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

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

#ELA	2018	2019	2020	2021	2022 (Expected Outcomes)
Achievement	65	73	70	57	1
Gains	65	75	69	59	1

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

Our top priority is ELA Achievement. According to our 2021 Diagnostic data, we had a significant drop of points due to the hybrid learning since the 2019 state testing. 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. Stakeholders has emphasis that a reading coach will be able to assist the teachers and assist the students to help close the gap. Stakeholders are requesting extra tutoring afterschool to close the gap.

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, which is not something that we can 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 lack of participation of parents and parents who are participating does not have enough resources in order to help their children at home. Another root cause identified by staff and stakeholder is the assistance to have a Reading Coach that will assist the teachers and students to pin point where the students are struggling at. There are some teachers are not familiar/comfortable enough with the data provided by FSQs/USAs/Diagnostics. We did have several Title I training meetings this year about explaining data to parents, but we believe that the teachers need to have a more thorough training regarding data analysis.

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. Provide a reading coach to the students and teachers in certain areas that they need help with. 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. ESOL parents are requesting to have at least once a month meetings direct to help them with the resource. 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. 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 Team Platform and posted videos to announce Title 1 meetings as well as any important information we need to communicate to parents. We have used Facebook/Zoom/Teams 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 saw or heard about the announcements during their busy day. We also text parents on upcoming meetings using Reminder app. We e-mail letters to parents regarding meetings, conferences, etc., and found this 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 using Zoom and Teams and they 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.</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 did a raffle during the pandemic and this help all parents out. We planned to have 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 2021-2022 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. We had set aside district meetings for them to attend with district personal in the (EDW) department. A strategy that we can use is to conduct an in-person or hybrid meeting, 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.</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.</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/ESE 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 or in a drawing.

#Math	2018	2019	2020	2021	2022 (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 Math Whizz and math seeds. 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.

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.	We will have a Math/Science Night 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. Teachers will have training in Pearson and Math Whizz and teach the supplemental materials to the parents.	Staff will have more detailed training about understanding data and explaining it to parents in a way that parents can understand and training in Pearson and Math Whizz.	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. Students must be responsible in completing homework and reviewing it every night.	Parents agree to be more responsive to e-mails from teachers. Parents will agree to attend at least one parent training per year and the parent training on the diagnostics that teachers will go over and analyze the data to them.

#Science	2018	2019	2020	2021	2022 (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- 2020 (Diagnostics) from 62 to 35, so we need to focus on Science Achievement.

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

The Amplify Science supplemental curriculum has not been successful for testing results. It is great for hands-on learning, but it is not fully aligned to Florida standards.

3. Share possible solutions that address the root causes.

Our stakeholders believe that it would be better for our elementary and middle school students to switch to a different supplemental curriculum for 2021-2022, possibly to STEMscopes so that the teachers can follow the District Scope & Sequence. The USA/FSQs for FY22 are also based on STEMscopes scope & sequence, so when we do the USAs and FSQs with Amplify, we do not get 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. We switched to Stemscores curriculum this year for 8th grade Science, and have found that the students are more successful on Diagnostics. The Stemscores curriculum specifically covers Florida standards that are tested on the FSA.

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.	Parents commented that they loved the math/science game night two year ago before the Covid, so we will be offering the game night through Teams and in person. Teachers will also provide a training to parents on Stemscopes and to teach them what is being used in the classroom.	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. Teachers will attend training on Stemscopes to understand the supplemental materials.	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 students who do very well in ELA and Math 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. Students will have to do exit tickets to see if they understand the standard that is being taught.	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. We will hold a meeting with the 5th grade and 8th grade Science teacher specifically explaining the diagnostics test. We will send home data with the parents regarding Science data for each individual student and ask for it to be returned and signed, and ask for each parent to schedule a meeting with the teacher at any convenient time for them through Teams.

#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: \$14,465.00		
Acct Description	Description			
Consultants	Item	Quantity	Cost	Total
	3 half day (4 hour) Virtual PD sessions on Successmaker for 6 teachers grades K-8 and 1 admin. August 2nd , Oct 15th, and Feb 21st for \$2900. Teachers will learn how to align program program with student needs, prescribe lessons, run reports and tailor instruction to lowest 2	1	\$2,900.00	\$2,900.00
PD Webinar	Item	Quantity	Cost	Total
	Florida Into Literature Grades 6-8th 2 hour webinar August 2021 ELA PD (3 teachers in the school in this grade level. Admin can also attend)	1	\$800.00	\$800.00
Out-of-system PD Subs	Long-term out-of-system Professional Development Coach will work with school's reading teachers grades K-5 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: 5 days per week x 4 hours per day x 20 weeks x \$25.00 per hour = \$10,000			

Action Step	Parent Engagement	Budget Total: \$1,375.71		
Acct Description	Description			
Online subscription	Item	Quantity	Cost	Total
	Thinkwave Gradebook-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
	Paper for flyers, letters, announcements, reports, and all other parent communication-10 cases of paper @31.05	7	\$30.00	\$210.00
	Agendas-150 @\$3.12	149	\$3.12	\$464.88
	Shipping	1	\$1.83	\$1.83

Action Step	Classroom Instruction	Budget Total: \$35,105.29		
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Acct	Description	Description			
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Online subscription	Item	Quantity	Cost	Total
	Stemscopes Digital K-8 supplemental Science on line curriculum based on FL standards for remediation to improve Science testing scores. 90 student licenses 10 per grade@12.00 and assessments 2x\$148.20 and Professional Development for K-8 teachers for 1 hour and shipping	1	\$2,065.00	\$2,065.00
	Success Maker Math Grades K-8 to be used for mathematics remediation, individualized assessment. 140 students @ \$16 per student =2240	140	\$16.00	\$2,240.00
	Read 180 system 44 grades 3-8 provides individualized reading plans for fluency, comprehension and vocabulary-remediation and additional practice. 61 students @99.45 =6066.45	61	\$99.45	\$6,066.45

Supplies	Item	Quantity	Cost	Total
	HMH Civics (12 hybrid student resources package @86.57 each 1,050.00 and shipping 11.99)	12	\$86.57	\$1,038.84

AV materials; non-cap	{ "type":1, "data":[] }			
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Computer HW; cap	Item	Quantity	Cost	Total
	Smart Board & Smart Cart will connect student devices for meaningful learning. Let students share and connect devices using devices-diagnostic to the smart board. Engage every student with Shout it Out app. which allows them to contribute ideas and images from their devices. Share lessons to student device. 5 boards @ 2799ea . 5 carts @ 1050 ea.	5	\$3,849.00	\$19,245.00
	Shipping and Assembly	1	\$4,450.00	\$4,450.00

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
Renatta Espinoza	Principal
Rachel Barnes-Bogard	Assistant Principal
Maria Gaspar	Administrative Assistant
Adam Bebe	parent
Leyli Vallecillo	parent
Adam Vallecillo	parent

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 Facebook 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. This year, over the summer, we held many stakeholder meetings over zoom in English and Spanish to ensure that the stakeholders were up to date with the current COVID-19 situation and to gain input from our stakeholders. 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.

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

We got a significant amount of feedback last year when we held our stakeholder meetings using the new process with separate meetings for the main team, teachers, and then including parents. We got many situations from 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 to make communication better. We used all of the feedback from stakeholders to create our budget. Parents were especially concerned about how to use technology curriculum, even before COVID-19 began. We used Title I funding to have parent technology trainings in English and Spanish so that parents can learn how to use all technology during this pandemic.

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

Name	Title
Rachel Barnes-Bogard	Assistant Principal
Renatta Espinoza	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, 2021 at 7:00pm-7:50pm, English on Zoom; October 7th, 2021 at 7:50-8:45p.m. Zoom Spanish

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 virtually even when students come back to the in-person setting.	Teachers will be able to identify and effectively assess any and all learning gaps through COVID-19 and how to communicate with parent(s) regarding them. Teachers will remain communicating with parents through video conferences, documenting the meetings, and keeping the parent(s) involved in their child's education through COVID-19.	Teachers will maintain communication with parents through COVID-19 even when student(s) return to school. Teachers will continue communication with parent(s) through video conferences frequently to continue informing them of their child's progress.	Recordings of any and all video conferences with parent(s), notes demonstrating what was spoken of and if any concerns were brought to their attention and solutions.	August	Renatta Espinoza

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 District Diagnostic results that release in January. Teachers will learn how to use this data to create	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.	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	Renatta Espinoza

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? N/A	N/A	N/A

FSA and EOC strategies	To support student learning at home, even when they return to school, 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 each FSA/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 2022	Renatta Espinoza (Principal) and all teachers	PowerPoint Presentation about what is tested on the FSA/EOC, tablets and how to access practice questions, individual Diagnostic reports.
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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"/>
STEM Scopes and Think Wave and No Red Ink	Teaching parents through zoom and having the parents share their screens while accessing No Red Ink accounts. Parents will be better equipped to practice comprehension and fluency skills when their child is at home.	Parents will be able to choose a book in English or Spanish for their student(s) through their online accounts after being provided the necessary link and password. This can help the parent(s) further assist student(s) to obtain books and work on vocabulary and grammar usage mechanics pertaining to their reading level(s).	Parents will be aware of encouraging student(s) independent reading when they go home. They will also be able to use their accounts to assist in home school connection or further advancement.	Dec 2020	Renatta Espinoza	Accounts in Think Wave and No Red Ink directions, handouts, username(s), and password(s)	

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.	Sign in sheet, 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.</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.</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>After COVID-19, 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, Invitations, Photographs</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</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>	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
Distribution of School Supplies for our Title One student and our West Palm Beach Families.	July 29th, from 6 pm until 7 pm, we plan to distribute book bags with various school supplies like paper, pencils, pens, notebooks, and more to children and their families for back to school season. This allows us to give back to our community that may be in need of essential supplies for school.

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

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.

A4PL is committed to build students' non-academic skills. We have school a Psychologist from the District that supports the school based team making decisions regarding student's interventions. To promote positive behavior, we use behavior reflection sheets, color charts, and positive reward systems. For students with severe behavior issues, they are brought to the School Based Team to discuss strategies and parents are notified of all issues immediately. The Principal is ESOL endorsed and speaks Spanish and this helps a lot in facilitating communication to diverse populations. We refer our students to Multicultural Services to help with family death, mental health issues and sometimes behavior issues. We follow all guidelines required by Federal Government. A4PL provides applications and instructions on Florida Kid Care health insurance. Teachers are certified in Kagan Cooperative Learning which is a classroom strategy used to improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Teachers are encouraged to contact social service agencies when they suspect it is beneficial and necessary to the student. Once a week all students have forty five minutes of Character-development program (required K-5th) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. Students that show these Characters are given a reward monthly. We are in partnership with Children's Services Council with a Middle School program called Teen Outreach Program. We promoted student skills in dealing with bullying and conflict by having our Middle School perform plays to the elementary students, all students wore orange to show support. The school works with the cafeteria to promote health and wellness. All classes this year will be implementing an garden. 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. Promoting healthy habits: We are started a healthy school initiative last year and will continue to do one this year where teachers will take active brain breaks with students during classroom instruction. Organizational skills: Students stay after school who need extra help organizing their belongings, teachers and admin help them to re-organize backpacks and folders and come up with a good system. Coping skills: Service for others: our students participate in food drives each year to benefit a disadvantaged community.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

To provide the best recommendation for support to our students, the Principal provides access to data from an array of resources (such as on-line programs) and school wide testing from the district and state. Using the four critical parts of the on-going planning/problem-solving cycle and data chats the instructional staff matches instructional resources to educational requirements. In addition, the school base team conducts assessment of RTI skills of school staff, ensures implementation of intervention supported through our ongoing mentoring program and professional development. For tier 1, we have incorporated reading curriculum such as Fast Track and LLI across the curriculum. The aim is to improve comprehension and vocabulary fluency. Tier 1 math intervention start with identifying students at risk and provide additional assistance/tier 2 support such as small groupings aimed at building/ targeting mathematics proficiency. Tier 3 is one on one support. Parents are advised of the intervention plans such as "Support" and differentiated instruction. When supported by data and teacher observation, Tier 2/3 intervention are implemented through School Base Team and General Ed teachers using PBS form 2284. School Psychologist participates in collection, interpretation and analysis of data; facilitates development of intervention plans that meet scientifically-based research; provides support for intervention fidelity and documentation; provides professional development and technical assistance that promote a positive response for closing the gap and reaching performance goals.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

A4PL follows the District and State Literacy initiatives. All materials from books and supplemental materials are all aligned to Florida's B.E.S.T. standards. Teachers are sent to District aligned training and PDDs. We search for available curriculum and instructional material that are made available from the District. Other resources are CPALS, FLDOE, Lindamood - Bell and on-line programs.

A4PL will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.

A4PL will infuse the content in Civics Declaration of Independence • Constitution of the United States and the Bill of Rights • Federalist papers: Republican form of government.

A4PL gives assessments from District and State and administrator also use RTI, SIR, and Fair. We purchase on-line programs, HMH Phonics Inventory, Success Maker, and No Red Ink which provide individual data, these programs are mostly used at home for extended learning. We analyze the data and use the 8 step review process, data chats and smart goals to drive instruction. For ESOL students WIDA is administered, accommodations are provided when needed. ESE students prescribed accommodation base on the IEP. Teachers Identify student(s) with difficulty then apply Instructional intervention such as but not limited to; Use of proximity seating, assign a peer tutor, provide tutoring after school, use assignment books and calendars, teach in small chunks, teach note-taking skills, teach goal-setting skills, data chats. Continually assessing to keep students on the correct process.

We are enriching students with support curriculum Wonders Language Arts. Science labs are conducted weekly. Physical Education class is three times a week, the school also participates in Jump Rope for Heart and after school running to get ready for a marathon. Each student now has an IPAD in the school and in the after school and students are able to stay to complete homework and work on their web based homework.

8th graders at A4PL take a required Career Course to prepare them for graduation and beyond. We go on many field trips for students to meet with real-life people who work in all different types of jobs. At the Frost Science Museum our students get to meet with scientists and discuss the scientific process and potential career paths. Additionally, the middle school students go on a field trip to the US Attorney's Office to learn about the different jobs available in law. We have a weekly class in the Spring provided by the Florida Fishing Academy where students get hands-on lessons about fishing and outdoor careers. Students learn about careers in theater through our Disney Musical in Schools production where teaching artists come to our school and work with the students in theater arts. Additionally, our safety patrol students work directly with our Safe School officer to ensure the safety of our school while learning about the duties of law enforcement officers. Our middle schoolers have the opportunity to participate in our extra curricular Student Government where they learn how to run their own governmental campaign, work together to create their own community-service projects (such as holding food drives for other countries in need; this year they are collecting canned goods for the any country that is being affected by the hurricane's), school-based fundraising and school climate improvement projects.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

We offer Florida Virtual School for Algebra 1 course to our 7th and 8th graders who are interested in taking this course. We have a students and parents night to help our 8th graders enroll in Choice Career Academy Programs. We have had the Fire Department visit the school and Parents Day were firefighters and parents came in to discuss their occupations.

All 8th graders participate in the Career Shines program. In this program they research possible future careers, take an interest assessment to recommend careers for them, practice problem-solving in groups, entrepreneurship, and develop their own individualized short-term and long-term education and career plans.

Job skills development: small group project for middle school students using white boards to present career field of choice to younger student.

Public speaking: Persuasive speech project for all middle school students.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Local preschools Directors and parents are invited to Kindergarten Round-up in both English and Spanish zoom meeting. Parents are given readiness checklists and trained them of ways to work with their child(ren) prior to school opening to enhance readiness. Our Kindergarten students start with the rest of the population and have an 6.5 hour day.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Teaching staff meets every Tuesday of the month. The school meets as a team or teachers meet by subject and grade. Agendas, Sign in Sheets and minutes. We are trained in Kagan and practice at our group meetings. Mrs. Espinoza has lunches with staff to discuss what is working well at school and what may need improvement. Mrs. Espinoza budgets for Professional Development for all teachers and works with them to develop their Professional Growth Plan. It is mandatory for all staff to create a Professional Growth Plan and then reflect at the end of the year regarding its effectiveness. Weekly meetings will be held with all staff. New teachers will be paired with a mentor to support them during their first year of teaching. Mentors will be selected based on experience and effectiveness in a similar teaching position. Mentors will meet monthly with their new teacher. Mentors who will be responsible for modeling lessons allowing new teachers to conduct observations of other successful classrooms and complete an independent professional development plan. The meetings will also be used for positive feedback and review of classroom walk-troughs. Teachers who do not have a permanent Florida Teaching Certificate will be required to complete the ESP beginning teacher's program under the guidance of our ESP contact. A4PL has adopted the Danielson Framework for teacher evaluation. The A.P. conducts observations using the Danielson Framework then provides feedback and support to all teachers to help them reach their potential. Administration conducts frequent observations and meets with teachers to discuss the observations afterwards. Danielson Framework for PD. District ESE Resource Teacher gives presentation to teachers during pre-school. Consultants train teachers in all Curriculum, through Title I budget and included in curriculum purchases. Teachers participate in many online workshops throughout the year relating to classroom management, bullying prevention, RTI/SBT implementation, incident reporting, and data analysis. Teachers attend district curriculum support training during pre-school and attend DIL meetings throughout the school year.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

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 FY22 school year.

