

The School District of Palm Beach County

Renaissance Charter School At West Palm Beach



2016-17 Schoolwide Improvement Plan

Renaissance Charter School At West Palm Beach

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

westpalmcharter.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	16%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	C*	C	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Renaissance Charter School At West Palm Beach

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

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

Renaissance Charter School 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 for our middle school component, which is another research based program that has middle school scholars 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. We also utilize the Leader in Me philosophy which is incorporating leadership language and visuals within our school culture to enhance the mindset of both teachers and scholars.

b. 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 the 7 Habits of Leader in Me 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. Our middle school scholars can also be part of the Lighthouse scholar team which is a council that works with teachers and administration on student concerns and needs. They establish those lines of communication and are advisers for their peers. All students with disabilities have the same opportunities as students without disabilities to participate in all school sponsored events including sports, clubs, field trips, community service projects, and extended day activities.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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 6-8 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 University for 3 hours to get additional help in either Reading, Math or Science.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	8	11	11	6	6	6	8	7	0	0	0	0	71
One or more suspensions	3	1	5	9	6	2	7	1	3	0	0	0	0	37
Course failure in ELA or Math	8	12	8	18	7	4	7	8	2	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	22	21	20	23	25	17	0	0	0	0	128

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	2	9	3	4	5	6	6	0	0	0	0	39

c. 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. Parents are also encouraged to spend that one day with their child in school as oppose to that child spending that one day suspension out of school.

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 University 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 and have online access to Readingplus and Lexia.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309462>.

2. Description

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

2. 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, Tijuana Flats, West Palm Police Department, Salvation Army, Teen Outreach program, Wells Fargo, Duffys, Under Armour, Target and the Boys and Girls Club. Each partnership is unique in the way of supporting the school, for example Wells Fargo 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lupton, Michael	Principal
Miller, Neil	Dean
Rodriguez, Caroleen	Instructional Coach
Edgar, Christine	Instructional Coach
Swiggum, Erin	Assistant Principal
King, Nadia	Teacher, ESE
Haiko, Ken	Other
Laguerre, Sherly	School Counselor
Schettini, Christine	Other
Gibson, Alyssa	Instructional Coach
Bradley, Natasha	Teacher, K-12
Henry, Belinda	Other

b. Duties

1. 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. Teachers have the opportunity to practice shared decision making and provide input on instructional strategies and resources during data chats and team lead meetings.

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

2. 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 as 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 2015-16 or are predicting to score below proficiency. The school leadership team first meets at the Data Dialogue 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, Collections, Triumph, Time for Kids and Science Fusion & I-Science.

Title I part A - Renaissance Charter School at West Palm Beach received \$289,405.35 this year and is allocating the majority of the money to fund three resource teachers, a curriculum coach and part time hourly salaries for tutorial teachers. The funds are also being spent on Staff development through Leader in Me and Kagan strategies as well as online subscriptions and 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 at West Palm Beach 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 palmbeachschoools.org/charter and go to E-learning management to enroll in district PDs.

Title III - Renaissance Charter School 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 at West Palm Beach 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. They also provide the Teen Outreach Program every Wednesday after school.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Lupton	Principal
Frank DeMaria	Teacher
Michelle Rock	Teacher
Sherly Laguerre	Education Support Employee
Angelica Sweeney	Parent
Savannah Sweeney	Student
Tanya Wildgoose	Teacher
Carolina Affortunato	Parent
Jessica Scott	Teacher
Tiffani Hannah	Parent
Kerinna Barnes	Teacher
Lydia Charles	Parent
Angela Thayer	Parent
Christine Nelson	Business/Community
Amanda Dishman	Teacher
Adam Leblanc	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The school advisory council were briefed on the Florida Sunshine Law. They also reviewed the 2015-16 School Improvement plan and made adjustments based on end of year data and school needs. They reviewed parent, student and staff survey data, grade level NWEA benchmark assessments and QUEST visit information which are conducted by our Support Center.

b. Development of this school improvement plan

During July of 2016, teachers, parents and local stakeholders were invited to participate in the annual Data Dialogue Summit where a strategic plan was discussed and goals were created for the 2016-17 school year. The members involved discussed areas of the SIP, from Reading to Math to EWS to STEAM to title I. The group brainstormed ideas and a vision for the school in which Renaissance Charter School at West Palm Beach is going to grow from a B school to an A school. This group then presented their findings to the staff in August and made grade level and school wide goals based on the feedback.

c. Preparation of the school's annual budget and plan

School budget is available upon request.

Title I has allocated \$289,405.35 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 dialogue summit 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.

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

FY16 Title I allocations were spent. Reimbursement documentation are kept at the district level.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lupton, Michael	Principal
Edgar, Christine	Instructional Coach
Swiggum, Erin	Assistant Principal
Rodriguez, Caroleen	Instructional Coach
Laguerre, Sherly	School Counselor
Miller, Neil	Dean
Schettini, Christine	Other
King, Nadia	Teacher, ESE
Gibson, Alyssa	Instructional Coach
Bradley, Natasha	Teacher, K-12
Campbell, Adam	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, RRR, I-station, readingplus, lexia 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.

D. Public and Collaborative Teaching

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

1. 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 Carlson Cash and they can "cash in" for certain items. Renaissance Charter School at West Palm Beach also has weekly data chats with our teams where we review certain instructional items and analyze data and student progress. Team Leads from each grade level and department meet once a month with the leadership team to discuss progress and concerns. The leadership team also meets weekly to set up their agendas for the week. There are also 7 committees throughout the school that meet bi-weekly. They include the Sunshine committee, Grants committee, Academic Games, Cultural Events, Community Outreach, etc.

2. 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 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 Charter School 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.

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

At Renaissance Charter School 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 area of the assigned mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Renaissance Charter School 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 researched by our 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, Readingplus, I-station, Lexia, Think-through math, Athletics, Journeys, Wonderworks, I-science, Support Coach, math connects, LLI and ELA Collections.

b. Instructional Strategies

1. 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 Charter School 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 & Lexia Core are other programs which differentiate instruction and the students are assessed through these on a monthly basis. Home learning activities through Reading and Math are also differentiated based on the students progress towards mastery in class. Students also complete Common monthly assessments based on the standards they are learning in that particular unit. These assessments are generated through performance matters and provide the teacher with instant knowledge of standards mastery.

2. 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: 8,800

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 September 2016 through April 2017. 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@pbcharterschools.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: Before School Program

Minutes added to school year: 4,500

Students will be able to come to school 30 minutes early every day to utilize the computer lab for Readingplus, Lexia, Think through math or athletics.

Strategy Rationale

Some of our students don't have computer access at home and they can be dropped off early to utilize this resource.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lupton, Michael, michael.lupton@pbcharterschools.org

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

Online reports

Strategy: Weekend Program

Minutes added to school year: 3,780

Saturday University will be provided every other Saturday from October to December and every Saturday from January through May for 3 hours a day. The instructional focus will be in Reading, Writing, 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@pbcharterschools.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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 2016 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. Our 8th graders also meet with our Guidance Counselor to discuss High school options and their academics.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 high expectations for teachers to provide rigorous and effective standards-based instruction that is differentiated to meet the individual needs of students then growth and proficiency will increase in their performance.

Strategic Goals Detail

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

G1. If Renaissance Charter School at West Palm Beach sets high expectations for teachers to provide rigorous and effective standards-based instruction that is differentiated to meet the individual needs of students then growth and proficiency will increase in their performance. **1a**

G084011

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	63.0
ELA/Reading Gains	74.0
FSA Mathematics Achievement	64.0
Math Gains	74.0
FCAT 2.0 Science Proficiency	62.0
FSA ELA Achievement	58.0
ELA/Reading Gains	69.0
FSA Mathematics Achievement	59.0
Math Gains	69.0
FCAT 2.0 Science Proficiency	57.0
FSA ELA Achievement	53.0
ELA/Reading Gains	64.0
FSA Mathematics Achievement	54.0
Math Gains	64.0
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal **3**

- students not performing on grade level in reading, math and science due to lack of instructional knowledge and instructional time

Resources Available to Help Reduce or Eliminate the Barriers **2**

- V-math
- Journeys
- Supplemental materials
- Resource teachers
- Professional development
- Parent Resource Center

Plan to Monitor Progress Toward G1. 8

Review NWEA data and LLI data to see the proficiency and growth of all students in reading, math and science

Person Responsible

Michael Lupton

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

data review sheets, nwea individual, class and grade level scores

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 high expectations for teachers to provide rigorous and effective standards-based instruction that is differentiated to meet the individual needs of students then growth and proficiency will increase in their performance. 1

G084011

G1.B1 students not performing on grade level in reading, math and science due to lack of instructional knowledge and instructional time 2

B223230

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

S235522

Strategy Rationale

to target specific students needs so they may show growth through quarterly assessments

Action Step 1 5

The resource teacher will pull students who are reading below grade level and provide interventions through research based program.

Person Responsible

Christine Edgar

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, roster, lessons plans, data

Action Step 2 5

The resource teacher will pull students who have math skills below grade level and provide interventions through research based program.

Person Responsible

Caroleen Rodriguez

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, roster, lesson plans, data

Action Step 3 5

Increase our reading proficiency overall and make learning gains for our lowest 25% through tutorial programs.

Person Responsible

Michael Lupton

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

teacher sign in sheets, student attendance sheets, lesson plans, minute by minute plans, cma, nwea benchmarks

Action Step 4 5

Ensure that students have access to on-line programs to be successful during instructional time.

Person Responsible

Alyssa Gibson

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

data usage report

Action Step 5 5

Provide rigorous and engaging instruction to ensure students are motivated to learn

Person Responsible

Michael Lupton

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans, data, invoices, usage reports

Action Step 6 5

The resource teacher will pull students who are reading below grade level and provide interventions through research based program.

Person Responsible

Christine Edgar

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, roster, lessons plans, data

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

Have weekly data chat meetings with resource teachers to address the growth of the students in small pull out groups.

Person Responsible

Michael Lupton

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

small group lesson plans, pull out group data, feedback notes to teachers

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

peer to peer observations and review of data of those students being pulled

Person Responsible

Michael Lupton

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

lesson plans, schedules, data review

G1.B1.S2 Develop the capacity to deliver effective instruction. 4

S235523

Strategy Rationale

by providing the teachers with specific tools to implement effective instruction

Action Step 1 5

The math coach will oversee the math curriculum and monitor lesson planning and review data with the teachers. He/she will model lessons and provide feedback through observations.

Person Responsible

Caroleen Rodriguez

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, logs, agendas, data analysis, sign-in sheets, observations

Action Step 2 5

Create a single school culture that unifies the school environment to increase attendance and reduce discipline issues

Person Responsible

Michael Lupton

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

detention, suspension reports, agendas, sign-in sheets

Action Step 3 5

Professional Development will be offered to increase the rigor of instruction and to implement project based learning approach

Person Responsible

Christine Edgar

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

pd agenda, sign-in sheets, invoices, registrations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

schedule data chats to meet weekly as well as PD during teacher planning days and observe through walk throughs

Person Responsible

Michael Lupton

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

data chat agendas, sign in sheets, pd powerpoints, walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

assess NWEA student and class scores, provide walkthroughs with meaningful feedback, plp meetings

Person Responsible

Michael Lupton

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLPs, individual nwea scores to show growth, walkthroughs

G1.B1.S3 Align new and existing community and parent partnerships. 4

S235524

Strategy Rationale

to include more parental and stakeholder participation within the school setting

Action Step 1 5

Increase parental involvement through parent training and the use of parent resource materials

Person Responsible

Michael Lupton

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

invitations, agendas, sign-in sheets, presentations, handouts, evaluation

Action Step 2 5

Build parent capacity through meaningful parent trainings

Person Responsible

Michael Lupton

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

invitations, agendas, sign-in sheets, presentations, handouts, evaluation

Action Step 3 **5**

The resource teacher will meet with the parents to provide resources so they are able to work with their child at home and outside of school

Person Responsible

Michael Lupton

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

parent conferences notes, parent resource center sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

Have a debriefing meeting with the parent liaison to discuss training and the use of the parent resource center.

Person Responsible

Michael Lupton

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

notes from meetings with the parent liaison, emails, review of sign-in sheets with her.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 **7**

an increase in childrens homework and online access at home as well as an increase in students academic scores based on prior knowledge and work outside of school hours with their parents or stakeholders.

Person Responsible

Michael Lupton

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

online reports, volunteer hours, sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.A1  A303629	Increase parental involvement through parent training and the use of parent resource materials	Lupton, Michael	8/15/2016	invitations, agendas, sign-in sheets, presentations, handouts, evaluation	5/31/2017 triannually
G1.MA1  M308814	Review NWEA data and LLI data to see the proficiency and growth of all students in reading, math...	Lupton, Michael	9/12/2016	data review sheets, nwea individual, class and grade level scores	6/2/2017 quarterly
G1.B1.S1.MA1  M308808	peer to peer observations and review of data of those students being pulled	Lupton, Michael	9/12/2016	lesson plans, schedules, data review	6/2/2017 quarterly
G1.B1.S1.MA1  M308809	Have weekly data chat meetings with resource teachers to address the growth of the students in...	Lupton, Michael	9/12/2016	small group lesson plans, pull out group data, feedback notes to teachers	6/2/2017 weekly
G1.B1.S1.A1  A303620	The resource teacher will pull students who are reading below grade level and provide interventions...	Edgar, Christine	8/15/2016	schedule, roster, lessons plans, data	6/2/2017 daily
G1.B1.S1.A2  A303621	The resource teacher will pull students who have math skills below grade level and provide...	Rodriguez, Caroleen	8/15/2016	schedule, roster, lesson plans, data	6/2/2017 daily
G1.B1.S1.A3  A303622	Increase our reading proficiency overall and make learning gains for our lowest 25% through...	Lupton, Michael	8/15/2016	teacher sign in sheets, student attendance sheets, lesson plans, minute by minute plans, cma, nwea benchmarks	6/2/2017 weekly
G1.B1.S1.A4  A303623	Ensure that students have access to on-line programs to be successful during instructional time.	Gibson, Alyssa	8/15/2016	data usage report	6/2/2017 daily
G1.B1.S1.A5  A303624	Provide rigorous and engaging instruction to ensure students are motivated to learn	Lupton, Michael	8/15/2016	lesson plans, data, invoices, usage reports	6/2/2017 daily
G1.B1.S1.A6  A303625	The resource teacher will pull students who are reading below grade level and provide interventions...	Edgar, Christine	8/15/2016	schedule, roster, lessons plans, data	6/2/2017 daily
G1.B1.S2.MA1  M308810	assess NWEA student and class scores, provide walkthroughs with meaningful feedback, plp meetings	Lupton, Michael	8/15/2016	PLPs, individual nwea scores to show growth, walkthroughs	6/2/2017 quarterly
G1.B1.S2.MA1  M308811	schedule data chats to meet weekly as well as PD during teacher planning days and observe through...	Lupton, Michael	8/8/2016	data chat agendas, sign in sheets, pd powerpoints, walkthroughs	6/2/2017 quarterly
G1.B1.S2.A1  A303626	The math coach will oversee the math curriculum and monitor lesson planning and review data with...	Rodriguez, Caroleen	8/15/2016	schedule, logs, agendas, data analysis, sign-in sheets, observations	6/2/2017 daily
G1.B1.S2.A2  A303627	Create a single school culture that unifies the school environment to increase attendance and...	Lupton, Michael	8/15/2016	detention, suspension reports, agendas, sign-in sheets	6/2/2017 daily
G1.B1.S2.A3  A303628	Professional Development will be offered to increase the rigor of instruction and to implement...	Edgar, Christine	8/15/2016	pd agenda, sign-in sheets, invoices, registrations	6/2/2017 semiannually
G1.B1.S3.MA1  M308812	an increase in childrens homework and online access at home as well as an increase in students...	Lupton, Michael	8/15/2016	online reports, volunteer hours, sign-in sheets	6/2/2017 quarterly
G1.B1.S3.MA1  M308813	Have a debriefing meeting with the parent liaison to discuss training and the use of the parent...	Lupton, Michael	8/15/2016	notes from meetings with the parent liaison, emails, review of sign-in sheets with her.	6/2/2017 quarterly
G1.B1.S3.A2  A303630	Build parent capacity through meaningful parent trainings	Lupton, Michael	8/15/2016	invitations, agendas, sign-in sheets, presentations, handouts, evaluation	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A3  A303631	The resource teacher will meet with the parents to provide resources so they are able to work with...	Lupton, Michael	8/15/2016	parent conferences notes, parent resource center sign-in sheet	6/2/2017 monthly

V. 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 high expectations for teachers to provide rigorous and effective standards-based instruction that is differentiated to meet the individual needs of students then growth and proficiency will increase in their performance.

G1.B1 students not performing on grade level in reading, math and science due to lack of instructional knowledge and instructional time

G1.B1.S2 Develop the capacity to deliver effective instruction.

PD Opportunity 1

The math coach will oversee the math curriculum and monitor lesson planning and review data with the teachers. He/she will model lessons and provide feedback through observations.

Facilitator

Math coach

Participants

faculty

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Create a single school culture that unifies the school environment to increase attendance and reduce discipline issues

Facilitator

Adam Campbell, Lighthouse Team

Participants

faculty

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Professional Development will be offered to increase the rigor of instruction and to implement project based learning approach

Facilitator

Conference facilitators

Participants

select staff

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The resource teacher will pull students who are reading below grade level and provide interventions through research based program.				\$40,907.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A	1.0	\$40,907.00
			<i>Notes: TBD math resource Core Area K-6</i>			
2	G1.B1.S1.A2	The resource teacher will pull students who have math skills below grade level and provide interventions through research based program.				\$40,907.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A	1.0	\$40,907.00
			<i>Notes: Reading Resource Teacher #1 TBD</i>			
3	G1.B1.S1.A3	Increase our reading proficiency overall and make learning gains for our lowest 25% through tutorial programs.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$60,000.00
			<i>Notes: 5150-518400 for Part time in System for Tutorial.</i>			
4	G1.B1.S1.A4	Ensure that students have access to on-line programs to be successful during instructional time.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$5,000.00
			<i>Notes: V-Math on line subscription</i>			
5	G1.B1.S1.A5	Provide rigorous and engaging instruction to ensure students are motivated to learn				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$30,000.00
			<i>Notes: Paper, ink, math manipulatives, calculators, journals, composition books, pencils, Florida Ready, Common Core Progress, journeys etc</i>			
6	G1.B1.S1.A6	The resource teacher will pull students who are reading below grade level and provide interventions through research based program.				\$44,351.80

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A	1.0	\$44,351.80
			<i>Notes: Reading Resource Teacher TBD-# 2</i>			
7	G1.B1.S2.A1	The math coach will oversee the math curriculum and monitor lesson planning and review data with the teachers. He/she will model lessons and provide feedback through observations.				\$47,043.05
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A	1.0	\$47,043.05
			<i>Notes: Math Coach Ms. Rodriguez K-8</i>			
8	G1.B1.S2.A2	Create a single school culture that unifies the school environment to increase attendance and reduce discipline issues				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$6,500.00
			<i>Notes: The Leader in Me-Book Study paper, ink training materials, monitoring, folders, etc.</i>			
9	G1.B1.S2.A3	Professional Development will be offered to increase the rigor of instruction and to implement project based learning approach				\$6,209.43
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	3431 - Renaissance Charter School At West Palm Beach			\$6,209.43
			<i>Notes: ASCD and Kagan Training etc-registration, mileage, car rental, hotel, food, tolls etc</i>			
10	G1.B1.S3.A1	Increase parental involvement through parent training and the use of parent resource materials				\$5,487.07
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$5,487.07
			<i>Notes: Parent resource center materials</i>			
11	G1.B1.S3.A2	Build parent capacity through meaningful parent trainings				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	3431 - Renaissance Charter School At West Palm Beach	Title I, Part A		\$3,000.00
			<i>Notes: Parent Liaison Ms. Rock Price</i>			
12	G1.B1.S3.A3	The resource teacher will meet with the parents to provide resources so they are able to work with their child at home and outside of school				\$0.00

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	Total: \$289,405.35
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