

The School District of Palm Beach County

Renaissance Charter School At Cypress



2015-16 School Improvement Plan

Renaissance Charter School At Cypress

8151 OKEECHOBEE BLVD, West Palm Beach, FL 33411

<http://www.cypresscharter.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	87%

School Grades History

Year
Grade

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

Renaissance Charter School at Cypress is a second year, Title I, K-8 school with an enrollment of 595 students. Located in the heart of West Palm Beach, Renaissance Charter School at Cypress is at the cross section of a socioeconomically diverse community. Currently, 69% of the student population receives free and/or reduced lunch, 9% of our student population are English Language Learners; and 13% are designated as students with disabilities.

The mission of Renaissance Charter School at Cypress is “inspiring every student to achieve excellence through rigorous academics and character education.”

Provide the school's vision statement

The vision of Renaissance Charter School at Cypress is:

- To inspire the next generation of leaders
- To be the top elementary and middle school in all of Palm Beach County
- To prepare all of our students for higher education and to be successful in a global be the top performing K-8 school in Palm Beach County

School Environment

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

Renaissance at Cypress utilizes Responsive Classroom and Developmental Design, research based approaches to teaching that emphasize social, emotional, and academic growth in a strong and safe school community. Responsive Classroom, utilized in Kindergarten-Grade 4, is associated with increased student achievement, greater teacher effectiveness, and improved school climate. The goals of Responsive Classroom are:

- To establish a calm, orderly, safe environment for learning
- To help children develop self-control and discipline
- To teach children to be responsible, contributing members of a democratic community
- To promote respectful, kind and healthy teacher-student and student-student interaction

Developmental Design is utilized in Grades 5-7. In Developmental Design, students learn and practice personal/social skills in order to be successful socially and academically. These skills are: cooperation, communication, assertion, responsibility, engagement, empathy, and self-control. Classrooms begin each day with a morning meeting composed of a greeting, share, group activity, and morning message.

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

Renaissance at Cypress uses a positive behavior approach designed to help create a climate of academic excellence, respect and safety. Our school-wide expectations are Be Responsible, Be Respectful, and Be Safe. Our students are taught these expectations at the beginning of the year and they are revisited as needed. Expectations are modeled, practiced, taught and reinforced. Posters are displayed around the school as a visual reminder. Students receive verbal praise as well as Champion Chips for following expectations. When a faculty or staff member sees a student meeting one of our 3 school-wide expectations, the staff member provides specific, positive feedback and gives the student a chip. For example, “Thank you for being so RESPECTFUL and walking quietly in

the hall.” These chips are collected in the classroom until the class earns enough Champion Chips for a reward.

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. After school, students are also escorted to their cars and dismissed in a safe and orderly way. The expectations are reinforced during Before and After Care as well.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, and field trips.

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

Teachers establish specific classroom management plans aligned to school-wide expectations. Class rules, positive reinforcement, consequences, and plans for parent communication are developed.

Minor and major referral forms are used to track the behaviors of students whenever an expectation is not met. Minor referrals are problem behaviors that occur in the classroom and are dealt with by the teacher. Major referrals are problem behaviors that require an administrator to handle.

Minor infractions are acts that disrupt the orderly operation of the classroom, school, or extracurricular activity. These incidents are handled in the classroom/non-classroom setting, and consequences are given by the supervising faculty/staff member.

? Step 1 – initial address and correct step. Parent communication is conducted and student is aware of the misbehavior and how to change.

? Step 2 – behavior from Step 1 is repeated. Parent communication is again conducted. Student is now aware that the next step will result in a greater consequence.

? Step 3 – behavior is now considered chronic (similar display from Step 1 and Step 2 continues). Parent is communicated with and a daily behavior plan commences.

o Daily Behavior Plan is to be conducted for approximately two weeks to correct the behavior. If the behavior does not stop, the referral, with accompanying parent communication document, will be given to the administrator for further consequences.

?

Major infractions are serious and cause significant disruptions in the classroom or school. These incidents can create safety concerns or damage to school property. Major infractions are handled by administration.

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

Cypress has a Student Services Coordinator, ESE Teachers, and Interventionists who work with small groups of students to address individual social emotional needs. A check-in/check-out system is utilized for students who need additional support. Daily behavior reports are used to assist students with self-monitoring and serve as a communication tool with parents. Students in need of additional intervention are referred to the School Based Team which oversees the Response to Intervention process. Functional behavior assessments are conducted and individual behavior plans created, implemented, and monitored.

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

Attendance

The Student Services Coordinator oversees attendance issues. When students are habitually tardy or absent, the Student Services Coordinator works with the family to intervene and problem solve.

- Parents and guardians are responsible for notifying the school when their child will be absent.
- There should be documentation from the parent/guardian explaining the reason for an absence that will be turned in to the front office staff, whether excused or unexcused.
- When there is a violation of any county attendance rules, the school notifies the parents/guardians.
- Whenever a student is absent for 2-3 consecutive days, teachers contact the parent/guardian to check on the student.
- When there are 5 or more absences in a month, teachers notify parent/guardian of school and county attendance procedures. The parents will also be advised as to what would happen should this lack of attendance continue.
- Teachers document the conversations with the parent/guardian and the reasons for the lack of attendance.
- When the absences reach 10 within a three month period, a referral to the school based team is made and a conference is set with the parents/guardians.
- When the absences reach 15 within a three month period, agencies will be contacted to help with student truancy.

Suspensions

When a student is suspended, the Parent/Guardian is notified and must attend a conference with administration before returning to school. Expectations are discussed and individualized plans for support created as needed.

Course Failure/Level 1

All students who fail a core course must participate in course recovery through PLATO. The students are monitored by the Curriculum Resource Teacher and subject area teachers. Any student with a level 1 on the ELA state assessment is scheduled in intensive reading courses and must also attend mandatory tutoring after school three days a week in ELA and Math. Saturday tutoring is also required during 2nd semester for additional support.

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						Total
	K	1	3	4	5	6	
Attendance below 90 percent	3	1	4	0	1	1	10
One or more suspensions	0	2	1	1	0	3	7
Course failure in ELA or Math	0	0	0	0	0	21	21
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	5	6	
Students exhibiting two or more indicators	3	1	2	6

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

Parents/guardians of the students that are below the 90% attendance rate will be contacted. Meetings will take place to problem solve and provide support in the area identified as prohibiting the student from fulfilling their attendance requirements. The attendance policy is outlined in the Parent/Student Handbook.

Students that have one or more suspensions will be monitored and referred to the School Based Team if behaviors continue. Responsive Classroom and Developmental Design serve as the social and emotional support for all students. Additional support is provided through a check-in/check-out system and individual behavior plans. The school considers individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap. Interventionists provide additional instruction to students needing academic or behavioral support. The School Based Team monitors the Response to Intervention process.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181061>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Coop and Administration reach out to local entities to help with school culture and academic excellence at Renaissance at Cypress. Some local partners include the Palm Beach Chamber of Commerce, Lutina's Pizzeria, Jimmy Johns, Chase Bank, and Jason's Deli. Each partnership is unique in the way of supporting the school, for example sponsoring monthly Parent Nights and participating in the Community Fair.

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
Mellion, Rachel	Principal
Connolly, Meagan	Assistant Principal
Critelli, Melissa	Other
Lester, Shalonda	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 oversee the instructional and operational aspects of the school. Two-way meaningful communication is practiced and input and feedback sought from all stakeholders. The School Advisory Council serves as a forum for shared decision making. Responsibilities of the principal include the school budget, school compliance, state and district reporting, board meeting facilitation, providing professional development, supporting teachers through observation and feedback, strategic planning and team lead support.

Assistant Principal: Oversees scheduling, testing, and school compliance. Participates in teacher walk-throughs and observations and provides feedback. Participates in weekly administrative meetings to plan and monitor execution of key initiatives.

Student Services Coordinator: Coordinates testing, ESE and oversees the School Based Team and Response to Intervention. Leads the ESE and Resource Teachers in data analysis and scheduling and grouping of students. Works with families to address attendance issues.

Curriculum Resource Teacher: Supports Team Leads and teachers in all areas related to implementation of the Guaranteed and Viable Curriculum. Oversees lesson planning, professional development, and data analysis. Supports teachers through modeling lessons, co-planning, observation and feedback.

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 meets on an ongoing basis as benchmark and state assessment data becomes available. Data is shared with SAC to monitor implementation of the school improvement plan and make decisions. Prior year student performance data as well as beginning of year NWEA benchmark assessments in Reading, Math, and Science are analyzed. Students who are level 1s and 2s as well those below the 50th percentile on benchmarks are targeted for pull-out groups and extended day tutoring. Reading Running Records and Common Monthly Assessments are also utilized to measure academic success. The School Based Team meets on a weekly basis to review data and monitor overall implementation of RtI. Data is used to make decisions about student grouping and interventions.

Professional development is ongoing to increase effective use of research-based instructional strategies and improve instructional delivery. Professional learning communities, team planning, and observation and feedback are conducted. Tier I instructional resources include Wonders, Envision, and Science Fusion. Reading Eggs, Reading Plus, Think Through Math, and Mathletics instructional software programs are also utilized.

Title I part A- Renaissance at Cypress received \$90,216. The majority of funds are being utilized to fund two resource teachers. The funds are also being spent on Professional Development and supplies. Family involvement funds are being utilized to support parent workshops and trainings and supplies for the parent resource center.

Title I part C- When eligible migrant students are identified, Renaissance at Cypress will coordinate with the district for possible services.

Title II- Renaissance Charter School at Cypress participates in Title II, allowing our teachers to participate in district professional development throughout the year.

Title III- Renaissance at Cypress has an ESOL Coordinator who communicates with the District ESOL Coordinator to ensure compliance.

Title X- When eligible homeless students are identified, Renaissance at Cypress will coordinate with the district for possible services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Crystal Ice	Parent
Rachel Mellion	Principal
Vida Bryant	Parent
Johanna Sanchez	Parent
Jamite Petit Frere	Parent
Diana Mejia	Parent
Celinesse Vincent	Parent
Tania Rivera	Parent
Janice Allwood	Parent
Fabiola Louis Loradin	Parent
Dionne McEwan	Parent
Tiffany Escobar	Parent
Valerie Bienaime	Parent
Georgina Genao	Parent
Wilfrid Paulino	Parent
Andreanna Williams	Teacher
Bettina Troup	Teacher
Tiffany Alexander	Teacher
Lakeria Rolle	Parent
Marie Joseph	Parent

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 majority of the SAC members are not employed by the school. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents and

other business and community citizens who are representatives of the ethnic, racial and economic community served by Renaissance Charter School at Cypress. There was no school improvement plan for the 2013-2014 school year, as Cypress opened in August 2014.

Development of this school improvement plan

Reviewed and discussed the process of developing the SIP based on being categorized as a Title I School during the initial Title I Parent Meeting. SAC members were provided with the results of the NWEA Baseline Assessments in November to determine the needs of the school. During August 2014, 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 2014-2015 school year. The members involved discussed areas of the SIP, from Reading to Math to STEM to Title I. The group brainstormed ideas and a vision for the school in which Renaissance at Cypress is now heading in the right direction.

Preparation of the school's annual budget and plan

School budget is available upon request. Title I has allocated 90,888.56 to Renaissance Charter School at Cypress. The SAC was involved in the planning of the budget by meeting in the fall to review NWEA and FCAT scores, parent, student and staff surveys as well as attendance data. It was then 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

There was no school improvement plan for the 2013-2014 school year, as Cypress opened in August 2014.

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
Mellion, Rachel	Principal
Connolly, Meagan	Assistant Principal
Lester, Shalonda	Other
Critelli, Melissa	Other
Morrison, Donna Jean	Other
Luo, Gabrielle	Other
Thune, Nicole	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 resource teachers 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, Running Reading Records, 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 and parent.

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 Cypress teachers participate in New Teacher Induction for 3 days, as well as Returning Teacher Orientation for 7 days which focuses on collaboration among departments or grade level teams. Teams get together to write lesson plans, create uniformed classroom management plans, analyze prior years' data to inform goal setting, and set up print rich classrooms. In addition to CRT facilitated weekly Team Meetings, Team Leads facilitate an additional planning meeting each week. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. During the year, there are numerous professional development workshops and faculty meetings where teachers are recognized for the work they are doing. Renaissance at Cypress conducts bi-weekly data chats to analyze data and monitor student progress. There are also several committees that meet throughout the school on an ongoing basis, including, Responsive Classroom/Developmental Design and PBIS Team, Team Leads, and Sunshine committee.

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

Renaissance at Cypress strives to hire highly qualified, certified staff in compliance with ESEA law. Vacancies are posted on the company's website along with 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. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Our Curriculum Resource teacher serves as a mentor teacher coordinator. Mentors are responsible for working with our new teachers. Team Leads support teachers new to the profession and new to the school.

Additionally, we have a Curriculum Specialist from the support center who meets with the CRT and teachers on a weekly basis. The Curriculum Resource Teacher is also responsible for conducting professional development to support high quality instructional practices. Teachers are provided with communication regarding opportunities to attend professional development as well as advance their own education through partnerships with Charter Schools USA.

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

At Renaissance at Cypress 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 was 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 area 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 Cypress implements the Charter Schools USA Guaranteed and Viable Curriculum aligned to the Florida Standards and Common Core State Standards. The Education Team and Curriculum Specialists provide technical assistance and support with implementation, lesson planning, and procuring instructional resources aligned to the curriculum. The instructional resources utilized to support implementation of the curriculum include Wonders, Collections, Envision, Time for Kids, Science Fusion, Reading Plus, Reading Eggs, Mathletics, Think Through Math, and Triumph.

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 Cypress utilizes NWEA benchmark assessments throughout the year. These benchmark assessments are computer based and adaptive. Teachers conduct quarterly data chats to analyze the data and create small groups to focus on instructional needs. Students below the 50th percentile are further analyzed to target for after school tutoring or to identify those in need of additional instructional reading minutes from our push-in or pull-out program with Intervention Specialists.

Common Monthly Assessments are also administered to track student progress toward mastery of standards. Instructional Focus Plans are developed to reteach necessary standards to students. Accommodations are intergrated into Lesson Plans

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: After School Program

Minutes added to school year: 5,700

Students who are in the lowest quartile, based on the NWEA benchmark assessment, are required to attend after-school tutoring. This will occur 4 times a week for 60 minutes from October, 2015 through April, 2016. Beginning in January, Saturday Camp tutoring will also be provided for 120 minutes for 9 weeks. In both programs, students will receive instruction in vocabulary, fluency, and comprehension through a variety of resources: Triumph Learning, Wonder Works, and Reading Plus, all of which are research-based programs. Students who are selected for math tutoring will receive instruction based on standards of need. Additionally, a variety of resources are available: Triumph Learning, EnVision Intervention, and Think Through Math.

Strategy Rationale

The purpose of after-school and Saturday Camp tutoring is to ensure that students are meeting or exceeding grade level standards. Those who are deemed to be performing below the 50th percentile are in need of additional instructional minutes in order to catch them up to grade level. Therefore, the after-school and Saturday tutoring programs provide an additional hour of instruction for reading and/or math depending on specific student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mellion, Rachel, rmellion@cypresscharter.org

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

Data will be collected bi-weekly to assess the students' progress. Excel spreadsheets will be utilized to track attendance and students' progress on specific standards. Quizzes will be administered after students have been tutored on a particular skill to measure if they are mastering the standard after additional instruction is provided. Additionally, reports from Reading Plus and Think Through Math will be analyzed to determine student usage and growth.

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 spring and summer, Kindergarten Round Up transition sessions were held to discuss Kindergarten expectations and the Florida Standards each child needs to master to show proficiency. Materials and resources were provided to families to utilize over the summer to help students prepare for entering school. A screening was conducted to assess beginning of Kindergarten skills. In addition, a Back to School Orientation was held for each grade level to discuss school-wide expectations. In May, Fast Forward sessions will be held for each rising grade level to present the standards and expectations for the upcoming grade level as well as discuss opportunities and resources to continue learning over the summer.

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 Cypress implements a rigorous reading and math curriculum, an effective PD plan, and robust parent involvement activities, then we will see an increase in our reading and math learning gains at all grade levels as shown on our May 2016 NWEA Benchmark Assessment.

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 Cypress implements a rigorous reading and math curriculum, an effective PD plan, and robust parent involvement activities, then we will see an increase in our reading and math learning gains at all grade levels as shown on our May 2016 NWEA Benchmark Assessment. 1a

G060525

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Title I funds
- Resource Teacher
- Reading Plus, Reading Eggs, Think Through Math, Mathletics, PLATO, Triumph
- Curriculum Maps

Targeted Barriers to Achieving the Goal 3

- High number of students with low proficiency in reading and math
- Low parental involvement
- The need for more effective PD opportunities to enhance teacher instruction

Plan to Monitor Progress Toward G1. 8

NWEA Benchmark and FSA data will be collected. SIP mid-year review will also be used to determine progress toward the set goal.

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

NWEA Benchmark and FSA data and SIP mid-year review/report

Plan to Monitor Progress Toward G1. 8

Teacher effectiveness evaluation and students' year-end achievement data will be collected and analyzed to determine progress toward the set goal

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

NWEA Benchmark and FSA data and teacher effectiveness evaluation

Plan to Monitor Progress Toward G1. 8

Parent sign-in/attendance record and parent evaluation of the training will be collected and analyzed to determine progress toward the set goal

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Parent sign-in/attendance record, parent evaluation of the training and Title I Survey results

Plan to Monitor Progress Toward G1. 8

Teacher effectiveness evaluation and students' year-end achievement data will be collected and analyzed to determine progress toward the set goal

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

NWEA Benchmark and FSA data and teacher effectiveness evaluation

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 Cypress implements a rigorous reading and math curriculum, an effective PD plan, and robust parent involvement activities, then we will see an increase in our reading and math learning gains at all grade levels as shown on our May 2016 NWEA Benchmark Assessment. **1**

 G060525

G1.B1 High number of students with low proficiency in reading and math **2**

 B154285

G1.B1.S1 Create a reading and math program that is coherent and focused using available achievement data. **4**

 S165999

Strategy Rationale

In order to provide differentiated instruction targeted to individual student needs.

Action Step 1 **5**

Resource teachers will implement push-in/pull-out model to provide small group instruction to targeted students

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Teacher schedule, roster of students served, and sample lesson plans.

Action Step 2 5

The resource teachers will be provided with necessary supplies to implement reading and math program with fidelity

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Purchase order, cancelled/cleared checks, reimbursement request with supporting documentation

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

There will be on-going teacher observation and feedback to monitor teachers' effectiveness and program implementation. Review of lesson plans and students' progress will also be conducted.

Person Responsible

Rachel Mellion

Schedule

Every 6 Weeks, from 7/1/2015 to 6/30/2016

Evidence of Completion

Teacher observation data, reviewed/checked lesson plan, and review of student performance data

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

The necessary supplies will be ordered in a timely manner for teacher's immediate use

Person Responsible

Rachel Mellion

Schedule

Monthly, from 7/1/2015 to 12/18/2015

Evidence of Completion

Teacher lesson plans, purchase order, cancelled/cleared checks and reimbursement request with supporting documentation

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

Aside from teacher observation, data chat will be conducted to analyze student progress as a result of intervention.

Person Responsible

Rachel Mellion

Schedule

Every 6 Weeks, from 7/1/2015 to 6/30/2016

Evidence of Completion

Available student performance data, progress report, report card, completed data reflection by the resource teachers

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

During classroom observation it will be observed that teachers are using all the necessary supplies to implement reading and math programs and to engage more students in the lesson.

Person Responsible

Rachel Mellion

Schedule

Monthly, from 7/1/2015 to 12/18/2015

Evidence of Completion

Teacher lesson plans, purchase order, cancelled/cleared checks, reimbursement request with supporting documentations

G1.B2 Low parental involvement 2

B154286

G1.B2.S1 Implement meaningful parent engagement initiatives such as training on effective strategies that parents can use at home to help their children master reading and math foundational skills 4

S166001

Strategy Rationale

Parents are school's great partners in student achievement.

Action Step 1 5

Additional supplies will be purchased to enhance materials in the parent resource room. Supplies will also be used during parent trainings.

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Purchase order, cancelled/cleared checks, reimbursement request with supporting documentation, parent training agenda, parent sign-in, hand-outs, and parent evaluation of the training

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

The schedule of parent trainings for the entire year will be communicated early on to parents. Necessary supplies will be purchased as soon as possible and pre-approval food checklist will be submitted prior to the parent training.

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Parent training schedule, training agenda, parent sign-in, hand-outs, parent evaluation of the training, pre-approval food checklist, reimbursement request with supporting documentation

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

Observe the different parent trainings and identify their strengths and weaknesses needed for the planning of the next trainings.

Person Responsible

Rachel Mellion


Schedule

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


Evidence of Completion

Training agenda, parent sign-in, parent evaluation of the training, purchase order, cancelled/cleared check, reimbursement request with supporting documentation

G1.B4 The need for more effective PD opportunities to enhance teacher instruction 2

 B154288

G1.B4.S1 Build teacher capacity through meaningful Responsive Classroom and Developmental Design PD trainings. 4

 S166002

Strategy Rationale

Sharing of best practices is an important team building strategy for student success.

Action Step 1 5

PD consultants will implement trainings of Responsive Classroom and Developmental Design which will increase high quality mathematics instruction. Necessary PD supplies will also be purchased.

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Consultant contract, PD agenda, teacher sign-in, hand-outs, etc.

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

Teachers' attendance and participation will be monitored; PD supplies will be purchased in a timely manner

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

PD agenda, teacher sign-in, hand-outs, purchase order, cancelled/cleared checks and reimbursement request with supporting documentation

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

Classroom observation and lesson plan check will be done to see if strategies learned from the consultant are being used/applied in the classroom.

Person Responsible

Rachel Mellion

Schedule

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

Evidence of Completion

Classroom observation checklist, lesson plan, consultant contract, PD agenda, teacher sign-in and hand-outs

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	Resource teachers will implement push-in/pull-out model to provide small group instruction to targeted students	Mellion, Rachel	7/1/2015	Teacher schedule, roster of students served, and sample lesson plans.	6/30/2016 biweekly
G1.B2.S1.A1	Additional supplies will be purchased to enhance materials in the parent resource room. Supplies will also be used during parent trainings.	Mellion, Rachel	7/1/2015	Purchase order, cancelled/cleared checks, reimbursement request with supporting documentation, parent training agenda, parent sign-in, hand-outs, and parent evaluation of the training	6/30/2016 quarterly
G1.B4.S1.A1	PD consultants will implement trainings of Responsive Classroom and Developmental Design which will	Mellion, Rachel	7/1/2015	Consultant contract, PD agenda, teacher sign-in, hand-outs, etc.	6/30/2016 quarterly

Palm Beach - 4050 - Renaissance Charter School At Cypress - 2015-16 SIP

Renaissance Charter School At Cypress

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	increase high quality mathematics instruction. Necessary PD supplies will also be purchased.				
G1.B1.S1.A2	The resource teachers will be provided with necessary supplies to implement reading and math program with fidelity	Mellion, Rachel	7/1/2015	Purchase order, cancelled/cleared checks, reimbursement request with supporting documentation	6/30/2016 quarterly
G1.MA1	NWEA Benchmark and FSA data will be collected. SIP mid-year review will also be used to determine progress toward the set goal.	Mellion, Rachel	7/1/2015	NWEA Benchmark and FSA data and SIP mid-year review/report	6/30/2016 semiannually
G1.MA2	Teacher effectiveness evaluation and students' year-end achievement data will be collected and analyzed to determine progress toward the set goal	Mellion, Rachel	7/1/2015	NWEA Benchmark and FSA data and teacher effectiveness evaluation	6/30/2016 annually
G1.MA3	Parent sign-in/attendance record and parent evaluation of the training will be collected and analyzed to determine progress toward the set goal	Mellion, Rachel	7/1/2015	Parent sign-in/attendance record, parent evaluation of the training and Title I Survey results	6/30/2016 quarterly
G1.MA4	Teacher effectiveness evaluation and students' year-end achievement data will be collected and analyzed to determine progress toward the set goal	Mellion, Rachel	7/1/2015	NWEA Benchmark and FSA data and teacher effectiveness evaluation	6/30/2016 annually
G1.B1.S1.MA1	Aside from teacher observation, data chat will be conducted to analyze student progress as a result of intervention.	Mellion, Rachel	7/1/2015	Available student performance data, progress report, report card, completed data reflection by the resource teachers	6/30/2016 every-6-weeks
G1.B1.S1.MA4	During classroom observation it will be observed that teachers are using all the necessary supplies to implement reading and math programs and to engage more students in the lesson.	Mellion, Rachel	7/1/2015	Teacher lesson plans, purchase order, cancelled/cleared checks, reimbursement request with supporting documentations	12/18/2015 monthly
G1.B1.S1.MA1	There will be on-going teacher observation and feedback to monitor teachers' effectiveness and program implementation. Review of lesson plans and students' progress will also be conducted.	Mellion, Rachel	7/1/2015	Teacher observation data, reviewed/checked lesson plan, and review of student performance data	6/30/2016 every-6-weeks
G1.B1.S1.MA3	The necessary supplies will be ordered in a timely manner for teacher's immediate use	Mellion, Rachel	7/1/2015	Teacher lesson plans, purchase order, cancelled/cleared checks and reimbursement request with supporting documentation	12/18/2015 monthly
G1.B2.S1.MA1	Observe the different parent trainings and identify their strengths and weaknesses needed for the planning of the next trainings.	Mellion, Rachel	7/1/2015	Training agenda, parent sign-in, parent evaluation of the training, purchase order, cancelled/cleared check, reimbursement request with supporting documentation	6/30/2016 quarterly
G1.B2.S1.MA1	The schedule of parent trainings for the entire year will be communicated early on to parents. Necessary supplies will be purchased as soon as possible and pre-approval food checklist will be submitted prior to the parent training.	Mellion, Rachel	7/1/2015	Parent training schedule, training agenda, parent sign-in, hand-outs, parent evaluation of the training, pre-approval food checklist, reimbursement request with supporting documentation	6/30/2016 quarterly
G1.B4.S1.MA1	Classroom observation and lesson plan check will be done to see if strategies learned from the consultant are being used/applied in the classroom.	Mellion, Rachel	7/1/2015	Classroom observation checklist, lesson plan, consultant contract, PD agenda, teacher sign-in and hand-outs	6/30/2016 monthly
G1.B4.S1.MA1	Teachers' attendance and participation will be monitored; PD supplies will be purchased in a timely manner	Mellion, Rachel	7/1/2015	PD agenda, teacher sign-in, hand-outs, purchase order, cancelled/cleared checks and reimbursement request with supporting documentation	6/30/2016 quarterly

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.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Resource teachers will implement push-in/pull-out model to provide small group instruction to targeted students				\$74,764.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4050 - Renaissance Charter School At Cypress	Title I Part A		\$74,764.00
<i>Notes: Salary/fringe for 2.0 Resource Teachers (Luo & Morrison- Jensen & Matz)</i>						
2	G1.B1.S1.A2	The resource teachers will be provided with necessary supplies to implement reading and math program with fidelity				\$4,650.21
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4050 - Renaissance Charter School At Cypress	Title I Part A		\$4,650.21
<i>Notes: Instructional materials, Paper, pencils, toner/ink, chart paper, markers, highlighters, manipulative, post-it-notes, folders, notebooks, composition books, graph paper, etc.</i>						
3	G1.B2.S1.A1	Additional supplies will be purchased to enhance materials in the parent resource room. Supplies will also be used during parent trainings.				\$2,050.48
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4050 - Renaissance Charter School At Cypress	Title I Part A		\$2,050.48
<i>Notes: Books, learning materials, refreshments for parent training, paper, ink, pamphlets, informational flyers, pens, pencils, etc.</i>						
4	G1.B4.S1.A1	PD consultants will implement trainings of Responsive Classroom and Developmental Design which will increase high quality mathematics instruction. Necessary PD supplies will also be purchased.				\$8,823.87
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4050 - Renaissance Charter School At Cypress	Title I Part A		\$8,823.87
<i>Notes: PD Consultant; PD supplies such as literature for book studies, paper, pencils/ pens, highlighters, markers, chart paper, post-it-notes, ink/toner, folders etc.</i>						
Total:						\$90,288.56