
Title I Comprehensive Schoolwide Plan
Academy for Positive Lrn (0664)

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#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	65	73	70	57	1
Gains	65	75	69	59	1
Lowest 25% Gains	67	69	53	67	1

1. According to data, what are your top priorities? Include needs assessment statements.

Our top priority is ELA to work on our lowest 25% gains of our students and achievement. According to our 2021 Diagnostic data, we went down significantly due to the students last year the went on to remote learning. We would like to continue to target this area to get the score back up in the 70's where it was in 2017/2018. We also want to prioritize overall Achievement, which will increase the gains categories as well.

2. List the root causes for the needs assessment statements for your top priorities.

The teachers identified the root causes of ELA achievement as the lack of support from parents at home, and the remote learning their child attended last year, which is not something that is in our control. Something that is in our control, however, is providing enough resources to parents through parent trainings and parent communication. The root cause is that the parents are not provided with enough resources in order to help their children at home or attending our parent courses during the evening time. Another root cause identified by staff is that the teachers are not familiar/comfortable enough with the data provided by FSQs/USAs/Diagnostics. We did have a Title I training this year about explaining data to parents, but we believe that the teachers need to have a more thorough training regarding data analysis. Many students come to our school who are already very behind in reading; for example, a 5th grade student who is on a 2nd grade reading level or students who worked last year remote learning. These students somehow slipped through in their previous schools with no RTI or any help at all or even did not succeed academically through remote learning. We refer them to school based teams and start RTI with them, however, they are completely lost in class because the differences in levels are so drastic, even with differentiated instruction. Whenever a student is not on grade level for reading, we notify the parents. The issue is that many parents do not ensure that their kids do their homework. Some of them never check agendas, and some of them do not have time or transportation to come in for parent-teacher conferences. This impedes progress because we do everything we can at school, but the kids need to do their work at home as well. We do not want to see the gap widen. Every teacher tutors two days a week from 3PM-4PM. Some parents do not allow their children to stay in tutoring because of their busy schedules. Some parents just pick their student up at 3 even after agreeing to their student being in tutoring. It does seem that parent involvement is a barrier every year because parents need to work overtime hours to provide for their families financially.

3. Share possible solutions that address the root causes.

A possible solution to the parent communication/resources root cause would be to provide more training to parents regarding student data/ELA/ESOL resources. Our curriculum has ESOL accommodations/resources incorporated into them, but we believe that the parents do not understand how to use them. A solution could be to hold an ESOL parent training at the beginning of next year explaining the ESOL resources that we offer and showing the parents how to use them and have meeting quarterly so all parents can attend a meeting if they missed one. One solution is to encourage teachers to spend more time looking at their students' individual data. The teachers have done a great job with this this year so far. They turn in data chats regularly reviewing individual students' need for extra support in specific standards. It would be an even more successful strategy if teachers took the initiative to do their own data analysis regularly and base most of their lesson plans/small groups on the results of FSQs, USAs, and Diagnostics. We will ask teachers to do exit tickets, especially in their tutoring classes and intensive classes, giving the teachers feedback about whether the students understood the topics. A possible solution is to hold longer, more in-depth trainings during the first week of school and after that monthly data reports. We believe that if teachers are fully comfortable understanding data reports, they will see the benefits of creating data-based lessons and using data to drive instruction/small-groups.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>We have really used our social media this year to reach out to parents and get them involved. The parents caught on quickly and are excited to see all of the events we are doing at school. We use Facebook live videos to announce Title 1 meetings as well as any important information we need to communicate to parents. We have used Facebook this year to communicate with parents about tutoring and FSAs trainings, and giving additional advice about how to work with their children at home. Additionally, we use a white board in the pickup/drop off line to remind parents of Title I events. Our parent feedback in the stakeholder meeting stated that they always read the white board and it is a quick and easy way for them to see announcements during their busy day. We send letters home to parents regarding meetings, conferences, etc., but email seems to be more effective. Teachers noted that many parents do not respond to e-mails and/or respond to communication. For the upcoming school year, we can add to our "meeting time" survey (asking what time is best for meetings) a few questions asking the parents what the best form of communication will be for them. During the Stakeholder meeting, parents all commented that the communication is great and did not have any suggestions to increase communication. However, if we find out how they would prefer to communicate, we feel that we could increase communication. We also use at our school the app called Remind which reaches out to our parents in several different languages.</p>	<p>This year, we can include a question that asks if there are other barriers that prevent families from coming to meetings aside from scheduling. Since we found that our scheduled times are the best times for almost all parents, there must be another reason why many parents are not coming. We believe that many parents are not coming because they don't feel that the meetings are important. We have found that parents simply rely on the school to educate their children and do not see the importance in their own participation in their children's education. To keep parents engaged, we can come up with new/exciting ways to encourage them to come to Title I engagement nights. We had an extremely successful event this year with our Game Night, and we believe that was because the students were excited and asked their parents to come see their projects. We can have more engagement nights for 2022-2023 that the students will be excited about.</p>	<p>This year we have seen success with teachers starting to analyze their data, but it has been difficult to encourage teachers to do this on their own. A strategy that we can use is to conduct an in-person, detailed data training at the beginning of the year and the middle of the year. There is too much to cover when it comes to data analysis to do it only a few times a year briefly. We need teachers to be invested in the data, and we can help them get invested by showing them how data analysis can improve their students' scores which is reflected in their end-of-the-year reviews. Once the teachers have a deep understanding of the data, they will be able to explain the data to the parents in language that parents can understand. We are going to do data chats every month with our teacher.</p>	<p>All feedback stated that we do not need to change our accessibility in our PFEP. A few parents noted that it becomes an accessibility concern when their students break technology and parents are charged with replacement fees. Unfortunately, in order for the students to be able to take technology home, we have to hold the students financially responsible for any damage that happens to the technology such as broken keyboards, missing keys, etc. We do not currently have funds to cover these repairs, which could be considered normal wear/tear. The parents suggested/requested that these damages be covered by Title I funds so that the technology can be accessible to all students. As told previously title one funds do not cover these expenses.</p>

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

School	Students	Parents
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School

Students

Parents

Holding meetings for parents specifically related to ESOL in ELA.

Attending meetings with parents, completing technology assignments and all homework,

This year, we can also include in the parent compact that parents must attend at least one title I parent engagement night, and if they attend more than one it will count toward their hours toward volunteer.

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	66	61	59	52	1
Lowest 25% Gains	57	58	64	50	1

1. According to data, what are your top priorities? Include needs assessment statements.

We will be focusing on our low 25 gains because our Lowest 25% Gains decreased from 64 in 2018 to 50 in 2019. We also believe that we can focus on Achievement in general, which will result in both gains groups increasing.

2. List the root causes for the needs assessment statements for your top priorities.

Students are coming to our school and are already a few years behind in math. It is not possible for teacher to re-teach all previous math, so students fall further and further behind as concepts become more complex. The root cause is that teachers are unable to re-teach previous years of math during their regular classes.

3. Share possible solutions that address the root causes.

Our teacher suggests outside tutoring to parents, but many cannot afford it. Additionally, our teacher does set aside time in her lesson plans to review basic mathematics for the students who are lacking foundational skills. In the past, we have asked parents to review basic math skills with their students- for example, "Please practice multiplication tables at home," but have found that this almost never happens. For this year, we can change our math tutoring groups. Each teacher tutors two days a week. The math teachers can tutor the low 25% of their own grades on one of the tutoring days, and on the other tutoring day, we can place them in groups based on foundational skills. For example, students who need to review multiplication tables (3rd grade math) will be grouped together regardless of the grade they are in. We have found that there are some 5th and 6th graders who need refreshers on multiplication tables. Another group would be fractions and decimals (4th grade math). The groups can change throughout the year based on need. While this will take time away from grade-level FSA tutoring, we believe that the need for foundational skills is much more important for some students. If they don't understand the basics, they will not be able to master grade-level content. We also think it is essential to continue with the strategies that we have seen to be working. Our math technology has been successful. We are using Success Maker for K-8th grade and it has been helping to resolve some gaps in their math work. These programs are research-based and individual to each student. If they are struggling with certain areas, the programs alert the teachers. The teachers can assign different work for each student according to the standards the specific students are struggling with. This enables the student to have extra practice in order to master that standard. We have also seen success with small group tutoring for math. Our middle school students have regularly scheduled small group instruction with their math teacher and the groups are based on math level. The students state that this has helped them tremendously. We are able to differentiate and focus on problem areas while still continuing with the scope and sequence. Using FSQs, USAs, and Diagnostic data has helped our teachers to drive their instruction. Whenever we get new diagnostic data, the teachers create small group lesson plans for groups of students who are missing certain concepts. Additionally, they find the standards that most of the class missed, and reteach that standard to the whole group. Teachers use exit tickets in math class to assess learning throughout the week. Our teachers know that it is important to constantly check for understanding. Exit tickets enable teachers to receive feedback after every lesson, even if there was not a unit assessment or quiz given on that day. Another successful strategy for math has been reviewing math data with individual parents. Whenever there is a meeting with a parent, we review the student's data with that parent and explain to them what the results mean. Sometimes parents find this difficult to understand the data. The teachers do break down the data to the parents.

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

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
No adjustments needed for communication.	We will have a Math/Science Night again this year, but more focused on how the parents can work with their students at home. For example, we have provided multiplication flash cards to many higher-grade students who never mastered their multiplication tables, but most students did not practice the flash cards, even after communicating this need to the parents. During game night, we can show parents how to practice multiplication tables (and other lower-level concepts) at home with their children in a fun way. Parents will also have training on how to work with their child during at home.	Staff will have more detailed training about understanding data and explaining it to parents in a way that parents can understand.	No adjustments needed for accessibility.

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

School	Students	Parents
We will provide more take-home resources for parents relating to math through Title I parent trainings. We will provide tutoring to students who are a few years behind in math.	Complete assignments given to students during tutoring or intensive math, such as reviewing flash cards at home and to complete their success maker at school and at home.	Parents agree to be more responsive to e-mails from teachers. Parents will agree to attend at least two parent training per year.

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	33	62	68	42	1

1. According to data, what are your top priorities? Include needs assessment statements.

Our Science Achievement has dropped from 2018- 2021 (Diagnostics) from 68 to 48, so we need to focus on Science Achievement.

2. List the root causes for the needs assessment statements for your top priorities.

We are using Stem scope and it has been helpful but not enough hands on experiments for the students. We are looking for a scientifically based supplemental program that aligns to the BEST standards for Florida. Again the students were remote learning last year therefore it was difficult to do hands on experience where the students can understand the concepts.

3. Share possible solutions that address the root causes.

The teachers need to follow the follow the District Scope & Sequence which would help them aligned with the USA/FSQs for FY23 are also based on Stemscores scope & sequence. This way when we do the USAs and FSQs with Stemscores, we will be able to receive accurate data. We noticed that students are being tested on topics that they have not learned yet. We think it would be more logical to supplement their learning with a curriculum that aligns with the FSQs and USAs, since we have found that data to be extremely helpful in creating data-based lesson plans. The Stemscores curriculum specifically covers Florida standards that are tested on the NGSSS. We also noticed that the teachers need to go back and reteach what concepts that the students are missing from last year.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
No adjustments needed for communication.	Parents commented that they loved the math/science game night, so we will be offering the game night again. Parents were skeptical to come to game night in person due to Covid this year.	Staff will be better able to understand Science data from FSQs and USAs when we can use a supplemental curriculum that aligns with the testing in order to get more accurate data. Staff will be trained in these data reports in order to better explain the data to parents in ways they can understand. Staff requested to have training in Stemscope for next school year.	No adjustment needed for accessibility.

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

School	Students	Parents
We also will recommend Science-specific tutoring to students this year. With our recent Diagnostic results, we noticed that some are struggling in Science. This evidence shows that it is not just a general population of "low" students, but that we need to adjust how we are teaching it and the students might need Science-specific tutoring in addition.	Attend tutoring if recommended. Complete all assignments.	Parents will agree to attend Title I staff trainings, especially the training relating to the Science state testing, interpreting Science data, and Math/Science game nights.

#SocialStudies

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Acceleration

Explain how this area of focus is being addressed elsewhere:

Not applicable.

Action Step		Professional Development						Budget Total: \$24,681.00				
Acct Description	Description											
Teacher Collaboration	Item						Teachers	Days	Hours	Weeks	Rate	Total
	Preschool K-8, Principal, Reading Coach,ESE,ESOL to plan and analyze data						6	1	5	1	\$25.00	\$750.00
Consultants	Item						Quantity		Cost		Total	
	McGraw Hill on 8/3/22 for PD on Studysync						1		\$3,000.00		\$3,000.00	
	Reading Plus on 8/5/22 to give PD on reports and the program						1		\$500.00		\$500.00	
	Successmaker on 8/2/22, 11/08/22, and 3/17/23 to align program with students						1		\$2,900.00		\$2,900.00	
PD Webinar	Item						Quantity		Cost		Total	
	Stemscopes Teachers will be able to focus on evidence-based instructional strategies that stregnthen student learning accross the content areas, while simutlatneously nurturing the attitudes and skills fundamental to success in the STEM world. 7 staff will attend						1		\$250.00		\$250.00	
Out-of-system PD Subs	"Long-term out-of-system Professional Development Coach will work with school's reading teachers grades K-8 to improve their skills in teaching reading, writing, and comprehension. They deliver professional development that educates teacher in the enduring principles of all literacy. The reading coach will work with educators and students to enhance classroom learning by helping to develop curriculum-based lesson plans, conducting lesson demonstrations and evaluations, and analyzing student literacy and achievement data, calculated as follows: 4 days per week x 4 hours per day x 20 weeks x \$50.00 per hour = \$16,000"											

Action Step		Parent Engagement						Budget Total: \$2,871.47			
Acct Description	Description										
Parent Support by School Staff	Progress Monitoring Training for Parents outside of contracted hours. 3 staff - 2 hours for 3 days for 3 weeks @ \$18 per hour										

Online subscription	Item	Quantity	Cost	Total
	Thinkwave 1 site license-keep parents updated on grades, teacher-parent communication through automatic emails, teacher message board posts	1	\$699.00	\$699.00
Supplies	Item	Quantity	Cost	Total
	agendas and shipping	150	\$3.25	\$487.5
	10 cases of paper	10	\$35.00	\$350.00
	Nikki folder for parents and students communication	78	\$1.55	\$120.9
	paper clips for students paper to send home to parents (report card period) pack of 12 boxes	3	\$14.69	\$44.07

Action Step	Classroom Instruction	Budget Total: \$32,181.28
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Acct Description	Description
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Tutorial	Item	Tutors	Days	Hours	Weeks	Rate	Total
	Math 6-8/ Oct-April 1 teacher 2 days per week for 2 hrs each day for 24 weeks.	1	2	2	24	\$37.00	\$3,552.00

Online subscription	Item	Quantity	Cost	Total
	Success Maker Math Grades K-8 to be used for mathematics remediation, individualized assessment. Math grades K-8	100	\$12.00	\$1,200.00
	Stemscopes Digital K-8 supplemental Science on line curriculum based on FL standards for remediation to improve Science testing scores. grades K-8 Science	100	\$6.2	\$620.00
	Reading Plus grades 3-8	66	\$83.19	\$5,490.54
	StudySync Reading grades 6-8	32	\$36.00	\$1,152.00
	StudySync Teacher online	2	\$49.99	\$99.98
	McGraw/ U.S. History grade 8	10	\$15.00	\$150.00
	McGraw/Discovery Passage grade 6	14	\$15.00	\$210.00
No Red Ink ELA/writing grades 6-8	32	\$21.52	\$688.64	

Field trip admissions	Item	Quantity	Cost	Total
	Fieldtrip for grades 3-8 to Frost Science Museum around September/October	68	\$14.95	\$1,016.6
Supplies	Item	Quantity	Cost	Total
	Stemscopes consumables K-8	100	\$26.95	\$2,695.00
	Stemscopes consumables K-8 Math	100	\$31.47	\$3,147.00
	post notes package of 12	50	\$12.29	\$614.5
	pencils box of 30	92	\$8.69	\$799.48
	label tape pack of 6 roll	12	\$74.99	\$899.88
	shipping	1	\$0.01	\$0.01
	"screen protector for IPAD (student's IPAD k-8) "	100	\$9.00	\$900.00
	foam protective case for ipad	42	\$16.00	\$672.00
Computer HW; non-cap	Item	Quantity	Cost	Total
	charger and adapter for IPAD (students's IPAD K-8)	40	\$22.00	\$880.00
Charter bus	Item	Quantity	Cost	Total
	Brightline Tickets for museum field trip	68	\$5.00	\$340.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
Academy for Positive Learning holds the belief that family engagement is one of the key components of a successful student, teacher and school. We want to inspire our parents the best innovative practices to motivate and encourage involvement in their child's academics. To reach our goal Academy for Positive Learning will build trust and support parent's training-learning that will engage our traditional and non-traditional parents.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Maria Gaspar	Administrative Assistant
Leyli Vallecillo	parent
Adam Vallecillo	parent
TBD	principal
Michael Block	parent
Marilyn Santiago	parent
Peterson Magloire	Parent Liaison
Doris Wesley	Stakeholder/Board Member

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

We select by those members that are interested and willing to help with this very important plan. We invite our parents by email and we also call our most active parents to ask for their help. We ask all parents in the school so we can have every grade and ethnicity represented. This year, we have utilized zoom meetings as a way to communicate with stakeholders and it has proven to be very effective.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

All input from stakeholders is saved for the current year. Our annual meeting will be held in October. In past years, our annual meeting has been very successful with a large group of parents and over thirty pages of input from our parents that was used for our Compact and to increase parent engagement. We keep notes and minutes of every meeting we hold. We sent the Compact home to the parents so that we could get their input and suggestions rather than showing them our Compact. This is our way of directly involving the parents in the creation of the Compact. There are parents who can not attend the meeting, call the office and provide their input to us.

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

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

We received many inputs from the teachers, who are more familiar with the curriculum details and data-based learning, and from parents, who gave great feedback about ways to make our communication with them even better. We are purchasing technology cover for the IPAD's to make sure that the equipment does not break. We used all of the feedback from stakeholders to create our budget. Parents were especially concerned about how to use technology curriculum, and how it is going to be used for homework and in school with the supplemental program that we will purchase with title one money. We used Title I funding to have parent trainings on the new supplemental materials and how to navigate those materials on the computer. The stakeholders were happy to see that we will be using Reading Plus again since this is a web-based program that they are familiar with.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
TBD	Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative

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

October 7th, 2022 at 7:00pm-7:50pm on campus as well as in English on Zoom; October 7th, 2022 at 7:50-8:45p.m. Zoom Spanish. The meeting will also be on our website so parents who can not attend and view it and do a survey afterwards.

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

The meeting is normally listed under the registration packet at the beginning of the school year. Our Principal will send out an e-mail in all languages to parents notifying them of the Zoom annual meeting. We will also be passing out flyers to the parents time and date for the annual meeting. It seems that parents are more likely to attend a meeting if they can attend virtually and do not have to drive to a location while having to supervise their children. We will also announce the meeting on social media, Remind 101 platform and specifically our A4PL Facebook page where we have frequent interaction with parents. We also have frequent communication with parents through our Microsoft Teams platform. Our teachers are in regular communication with all parents and will remind parents through the Teams platform of the meeting time and date.

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

We will provide (virtually) an agenda and will pass out an agenda through email along with the copy of the Compact sent one home in backpacks in various languages. We will present the Title I annual meeting PowerPoint presentation by sharing our screens with attendees. We will ask for volunteers for different activities/events. We will take notes in our minutes of parents' names and their comments/questions/suggestions.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Communicating with parents effectively	Teachers will be able to identify and effectively assess any and all learning gaps through Progress Monitoring and how to communicate with parent(s) regarding the results. Teachers will remain communicating with parents through in person, video conferences, documenting the meetings, and keeping the parent(s) involved their child's education.	Teachers will maintain communication with parent(s) in person, through video conferences quarterly to continue informing them of their child's progress.	Teachers will maintain communication with parent(s) in person, through video conferences. Parents do not wish to be recorded in any of the video conferences but the teacher will have notes demonstrating what was spoken of and if any concerns were brought to their attention and solutions.	August 2022	Assistant Principal/Principal

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Explaining data to parents	Teacher will be able to download data reports from each platform paying close attention to progress monitoring reports and the District Diagnostics results that release in January. Teachers will learn how to use this data to create groups and what to concentrate on where the student's weaknesses are.	Teachers will explain data to parents until properly comprehended to help parent(s) understand the benchmark areas that need extra attention in order to improve it at home and how to help their child.	The teachers will submit conference notes with data reports attached from individual meetings with parents in which they implemented what they learned during the meeting.	February 2023	Assistant/Principal

Connecting Literacy	Teaching parents literacy strategies to use with their student(s) for reading at home. Parents will obtain a better understanding and be better equipped to practice comprehension and fluency skills with their child(ren) at home to implement what is being taught at school.	Parents will be able to choose a book(s) for their child(ren) that properly meets their reading level. The parent will receive guidance and materials that will help them learn what type of pertinent questions to ask when their child is done reading their book. The students will then have materials to read over the summer so that they may further progress while they are out of school. Their parents will be able to help them by asking questions to ensure they understand the literature at hand.	Parents will be aware of how to encourage student independence when reading at home. Students will read at home and build vocabulary. They may be asked to keep a log.	Jan. 2023	Teachers/Assistant Principal/Principal	scholastic book fair books, give a book free
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Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Progress Monitoring Reports and ECO Strategies, FSQ and USA.	Parents will be able to analyze and dissect the students diagnostic scores and use the score to help their students. Parents will know in really time how their child is performing on the B.E.S.T. standards. Parents will be able to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.	Parents will be able to analyze and dissect the students diagnostic scores and use the score to help their students on the FSA and how to access and explore FSA/EOC websites with practice tests.	Parents will use school tablets to practice navigating the websites. Parents will take home outlines of tested standards on their child's B.E.S.T. standards and EOC, in addition to their child's individual Diagnostic data report. During the meeting, parents will learn how to interpret this data and use it to further aid their student on certain benchmarks. Parent(s) will be able to work with their child on practice questions in order to improve student achievement.	February 2023	Teachers, Assistant Principal	PowerPoint Presentation about what is tested on the EOC, tablets and how to access practice questions, individual Diagnostic reports.	

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
McKinney Vento District Department	Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified. We will have students stay after school and use our computer room to meet technology standards. We offer discount aftercare so students can stay after school to get needed help with academics. We will also provide them hot spot for their houses if they need to have internet at their home so the student can do their homework and projects. We also will send out links to parents of resources that they can be help.	link on our website to connect to homeless department in several languages, posters, handouts to parents of information of the McKinney Vento program	On going, as needed

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Florida Heiken Children's Vision Program	Florida Heiken Children's Vision Program is offering comprehensive eye exams to our students. Providing needed eye exams with no cost to the parent and if the child needs glasses they are provided with no cost. Parents appreciate this services and show their appreciation by being involved in the school in areas that they can help.	Vouchers for free eye exams and glasses	Annual

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Palm Beach County and Wyman teen outreach program: Community Partnership Group	Palm beach county and Wyman teen Outreach Program that empowers teens from 6th through 12th grade with the tools and opportunities needed to build a foundation of healthy behaviors, life skills and sense of purpose. And avoid risky behaviors that can derail success.	Weekly visits and letters and pictures of participation	weekly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>It will be mandatory to meet with all parents 3 times a year. Title I programs will be discussed at the Annual meeting and again in individual meetings with parents. It will be included in the Compact that parents agree to check e-mail. They are also invited to the CNA meeting.</p>	<p>agendas, invitations, powerpoints, compact, sign in sheets, parent conference notes</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Curriculum is always discussed at open house and supported with newsletters. Academic assessments are discussed at data chats with parents. We use several sources to collect data on our students, (FSQ's, USA's, online program automatically generated data, Thinkwave, and Diagnostics) all of the information is shared and given at the parent meetings. Parents are trained to use our online grade book and progress reports to provide daily information regarding grades and student's missing classwork.</p>	<p>agendas, sign in sheets, parent conference notes</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We will have a teacher training for explaining data in ways that parents can understand, and the teachers will implement what they learned in individual parent-teacher conferences. Teachers will show the students' data to the parents and explain what standards they have mastered, what standards need more attention, and how the parent can help the student to master those standards at home.</p>	<p>Agenda, sign in sheet, parent conference notes, report cards and progress reports.</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Newsletters, announcements white board (in parent pickup line), flyers, email, text, office phone calls, social media, Thinkwave Gradebook. Open houses. Parent meetings and stakeholders meetings.</p>	<p>Sign in sheets, flyers sent to parents who did not attend meetings to make personal contact.</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>We realized that having virtual conferences could be helpful. We will also had that parents will have the option of having a virtual conference on Microsoft Teams for those who are unable to come to the school for an in-person meeting. We will do what we did this year again- send out a survey asking parents what is the best time for them to come to Title I meetings. Now that all parents are familiar with Teams communication, teachers can use Teams to post announcements to parents and continue to communicate with them that way.</p>	<p>Survey results, parent conference notes, Teams screen shots</p>

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>A4PL will continue to provide all communication in all required languages. We are very lucky to have administrator assistance that speaks four different languages. We will translate all power points and activities for parent meetings into all four languages. If we use an outside resource that is only in English, we will be sure to have someone to verbally translate. This is an area that we realize we need to work on after reviewing the CNA responses. We will be hiring teachers this coming year who are certified in ESOL in order to provide additional ESOL support. We will also be holding ESOL-specific parent nights, to explain to parents how all of our curriculum supports ESOL students. Many parents do not know how to access the materials- for example, the virtual Pearson Math provides an option for Spanish worksheets. Teachers will be required to attend all ESOL professional training provided by the district and meet with ESOL certified employee once a week to discuss ESOL strategies with individual students.</p>	<p>Agendas, flyers, parent conference notes</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Parent and families with disabilities are encouraged to participate in their children's learning. Depending on their disability, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. We will included all departments ESE and Title I to arrange appropriate support.</p>	<p>Copies of resources provided, and invitations. Emails requesting support if needed.</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. The school will request for the migrant list from the data processor and work closely with the District migrant contact for appropriate services to targeted students. We will have students stay after school and use our computer room to meet technology standards and allow parents to use it also. We offer discount aftercare so students can stay after school to get needed help with academics.</p>	<p>Copies of resources provided(flyers), Emails, conference notes, Migrant fliers and email communication to migrant department.</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified. We will have students stay after school and use our computer room to meet technology standards. We offer discount aftercare so students can stay after school to get needed help with academics.</p>	<p>Resources for homelessness sent out to parents, residency questionnaires</p>	

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

The principal hires teachers from out of state and uses Indeed web based program and word of mouth to find qualified teachers. These teachers come highly recommend or recently graduated from college with Teaching Degrees. All teachers hold or are completing their Florida Teaching Certificates in their subject area. Academy for Positive Learning provides professional development for all A4PL teachers with cooperative learning strategies through Kagan Philosophy & Professional Development. Providing professional development positively impacts our retention. Teachers are required and financially supported to attend the Lindamood-Bell professional development for reading and math. All requirements and endorsements for teachers that are required by district and state are followed by A4PL. Teachers meet with Principal and discussed areas to improve on and the annual observations. The school strives to hire certified teachers in compliance with ESSA legislation. Teachers that are on schedule will go through ESP with the A.P. Returning teachers are reviewed for salary increase every year. The Principal has an Open Door Policy and make it very clear to the staff that they can come to the office with any issues they have, big or small. Certified teachers will receive the Teacher Salary Increase Allocation signed into law by the governor for the FY23 school year.

