

The School District of Palm Beach County

Renaissance Charter School At Cypress



2016-17 Schoolwide Improvement Plan

Renaissance Charter School At Cypress

8151 OKEECHOBEE BLVD, West Palm Beach, FL 33411

<http://www.cypresscharter.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	17%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	88%

School Grades History

Year	2017-18	2014-15
Grade	C	C*

**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

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 Cypress

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.

Renaissance Charter School at Cypress is a third year, Title I, K-8 school with an enrollment of 657 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, 82% of the student population receives free and/or reduced lunch, 11% of our student population are English Language Learners; and 7% 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.”

b. 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 economy

2. School Environment

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

Renaissance at Cypress utilizes Positive Behavior Intervention and Supports and CHAMPS research based approaches to teaching that emphasize social, emotional, and academic growth in a strong and safe school community.

- 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

Classrooms begin each day with a morning meeting composed of a greeting, share, group activity, and morning message.

As part of The Leader In Me implementation, students and teachers are learning the seven habits and building their classroom community. The seven habits prepare students to be self-reliant, to work well with others and to thrive as citizens.

b. 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 recognitions and incentives for following expectations. In addition, a student of the month is recognized from each class for exemplifying school-wide expectations.

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.

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.

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. Ongoing parent communication takes place to work together to address chronic behaviors.

? ?

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.

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.

Cypress has a Student Services Coordinator, ESE Teachers, and Resource Teachers 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.

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.

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 two days a week in ELA and Math. Saturday tutoring is also required during 2nd semester for additional support.

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	0	5	0	1	1	0	1	1	0	0	0	0	0	9
One or more suspensions	5	4	8	1	1	1	22	18	0	0	0	0	0	60
Course failure in ELA or Math	0	1	3	3	2	0	23	20	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	45	24	30	32	31	0	0	0	0	0	162
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	1	2	3	1	26	25	0	0	0	0	0	60

c. 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. The School Based Team in conjunction with the Student Services coordinator design and monitor 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. Resource Teachers provide additional instruction to students needing academic or behavioral support. The School Based Team also monitors the Response to Intervention process.

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 available at the school site.

2. Description

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 Coop and Administration reach out to local entities to help with school culture and academic excellence at Renaissance at Cypress. Some local partners include Japan Karate-Do Genbukai karate studio, Kem Kids, Lutina's and Carraba's. Members of the community are invited to our career awareness event to educate students about their profession and the necessary education and training required. The school also provides resources and makes referrals to community agencies to provide a variety of resources and support to individual students and families in need. The Enrollment and Marketing Team attend numerous community events, festivals, and expos to forge relationships in the community. Each partnership is unique in the way of supporting the school, for example sponsoring monthly Parent Nights and participating in the Community Fair.

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
Mellion, Rachel	Principal
Critelli, Melissa	School Counselor
Stewart, Tony	Assistant Principal
Senicola, James	Instructional Coach
Utter, Erika	Instructional Coach

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 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 Teachers: Support 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.

Grade Level Team Leads serve as extended members of the Leadership Team. These teachers participate with the Leadership Team in the Comprehensive Needs Assessment process and decision-making regarding goals, strategies, action steps, and allocation of funding.

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 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 bi-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, Collections, Envision, Glencoe and Science Fusion. Lexia, Reading Plus, Math Seeds, Think Through Math, and

Prepworks instructional software programs are also utilized.

Title I part A- Renaissance at Cypress received \$174,081.15. The majority of funds are being utilized to fund two resource teachers and one reading coach. 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 Charter Office to ensure compliance.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jamite Petit Frere	Parent
Celinesse Vincent	Parent
Tania Rivera	Education Support Employee
Dionne McEwan	Parent
Tiffany Alexander	Teacher
Marie Joseph	Parent
Vida James Bryant	Parent
Karen White	Parent
Irene Baquedano	Parent
Deborah Forbes	Parent
Shanterria Lazarre	Teacher
Donal Ricks	Teacher
Denese Forrester	Parent
Rachel Mellion	Principal
Lakeria Rolle	Parent
Aasia Khan	Parent
	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 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.

b. Development of this school improvement plan

A mid-year evaluation of SIP was conducted. SAC reviewed an analysis of benchmark, common monthly assessments and FSA data. SAC also reviewed parent survey results and developed an action plan. A comprehensive needs assessment was conducted in the Spring to develop the Title I budget. SIP goals were revised. SAC provided feedback on the School Improvement Plan and Title I budget.

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

School budget is available upon request. Title I has allocated 173,908.48 to Renaissance Charter School at Cypress. SAC was involved in the planning of the budget by discussing ongoing data and the needs of the school to increase student proficiency and growth.

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

School improvement funds were utilized to fund the following:

2 Resource Teacher positions to implement a push-in/pull-out model to provide small group instruction to targeted students \$70,415.78

Supplies for Resource Teachers \$8,420.28

Supplies for parents trainings and parent resource room \$1,802.50

PD consultants and supplies to implement Responsive Classroom and Developmental Designs trainings \$9,650.87

Total Title I funds: \$90,288.56

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
Mellion, Rachel	Principal
Critelli, Melissa	Other
Morrison, Donna Jean	Other
Senicola, James	Instructional Coach
Utter, Erika	Instructional Coach
Stewart, Tony	Assistant Principal

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 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.

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 Cypress teachers participate in New Teacher Induction for 5 days, as well as Returning Teacher Orientation for 5 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, The Leader in Me and PBIS Team, Team Leads, and Sunshine committee.

2. 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 teachers serve as 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.

3. 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 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 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, Lexia, Math Seeds, Think Through Math, and Triumphs.

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 at Cypress utilizes NWEA benchmark assessments throughout the year. These benchmark assessments are computer based and adaptive. In addition, common monthly assessments are utilized to assess mastery of standards aligned to the curriculum maps, and identify areas of focus for re-teaching in Instructional Focus Plans. Teachers conduct bi-weekly 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 Resource Teachers.

Accommodations for struggling students are intergrated into daily Lesson Plans.

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: 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 3 times a week for 60 minutes from September, 2015 through April, 2017. Beginning in January, Saturday Camp tutoring will also be provided for 120 minutes for 8 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 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 Lexia, Reading Plus and Think Through Math will be analyzed to determine student usage and growth.

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 spring and summer, Kindergarten Round Up, multiple 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 asses 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.

Throughout the school year, the Enrollment Manager visits local pre-schools to meet with the directors, provide flyers and invitations, and invite prospective families to school events.

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 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 achievement, a good indicator of high school readiness.

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 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 achievement, a good indicator of high school readiness. 1a

G084012

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0
FSA ELA Achievement	49.0
FSA Mathematics Achievement	38.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funding will fund 2 Resource Teachers and 1 Reading Coach to support effective instruction and teacher PD.
- Instructional software programs in reading and math for K-8.
- Curriculum Maps aligned to Florida Standards.
- Response to Intervention block in the master schedule.

Plan to Monitor Progress Toward G1. 8

Teacher instructional effectiveness and student progress monitoring data.

Person Responsible

Rachel Mellion

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Classroom observation and lesson plan check and student progress monitoring assessment data.

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 achievement, a good indicator of high school readiness. 1

G084012

G1.B1 High numbers of students with low proficiency in reading and math requiring intervention 2

B223231

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

S235525

Strategy Rationale

Target instruction to meet the individual needs of students and close gaps with grade level standards.

Action Step 1 5

Resource Teachers will implement push-in/pull-out model to provide small group instruction to targeted students in grades K-5 in reading for 30 minutes a day.

Person Responsible

Donna Jean Morrision

Schedule

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

Evidence of Completion

Teacher schedule, student roster, lesson plan, student data sheet.

Action Step 2 5

Resource Teacher will implement push-in/pull-out model to provide small group instruction to targeted students in grades K-5 in reading for 30 minutes a day.

Person Responsible

Shalonda Lester

Schedule

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

Evidence of Completion

Teacher schedule, student roster, lesson plan, student data sheet.

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

Debriefing meetings with resource teacher to ensure implementation of program is working.

Person Responsible

Rachel Mellion

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

feedback to teacher (notes, emails), debriefing notes, evidence of revisions to program, reflections

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

Teacher effectiveness and student year-end achievement data will be collected and analyzed.

Person Responsible

Rachel Mellion

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

NWEA Benchmark data, FSA data, and teacher effectiveness evaluation.

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

Teacher effectiveness and student year-end achievement data will be collected and analyzed.

Person Responsible

Rachel Mellion

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

NWEA Benchmark data, FSA data, and teacher effectiveness evaluation.

G1.B2 Low parental involvement **2**

B223232

G1.B2.S1 Align new and existing community and parent partnerships. **4**

S235526

Strategy Rationale

Parent and community involvement will positively impact student achievement.

Action Step 1 **5**

Increase family involvement. Implement meaningful parent engagement initiatives including training on effective strategies that parents can use at home to support their children's learning. Parents will receive training in ELA and Mathematics standards. They will engage in activities that students work on in class to gain an understanding of how the standards are taught and assessed. In addition, they will be provided with opportunities to support learning at home, including the use of instructional software targeted to student individual needs.

Person Responsible

Rachel Mellion

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Parent training agendas, sign-in, evaluations, invitations

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

Review and analyze family involvement/engagement evidences to adjust future programs for continuous improvement.

Person Responsible

Rachel Mellion

Schedule

Quarterly, from 10/3/2016 to 6/30/2017

Evidence of Completion

Evaluation of the PIP-strength and opportunities, Review Title I survey results, Analysis of parent evaluations and attendance

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

Observe parent trainings and analyze evaluation data to identify strengths and areas for improvement

Person Responsible

Rachel Mellion

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

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

G1.B3 The need for more effective PD opportunities to enhance teacher instruction **2**

 B223233

G1.B3.S1 Develop the capacity to deliver effective instruction. **4**

 S235527

Strategy Rationale

The support provided will increase teacher capacity to provide effective instruction.

Action Step 1 **5**

Reading Coach will support teachers with data analysis, lesson planning and delivery. He will model lessons, observe teachers, provide feedback and conduct professional development.

Person Responsible

James Senicola

Schedule

Daily, from 8/1/2016 to 6/5/2017

Evidence of Completion

Coach's schedule, coaching log, PD agenda, sign-in, hand-outs and evaluations.

Action Step 2 **5**

Teachers will be provided with The Leader In Me professional development including coaching and on-line resources and supplies to increase 21st century skills and increase ELA and Math achievement.

Person Responsible

Rachel Mellion

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

PD agenda and sign-ins, walkthroughs.

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

Debriefing meetings with Reading Coach to ensure he is supporting teachers with data analysis and lesson planning and provide professional development.

Person Responsible

Rachel Mellion

Schedule

Quarterly, from 10/3/2016 to 6/5/2017

Evidence of Completion

Walkthrough, conference notes, evaluation of PD, feedback from teachers, lesson plan feedback, review of student data, debriefing notes with coach, feedback/emails to coach regarding implementation

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

Teacher evaluation and student year-end achievement data will be collected and analyzed,

Person Responsible

Rachel Mellion

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

NWEA Benchmark and FSA data, SIP mid-year review, and teacher evaluation data.

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.S1.MA1 M308817	Debriefing meetings with resource teacher to ensure implementation of program is working.	Mellion, Rachel	10/3/2016	feedback to teacher (notes, emails), debriefing notes, evidence of revisions to program, reflections	5/31/2017 quarterly
G1.B1.S1.A1 A303632	Resource Teachers will implement push-in/pull-out model to provide small group instruction to...	Morrison, Donna Jean	8/15/2016	Teacher schedule, student roster, lesson plan, student data sheet.	6/2/2017 daily
G1.B1.S1.A2 A303633	Resource Teacher will implement push-in/pull-out model to provide small group instruction to...	Lester, Shalonda	8/15/2016	Teacher schedule, student roster, lesson plan, student data sheet.	6/2/2017 daily
G1.B3.S1.MA1 M308821	Debriefing meetings with Reading Coach to ensure he is supporting teachers with data analysis and...	Mellion, Rachel	10/3/2016	Walkthrough, conference notes, evaluation of PD, feedback from teachers, lesson plan feedback, review of student data, debriefing notes with coach, feedback/emails to coach regarding implementation	6/5/2017 quarterly
G1.B3.S1.A1 A303635	Reading Coach will support teachers with data analysis, lesson planning and delivery. He will model...	Senicola, James	8/1/2016	Coach's schedule, coaching log, PD agenda, sign-in, hand-outs and evaluations.	6/5/2017 daily
G1.MA1 M308822	Teacher instructional effectiveness and student progress monitoring data.	Mellion, Rachel	7/1/2016	Classroom observation and lesson plan check and student progress monitoring assessment data.	6/30/2017 monthly
G1.B1.S1.MA1 M308815	Teacher effectiveness and student year-end achievement data will be collected and analyzed.	Mellion, Rachel	7/1/2016	NWEA Benchmark data, FSA data, and teacher effectiveness evaluation.	6/30/2017 annually
G1.B1.S1.MA1 M308816	Teacher effectiveness and student year-end achievement data will be collected and analyzed.	Mellion, Rachel	7/1/2016	NWEA Benchmark data, FSA data, and teacher effectiveness evaluation.	6/30/2017 annually
G1.B2.S1.MA1 M308818	Observe parent trainings and analyze evaluation data to identify strengths and areas for improvement	Mellion, Rachel	7/1/2016	Training agenda, parent sign-in, parent evaluation of training, purchase order, cancelled/cleared check, reimbursement request with supporting documentation.	6/30/2017 monthly
G1.B2.S1.MA1 M308819	Review and analyze family involvement/engagement evidences to adjust future programs for continuous...	Mellion, Rachel	10/3/2016	Evaluation of the PIP-strength and opportunities, Review Title I survey results, Analysis of parent evaluations and attendance	6/30/2017 quarterly
G1.B2.S1.A1 A303634	Increase family involvement. Implement meaningful parent engagement initiatives including training...	Mellion, Rachel	7/1/2016	Parent training agendas, sign-in, evaluations, invitations	6/30/2017 monthly
G1.B3.S1.MA1 M308820	Teacher evaluation and student year-end achievement data will be collected and analyzed,	Mellion, Rachel	7/1/2016	NWEA Benchmark and FSA data, SIP mid-year review, and teacher evaluation data.	6/30/2017 annually
G1.B3.S1.A2 A303636	Teachers will be provided with The Leader In Me professional development including coaching and...	Mellion, Rachel	7/1/2016	PD agenda and sign-ins, walkthroughs.	6/30/2017 weekly

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 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 achievement, a good indicator of high school readiness.

G1.B3 The need for more effective PD opportunities to enhance teacher instruction

G1.B3.S1 Develop the capacity to deliver effective instruction.

PD Opportunity 1

Reading Coach will support teachers with data analysis, lesson planning and delivery. He will model lessons, observe teachers, provide feedback and conduct professional development.

Facilitator

James Senicola

Participants

Teachers

Schedule

Daily, from 8/1/2016 to 6/5/2017

PD Opportunity 2

Teachers will be provided with The Leader In Me professional development including coaching and on-line resources and supplies to increase 21st century skills and increase ELA and Math achievement.

Facilitator

The Leader in Me consultant

Participants

Teachers

Schedule

Weekly, from 7/1/2016 to 6/30/2017

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	Resource Teachers will implement push-in/pull-out model to provide small group instruction to targeted students in grades K-5 in reading for 30 minutes a day.				\$43,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	4050 - Renaissance Charter School At Cypress	Title I, Part A	1.0	\$43,060.00
			<i>Notes: Resource Teacher (Donna Jean Morrison)</i>			
2	G1.B1.S1.A2	Resource Teacher will implement push-in/pull-out model to provide small group instruction to targeted students in grades K-5 in reading for 30 minutes a day.				\$40,907.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	4050 - Renaissance Charter School At Cypress	Title I, Part A	1.0	\$40,907.00
			<i>Notes: Resource Teacher Shalonda Lester</i>			
3	G1.B2.S1.A1	Increase family involvement. Implement meaningful parent engagement initiatives including training on effective strategies that parents can use at home to support their children's learning. Parents will receive training in ELA and Mathematics standards. They will engage in activities that students work on in class to gain an understanding of how the standards are taught and assessed. In addition, they will be provided with opportunities to support learning at home, including the use of instructional software targeted to student individual needs.				\$3,273.22
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	4050 - Renaissance Charter School At Cypress	Title I, Part A		\$3,273.22
			<i>Notes: Parent resource materials, paper, ink, pens, pencils, refreshments, etc.</i>			
4	G1.B3.S1.A1	Reading Coach will support teachers with data analysis, lesson planning and delivery. He will model lessons, observe teachers, provide feedback and conduct professional development.				\$45,213.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	4050 - Renaissance Charter School At Cypress	Title I, Part A	1.0	\$45,213.00
			<i>Notes: Reading Coach James Senicola</i>			
5	G1.B3.S1.A2	Teachers will be provided with The Leader In Me professional development including coaching and on-line resources and supplies to increase 21st century skills and increase ELA and Math achievement.				\$41,627.93

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	4050 - Renaissance Charter School At Cypress	Title I, Part A		\$24,750.00
			<i>Notes: The Leader in Me- PD consultant (travel and coaching system/coaching days)</i>			
	6400	360-Rentals	4050 - Renaissance Charter School At Cypress	Title I, Part A		\$1,500.00
			<i>Notes: on-line subscription and IP license</i>			
	6400	510-Supplies	4050 - Renaissance Charter School At Cypress	Title I, Part A		\$15,377.93
			<i>Notes: PD Supplies (paper, ink, chart, 7 Habits kits, etc.)</i>			
					Total:	\$174,081.15