion science, math connects and ELA collections.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Renaissance at West Palm beach utilizes NWEA benchmark assessments to assess its students throughout the year. These benchmark assessments are computer based and individualized based on the students responses. Teachers than have weekly data chats to analyze the data and create small groups to focus on instructional needs. Students below proficiency are also identified and than pulled for small group throughout the day. A research based intervention program is used by a certified teacher when pulling these small groups. I-Station is another program which differentiates instruction and the students are assessed through I-station on a monthly basis. Home learning activities through Reading and Math are also differentiated based on the students progress towards mastery in class.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,600

Students who are level 1 or 2 or are reading below proficiency based on the NWEA benchmark assessment are required to attend Extended Day. This will occur 3 times a week for 120 minutes from October 2015 through the beginning of April 2016. Students will receive instruction in vocabulary, fluency and comprehension through Florida Ready, Progress, Journeys, V-Math, Voyager, Readingplus and I-Station, all of which are research based intervention programs.

Strategy Rationale

Research has shown that students need a vast amount of additional minutes for catch-up growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lupton, Michael, michael.lupton@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected monthly to assess the students progress. It will be determined through readingplus reports, I-station analysis and adventure checkpoints in Journeys. Attendance will also be monitored to ensure high participation rates. Scholars will be reassessed after each benchmark assessment to target their area of need during extended day.

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday Success Academy will be provided once a week from January through May for 3 hours a day. The instructional focus will be in Reading, Math and Science. teachers will create lesson plans based on NWEA benchmark analysis as to what is the area of weakness for each grade level. They will review the curriculum maps and create a plan of action to help students learn testing strategies on the computer as well as targeted reading skills.

Strategy Rationale

Research has shown that students need a vast amount of additional minutes for catch-up growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lupton, Michael, michael.lupton@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Common Monthly Assessments will help us determine if the instruction is beneficial and if students are progressing on the targeted skill.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

During the summer of 2015 incoming kindergarten students and parents were invited to Transition sessions three times. At each session we discussed the content the students will be learning as well as the Florida Standards each child needs to master to show proficiency. There were also kindergarten pre-screenings after the child was already enrolled to assess the level at which the child was on coming into school. Once the local vpk programs are identified, there will be outreach to them to provide field trips to our school to see how students behave and interact in kindergarten. For our 8th grade students we will be holding High School Nights where the local high schools will be invited to our school to present to our parents. We will discuss the transition to high school as well as the academic and behavioral expectations. Our scholars will also be able to go on high school and college field trips to learn about higher education.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Renaissance Charter School at West Palm Beach sets a high expectation for rigorous instruction, consistent and high impact PD programs and robust parent engagement then the proficiency will increase in reading by 7%, math by 5% and science by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Renaissance Charter School at West Palm Beach sets a high expectation for rigorous instruction, consistent and high impact PD programs and robust parent engagement then the proficiency will increase in reading by 7%, math by 5% and science by 5%. 1a

G060496

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	65.0
Math Gains District Assessment	65.0
Science Proficiency District Assessment	50.0

Resources Available to Support the Goal 2

- Title I supplemental funds
- FTE
- Wonders, Collections, Envision, Voyager, Readingplus, I-station

Targeted Barriers to Achieving the Goal 3

- Students already behind grade level in reading and math that need catch up growth
- Lack of parent support at home towards the child's academics
- More opportunity for small group pull-out for students to learn the skills that haven't been addressed in prior years.
- Students have a history of low performance and need targeted instruction
- Decrease truancy and minimize suspensions by providing character education
- General education teachers and Special education teachers are lacking communication to create and implement instructional strategies that support the learning of students with disabilities in an inclusive environment

Plan to Monitor Progress Toward G1. 8

achievement data such as benchmark assessments, RRR, common monthly assessments, FSA results and SIP mid-year review.

Person Responsible

Michael Lupton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

year end benchmark data, FSA results

Plan to Monitor Progress Toward G1. 8

teacher lesson plans, checkpoints in consumables.

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

reimbursement requests, purchase orders, canceled checks review of student data

Plan to Monitor Progress Toward G1. 8

achievement data such as benchmark assessments, RRR, common monthly assessments, FSA results and SIP mid-year review.

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

year end benchmark data, FSA results, teacher and coaches evaluation

Plan to Monitor Progress Toward G1. 8

Title I survey results

Person Responsible

Michael Lupton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

analysis of title I survey result.

Plan to Monitor Progress Toward G1. 8

FSA results and NWEA growth

Person Responsible

Michael Lupton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

FSA assessment results and NWEA assessment results

Plan to Monitor Progress Toward G1. 8

Year end suspension report correlated with NWEA growth

Person Responsible

Michael Lupton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

year end analysis of suspensions and referrals and NWEA growth

Plan to Monitor Progress Toward G1. 8

Kindergarten and 1st grade NWEA assessment data with growth report

Person Responsible

Michael Lupton

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

year end NWEA assessments and growth from fall to spring data

Plan to Monitor Progress Toward G1. 8

Special Education students NWEA data growth and increased communication between General education/elective teachers and special education teachers

Person Responsible

Nadia King

Schedule

Annually, from 10/1/2015 to 6/3/2016

Evidence of Completion

agendas, sign-in sheets, year end NWEA growth goals, lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Renaissance Charter School at West Palm Beach sets a high expectation for rigorous instruction, consistent and high impact PD programs and robust parent engagement then the proficiency will increase in reading by 7%, math by 5% and science by 5%. **1**

 G060496

G1.B1 Students already behind grade level in reading and math that need catch up growth **2**

 B154185

G1.B1.S1 Continue implementation of extended day reading and math program by providing rigorous tiered interventions. **4**

 S165891

Strategy Rationale

To provide opportunity for catch-up growth to increase mastery on grade level reading and math curriculum.

Action Step 1 **5**

Provide tutorial for tiered intervention

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Teacher sign-in, student sign-in, teacher lesson plan and student progress

Action Step 2 5

Provide supplemental materials to effectively implement tutorial program.

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase orders, canceled checks, reimbursement requests with documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the adventure checkpoints, attendance and lesson plans of the tutoring teachers

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

review lesson plans, attendance, teacher and student sign-ins, reimbursement packet with documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Purchase orders, order tutorial materials as soon as possible.

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

purchase orders, canceled checks, reimbursement requests, check lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

observations and feedback, analysis of benchmark assessment, conferences with teachers

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

observation notes, conference notes, data analysis of those students attending the tutorials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

tracking orders, teacher feedback

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

tracking orders, teacher feedback, purchase orders, reimbursement requests.

G1.B2 Lack of parent support at home towards the child's academics **2**

 B154186

G1.B2.S1 Provide a parent liaison who will conduct parent trainings who will increase parental involvement and minimize truancy **4**

 S181785

Strategy Rationale

Parents are partners in education

Action Step 1 **5**

Parent liaison will conduct parent training on different strategies to help students at home

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agenda, sign-in sheet, parent feedback, presentation documents, evaluation of training

Action Step 2 **5**

Parent training supplies

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase orders and reimbursement requests

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor parent liaison schedule and master calendar for scheduled trainings and purchased materials

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

master calendar, agenda, sign-in sheet, handouts, parent feedback, reimbursement packet

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

provide exit tickets for parents to receive feedback and evaluation of parent liaison

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

evaluation of training, performance evaluation, parent feedback

G1.B3 More opportunity for small group pull-out for students to learn the skills that haven't been addressed in prior years. **2**

 B154188

G1.B3.S1 Build rigorous reading, math, science programs and adequate PD resources and support to increase proficiency growth. **4**

 S165934

Strategy Rationale

To provide smaller groups for our lowest 25% so that they can enhance their learning for catch-up growth.

Action Step 1 **5**

Provide 2.5 resource teachers in the classroom for pull-out and remediation.

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Schedules, roster of students serviced, sample lesson plans

Action Step 2 **5**

Hire a .5 math coach who will be responsible for PD trainings to increase math teaching effectiveness

Person Responsible

Michael Lupton

Schedule

On 6/30/2016

Evidence of Completion

Schedule, coaching logs, PD agenda, sign-in sheets and handouts

Action Step 3 5

National Conference for Kindergarten Teachers

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Conference registration, sample agenda, reimbursement packet, teach-back training PD, agenda, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Provide small group pull out to our students who are below grade level

Person Responsible

Michael Lupton

Schedule

On 6/30/2016

Evidence of Completion

schedules, walk-throughs, lesson plans, benchmark data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Check the coaches schedule and services with fidelity

Person Responsible

Michael Lupton

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

schedules, conference notes, math data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

check lesson plans and provide feedback on walk-throughs and observations to ensure implementation

Person Responsible

Michael Lupton

Schedule

On 6/30/2016

Evidence of Completion

lesson plans, presentation to grade levels, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Progress monitor the students data through NWEA assessments and grades

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/3/2016

Evidence of Completion

NWEA assessment data, progress reports, evaluation of resource teachers and coach, conference notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

monitor the K-1st grade NWEA data to see any growth as well as changes in academic grades

Person Responsible

Michael Lupton

Schedule

Quarterly, from 6/1/2015 to 6/30/2016

Evidence of Completion

NWEA assessment data, report cards, common monthly assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Registration to National Conference for Kindergarten

Person Responsible

Michael Lupton

Schedule

On 6/30/2016

Evidence of Completion

Registration, and travel checklist

G1.B4 Students have a history of low performance and need targeted instruction 2

 B154251

G1.B4.S1 Increase reading, math and science proficiency by targeting instruction in small groups as well as during interventions 4

 S181811

Strategy Rationale

To achieve mastery on grade level standards

Action Step 1 5

Online subscription for Think Through Math

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Contract, lesson plans, reports generated by the program

Action Step 2 5

V-math resources for intensive math

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Contract, lesson plans, reports generated by the program

Action Step 3 5

Additional LLI kits and classroom supplies for reading interventions

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Lesson plans, intervention teacher schedules and reimbursement requests

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor through assessment analysis as well as purchasing materials as soon as possible.

Person Responsible

Michael Lupton

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

lesson plans, data analysis of students, schedules, reimbursement requests, usage report from online subscription

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student progress through annual benchmark assessments

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

student data analysis, noted lesson plans, teacher feedback, usage report, walk-through note from teachers

G1.B5 Decrease truancy and minimize suspensions by providing character education 2

 B170340

G1.B5.S1 Provide professional development to create school-wide program related to character education to increase student achievement 4

 S181820

Strategy Rationale

By keeping scholars in the classroom, they will continue to stay motivated and learn best practices from the teachers

Action Step 1 5

Responsive Classroom and Developmental Design

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Consultant contract, teacher walk-through evaluations, PD agenda, sign-in sheets,

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

PD Schedules, walk-throughs, student and teacher feedback

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PD schedules, PD agenda, sign-in sheets, evaluations

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Decrease in suspensions and referrals

Person Responsible

Michael Lupton

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Analyzed truancy and suspension report generated by school

G1.B6 General education teachers and Special education teachers are lacking communication to create and implement instructional strategies that support the learning of students with disabilities in an inclusive environment **2**

 B179041

G1.B6.S1 Coordinate team planning between Special Education teachers and General Education/Elective teachers in an effort to collaborate and plan targeted instruction for all students. **4**

 S190374

Strategy Rationale

Improves instruction strategies for all students, including students with disabilities.
Provides additional professional support for all team members involved.
Allows for communication regarding roles, responsibilities, strategies, and concerns between both entities.
Provides an opportunity to consult with one another in regards to implementing strategies that support the learning of all students with disabilities in their classes.
Also opens up a line of communication regarding concerns that teachers may have and possible students that may need referrals to the school based problem solving team.

Action Step 1 **5**

Special Education teachers will be attending the general education/elective teachers team planning times as well as school data chats

Person Responsible

Nadia King

Schedule

Monthly, from 10/1/2015 to 6/4/2016

Evidence of Completion

agendas, minutes, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Keeping track of team planning times and effectively implementing strategies discussed during these sessions

Person Responsible

Nadia King

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

agenda, sign-in sheets, lesson plans, small group plans, Rti data

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

during inclusive classroom instruction, general education teachers will be monitored for their use of special education strategies and accomodations

Person Responsible

Nadia King

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

evidence through NWEA growth data, lesson plans, classroom walk-throughs and observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide tutorial for tiered intervention	Lupton, Michael	7/1/2015	Teacher sign-in, student sign-in, teacher lesson plan and student progress	6/30/2016 monthly
G1.B3.S1.A1	Provide 2.5 resource teachers in the classroom for pull-out and remediation.	Lupton, Michael	7/1/2015	Schedules, roster of students serviced, sample lesson plans	6/30/2016 monthly
G1.B2.S1.A1	Parent liaison will conduct parent training on different strategies to help students at home	Lupton, Michael	7/1/2015	Agenda, sign-in sheet, parent feedback, presentation documents, evaluation of training	6/30/2016 quarterly
G1.B4.S1.A1	Online subscription for Think Through Math	Lupton, Michael	7/1/2015	Contract, lesson plans, reports generated by the program	6/30/2016 monthly
G1.B5.S1.A1	Responsive Classroom and Developmental Design	Lupton, Michael	7/1/2015	Consultant contract, teacher walk-through evaluations, PD agenda, sign-in sheets,	6/30/2016 quarterly
G1.B6.S1.A1	Special Education teachers will be attending the general education/elective teachers team planning times as well as school data chats	King, Nadia	10/1/2015	agendas, minutes, sign-in sheets	6/4/2016 monthly
G1.B1.S1.A2	Provide supplemental materials to effectively implement tutorial program.	Lupton, Michael	7/1/2015	Purchase orders, canceled checks, reimbursement requests with documentation	6/30/2016 quarterly
G1.B3.S1.A2	Hire a .5 math coach who will be responsible for PD trainings to increase math teaching effectiveness	Lupton, Michael	7/1/2015	Schedule, coaching logs, PD agenda, sign-in sheets and handouts	6/30/2016 one-time
G1.B2.S1.A2	Parent training supplies	Lupton, Michael	7/1/2015	Purchase orders and reimbursement requests	6/30/2016 quarterly
G1.B4.S1.A2	V-math resources for intensive math	Lupton, Michael	7/1/2015	Contract, lesson plans, reports generated by the program	6/30/2016 monthly
G1.B4.S1.A3	Additional LLI kits and classroom supplies for reading interventions	Lupton, Michael	7/1/2015	Lesson plans, intervention teacher schedules and reimbursement requests	6/30/2016 monthly
G1.B3.S1.A3	National Conference for Kindergarten Teachers	Lupton, Michael	7/1/2015	Conference registration, sample agenda, reimbursement packet, teach-back training PD, agenda, sign-in sheets	6/30/2016 quarterly

Palm Beach - 3431 - Renaissance Charter School At West Palm Beach - 2015-16 SIP
Renaissance Charter School At West Palm Beach

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	achievement data such as benchmark assessments, RRR, common monthly assessments, FSA results and SIP mid-year review.	Lupton, Michael	7/1/2015	year end benchmark data, FSA results	6/30/2016 annually
G1.MA2	teacher lesson plans, checkpoints in consumables.	Lupton, Michael	7/1/2015	reimbursement requests, purchase orders, canceled checks review of student data	6/30/2016 quarterly
G1.MA3	achievement data such as benchmark assessments, RRR, common monthly assessments, FSA results and SIP mid-year review.	Lupton, Michael	7/1/2015	year end benchmark data, FSA results, teacher and coaches evaluation	6/30/2016 quarterly
G1.MA4	Title I survey results	Lupton, Michael	7/1/2015	analysis of title I survey result.	6/30/2016 annually
G1.MA5	FSA results and NWEA growth	Lupton, Michael	7/1/2015	FSA assessment results and NWEA assessment results	6/30/2016 annually
G1.MA6	Year end suspension report correlated with NWEA growth	Lupton, Michael	7/1/2015	year end analysis of suspensions and referrals and NWEA growth	6/30/2016 annually
G1.MA7	Kindergarten and 1st grade NWEA assessment data with growth report	Lupton, Michael	7/1/2015	year end NWEA assessments and growth from fall to spring data	6/30/2016 annually
G1.MA8	Special Education students NWEA data growth and increased communication between General education/elective teachers and special education teachers	King, Nadia	10/1/2015	agendas, sign-in sheets, year end NWEA growth goals, lesson plans	6/3/2016 annually
G1.B1.S1.MA1	observations and feedback, analysis of benchmark assessment, conferences with teachers	Lupton, Michael	7/1/2015	observation notes, conference notes, data analysis of those students attending the tutorials.	6/30/2016 quarterly
G1.B1.S1.MA4	tracking orders, teacher feedback	Lupton, Michael	7/1/2015	tracking orders, teacher feedback, purchase orders, reimbursement requests.	6/30/2016 quarterly
G1.B1.S1.MA1	Monitor the adventure checkpoints, attendance and lesson plans of the tutoring teachers	Lupton, Michael	7/1/2015	review lesson plans, attendance, teacher and student sign-ins, reimbursement packet with documentation	6/30/2016 monthly
G1.B1.S1.MA3	Purchase orders, order tutorial materials as soon as possible.	Lupton, Michael	7/1/2015	purchase orders, canceled checks, reimbursement requests, check lesson plans	6/30/2016 monthly
G1.B3.S1.MA1	Progress monitor the students data through NWEA assessments and grades	Lupton, Michael	7/1/2015	NWEA assessment data, progress reports, evaluation of resource teachers and coach, conference notes	6/3/2016 quarterly
G1.B3.S1.MA5	monitor the K-1st grade NWEA data to see any growth as well as changes in academic grades	Lupton, Michael	6/1/2015	NWEA assessment data, report cards, common monthly assessments	6/30/2016 quarterly
G1.B3.S1.MA6	Registration to National Conference for Kindergarten	Lupton, Michael	9/2/2015	Registration, and travel checklist	6/30/2016 one-time
G1.B3.S1.MA1	Provide small group pull out to our students who are below grade level	Lupton, Michael	7/1/2015	schedules, walk-throughs, lesson plans, benchmark data	6/30/2016 one-time
G1.B3.S1.MA3	Check the coaches schedule and services with fidelity	Lupton, Michael	8/17/2015	schedules, conference notes, math data	6/3/2016 weekly
G1.B3.S1.MA4	check lesson plans and provide feedback on walk-throughs and observations to ensure implementation	Lupton, Michael	7/1/2015	lesson plans, presentation to grade levels, sign-in sheets	6/30/2016 one-time
G1.B2.S1.MA1	provide exit tickets for parents to receive feedback and evaluation of parent liaison	Lupton, Michael	7/1/2015	evaluation of training, performance evaluation, parent feedback	6/30/2016 quarterly
G1.B2.S1.MA1	Monitor parent liaison schedule and master calendar for scheduled trainings and purchased materials	Lupton, Michael	7/1/2015	master calendar, agenda, sign-in sheet, handouts, parent feedback, reimbursement packet	6/30/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Student progress through annual benchmark assessments	Lupton, Michael	7/1/2015	student data analysis, noted lesson plans, teacher feedback, usage report, walk-through note from teachers	6/30/2016 quarterly
G1.B4.S1.MA1	Monitor through assessment analysis as well as purchasing materials as soon as possible.	Lupton, Michael	7/1/2015	lesson plans, data analysis of students, schedules, reimbursement requests, usage report from online subscription	6/30/2016 monthly
G1.B5.S1.MA1	Decrease in suspensions and referrals	Lupton, Michael	7/1/2015	Analyzed truancy and suspension report generated by school	6/30/2016 quarterly
G1.B5.S1.MA1	PD Schedules, walk-throughs, student and teacher feedback	Lupton, Michael	7/1/2015	PD schedules, PD agenda, sign-in sheets, evaluations	6/30/2016 quarterly
G1.B6.S1.MA1	during inclusive classroom instruction, general education teachers will be monitored for their use of special education strategies and accommodations	King, Nadia	10/1/2015	evidence through NWEA growth data, lesson plans, classroom walk-throughs and observations	6/3/2016 monthly
G1.B6.S1.MA1	Keeping track of team planning times and effectively implementing strategies discussed during these sessions	King, Nadia	10/1/2015	agenda, sign-in sheets, lesson plans, small group plans, Rti data	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Renaissance Charter School at West Palm Beach sets a high expectation for rigorous instruction, consistent and high impact PD programs and robust parent engagement then the proficiency will increase in reading by 7%, math by 5% and science by 5%.

G1.B3 More opportunity for small group pull-out for students to learn the skills that haven't been addressed in prior years.

G1.B3.S1 Build rigorous reading, math, science programs and adequate PD resources and support to increase proficiency growth.

PD Opportunity 1

Hire a .5 math coach who will be responsible for PD trainings to increase math teaching effectiveness

Facilitator

Coach

Participants

Teachers and staff

Schedule

On 6/30/2016

PD Opportunity 2

National Conference for Kindergarten Teachers

Facilitator

Consultant

Participants

Kindergarten teachers

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

G1.B5 Decrease truancy and minimize suspensions by providing character education

G1.B5.S1 Provide professional development to create school-wide program related to character education to increase student achievement

PD Opportunity 1

Responsive Classroom and Developmental Design

Facilitator

Consultant

Participants

Teachers and staff

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Budget

Budget Data

Budget Data						
1	G1.B1.S1.A1	Provide tutorial for tiered intervention				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$60,000.00
<i>Notes: Salary for tutors including benefits.</i>						
2	G1.B1.S1.A2	Provide supplemental materials to effectively implement tutorial program.				\$16,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part C (Migrant)		\$16,260.00
<i>Notes: Journeys consumables, journals, paper, ink, pencils, Florida Ready, common core coach, think through math.</i>						
3	G1.B2.S1.A1	Parent liaison will conduct parent training on different strategies to help students at home				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$3,000.00
<i>Notes: Ms. Rock-Price - stipend outside of contract hours</i>						
4	G1.B2.S1.A2	Parent training supplies				\$8,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$8,000.00
			<i>Notes: postage, chart paper, ink, pencils/pens, paper, markers, post-its, additional parent resources</i>			
5	G1.B3.S1.A1	Provide 2.5 resource teachers in the classroom for pull-out and remediation.				\$96,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach			\$96,650.00
			<i>Notes: Salary and benefits of 2.5 resource teachers. (Ms. Atkisson, TBD) .5 (Ms. Rodriguez)</i>			
6	G1.B3.S1.A2	Hire a .5 math coach who will be responsible for PD trainings to increase math teaching effectiveness				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$21,000.00
			<i>Notes: salary and benefits of .5 math coach (Ms. Rodriguez)</i>			
7	G1.B3.S1.A3	National Conference for Kindergarten Teachers				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach			\$1,800.00
			<i>Notes: National kindergarten conference</i>			
8	G1.B4.S1.A1	Online subscription for Think Through Math				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach			\$10,000.00
			<i>Notes: License cost (Think Through Math)</i>			
9	G1.B4.S1.A2	V-math resources for intensive math				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$5,000.00
			<i>Notes: V-math resources</i>			
10	G1.B4.S1.A3	Additional LLI kits and classroom supplies for reading interventions				\$12,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$12,000.00
			<i>Notes: LLI kits for interventions, supplies, paper, ink, chart paper, mice, headphones, post-its, markers</i>			
11	G1.B5.S1.A1	Responsive Classroom and Developmental Design				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3431 - Renaissance Charter School At West Palm Beach	Title I Part A		\$15,000.00
			<i>Notes: PD, consultant, resources</i>			
12	G1.B6.S1.A1	Special Education teachers will be attending the general education/elective teachers team planning times as well as school data chats				\$0.00
					Total:	\$248,710.00