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

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

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	65	73	70	57	70
Gains	65	75	69	59	70

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

Our top priority is ELA Achievement. According to our 2020 Diagnostic data, we went up two points in gains 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.

**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 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. 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.

**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. 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

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)

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

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

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

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

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

**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.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	66	61	59	52	65
Lowest 25% Gains	57	58	64	50	60

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

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 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

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.

Parents agree to be more responsive to e-mails from teachers. Parents will agree to attend at least one parent training per year.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	33	62	68	42	60

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.

We think it would be better for our elementary students to switch to a different supplemental curriculum for 2021, possibly to STEMscopes so that the teachers can follow the District Scope & Sequence. The USA/FSQs for FY20 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**  
(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 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

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

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.

<b>Action Step</b>	Provide Research-based innovative curriculum and differentiated instruction to meet students' individual needs based on data.	<b>Budget Total:</b> \$50,018.85
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<b>Acct Description</b>	<b>Description</b>
Online subscription	Math Whizz grades 3-8, 128 licenses @ 24.00 each (3072.00) Math Seeds K-2, 54 student licenses @ 9.00 each (486.00)- used for mathematics remediation, individualized assessment of standards mastery, enrichment- students use the program in the computer lab and at home Reading Plus 3-8, 1 site license (5600.00) Reading Eggs K-2, 54 student licenses @ 8.67 each (468.18)- individualized reading plans for fluency, comprehension and vocabulary - remediation and enrichment - small-group data-based learning - in the computer lab and at home. STEMScopes Digital K-8- Supplemental Science online curriculum based on FL standards for remediation to improve Science testing scores, 90 student licenses (10 per grade) @ 6.20 each = \$558; Algebra Nation- 15 student licenses @ 7.00 each, used for remediation for Alg 1 students who count for Acceleration \$105 NoRedInk- 3rd-8th grade students, \$15 per student year-long membership, 132 students. Used for enrichment and remediation in grammar/usage mechanics. Students will have access to online programs at home and in the computer lab. (1500)
Supplies	Supplies to supplement classroom instruction and small group instruction: (Anchor charts-50 pads @ \$37.49 each) \$1874.50, (Two-inch binders-66 @ \$4.65 each) \$306.90, (Composition books-60 packs of 12 @ \$1.66 each) \$99.60, (Charles Leonard 2-sided dry erase white lap boards with markers and erasers masonite - 6 packs of 12 @ \$90.79 each) \$544.74, (Push up post-its - 25 packs @ \$9.50 each) \$237.50 (25 packs @ \$4.28 each) \$107.00, (Pencil cases Madisi pre-sharpened wood #2HB pencil-1 set of 150 @ \$12.49) \$12.49 (Ticonderoga KG-150 packs of 4 @ \$2.99 each) \$448.50 (Big bic pen bulk-11 packs of 240 pens at \$23.67 each) \$260.37, (Sheet protectors-5 packs of 100 @ \$8.19 each) \$40.95, (Crayola colored pencils-7 packs @ \$38.30 each) \$268.10 (Dividers with pockets for binders-10 @ \$6.39 each) \$63.90, (Yellow Avery highlighters-61 packs of 12 @ \$6.18 each) \$376.98, (Scholastic books for K-3 classroom libraries - 200 various titles @ \$4.99 each) \$998.00, (shipping) \$53.21 - (Houghton Mifflin Harcourt Civics 2 Hybrid Student Resource Package @ \$85.70 each) \$171.40, (McGraw Hill US History 10 textbooks at \$64.83 each) \$648.30 (shipping) \$11.99 - (Houghton Mifflin Harcourt Collections Grade 6-8 ELA Hybrid Student Resource Package-66 students @ \$75.05 each) \$4953.30, (3 TE Grades 6-8 @ \$38.75 each) \$116.25, (shipping) \$532.30 - (Fountas & Pinnell Benchmark Assessment System 1 Grades K-2) \$425.00, (Fountas & Pinnell Benchmark Assessment System 2 Grades 3-8) \$425.00 (shipping) \$85.00 - FL Reading Wonders Comprehensive packages Grade K-5: (Kindergarten kit) \$2399.99, (18 Grade 1 Comprehensive package @ \$151.71 each) \$2730.78, (18 Grade 2 Comprehensive package @ \$90.00 each) \$1620.00, (18 Grade 3 Comprehensive package @ \$96.00 each) \$1728.00, (22 Grade 4 Comprehensive package @ \$65.55 each) \$1442.10, (22 Grade 5 Comprehensive Package at \$65.55 each) \$1442.10 (shipping) \$1000.00
Computer systems; non-cap	Dell Inspiron 15.6 Touch Screen- (10 laptops @ \$429.99 each) - for Grades 3-8 students to support the NoRedInk program which will be used for enrichment and remediation in grammar/usage mechanics, writing development, research work, and word processing skills. Laptops will also expand access to Algebra Nation for enrichment for advanced math students in grades 6-8, and to STEMScopes Digital Supplemental Science for all students in grades K-8 for remediation.
Computer HW; non-cap	25 Logitech Slim Folio Keyboards for iPads @ 74.99 each to support student use of Title I funded technology programs in all content areas for remediation and enrichment at school and at home
Mobile devices	iPads (25 @ \$249.99 each) for K-8 students to work on Title I funded technology programs in all content areas for remediation and enrichment. Students in grades K-2 will have access to Math Seeds and Reading Eggs for enrichment and remediation on the iPads in the computer lab, Students in grades 3-8 will have access to Math Whizz and Reading Plus for enrichment and remediation on the iPads in the computer lab. Advanced grades 6-8 math students will have access to Algebra Nation for enrichment on the iPads in the computer lab. All students in grades K-8 will have access to STEMScopes Digital K-8- Supplemental Science for remediation to improve Science testing scores through the use of the iPads in the computer lab.

Action Step	Provide parents with methods and processes to access grades, school information, help with language barriers, and training to help support the school and their students reach high academic achievement.	Budget Total: \$4,374.72
Acct		
Description	Description	
Parent Support by School Staff	Bi-weekly Parent Support:through ESOL and Technology Trainings. Both instructional and non-instructional staff will facilitate academic trainings for families and provide language support for English Language Learners during the trainings. Staff part-time pay = \$25.00/hour. 2 trainings per month for 5 months (English, Spanish, and Creole speaking trainers), 10 trainings @ 2 hours per training for 3 staff members @ \$25.00/hour (\$1,500), parent attendance is estimated at 30 parents per training for trainings to be held in August - March, and trainings will be recorded for parents who cannot attend the live training.	
Online subscription	Thinkwave Gradebook for Grades K-8 - 1 site license - keeps our 112 families updated on grades, teacher-parent communication through automatic e-mails, teacher message board posts	
Supplies	Parent engagement supplies for ongoing home-school communication: Agendas for all students (150 @ \$3.12 each) = \$468; Nicky Folders for all students (150 @ \$1.15 each) = \$172.50; Office Depot Ink for Flyers, Letters, Announcements, all other parent communication (4 packs of 4 @ \$35.28 each) = \$141.00; Copy Paper for Flyers, Letters, Announcements, all other parent communication (10 cases @ \$31.05 each) = \$310.50.	

Action Step	Provide teachers with professional development that produces revolutionary positive results to increase academic achievement, enhance reading comprehension and writing skills, improve ethnic relations, enhance self-esteem, address ELL needs, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues	Budget Total: \$3,416.36
Acct		
Description	Description	
Online subscription	Lindamood Bell professional development trainings build the capacity of new teachers in the implementation of the Literacy program used at the school. These full-day conferences were converted to an online platform. - Lindamood Bell Online Training- Seeing Stars Program -1 registration for new teacher August 4-6 grades 3-5. (\$895) - Lindamood Bell Online Training- LIPS (Lindamood Phoneme Sequencing) - 1 registration for a new teacher in grades K-1, July 13-17. (\$895) - Lindamood Bell Online Training- Visualizing and Verbalizing - 1 registration for new teacher in grades 2-5, July 28-30 or August 11-13. (\$895) - Lindamood Bell Online Training- Talkies Visualizing and Verbalizing one registration for a returning ELA teacher K-2, July 28-30. (\$495) - Houghton Mifflin Harcourt Collections ELA PD Consultant, one middle school ELA teacher 2 hour webinar August 2020,(\$800). The training will allow the teacher to fully understand how to implement the product with fidelity. - Math Whizz PD Consultant- 2 hour webinar for all 3rd-8th grade math teachers August 2020 (\$500). The training will allow the teacher to fully understand how to implement the product with fidelity.	
Supplies	Lindamood Bell Online Training- Talkies Visualizing and Verbalizing Kit to support the implementation of Lindamood Bell program. Materials for one returning ELA teacher K-2, July 28-30. The training materials are a complete kit that provides the teaching materials needed to implement instruction in one-to-one, small-group, or classroom settings. The kit includes the current teacher manual, manipulatives, picture books, leveled books, progress monitoring charts, and assessments. Shipping is included.	

## 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 on . 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

**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 used all of the feedback from stakeholders to create our budget. Parents were especially concerned about how to use technology curriculum, even

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
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 23rd, 7:00pm-8:00pm, on Zoom.

#### 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, but due to COVID-19 we did not have a set date or location for the annual meeting. Our Principal will send out an e-mail in all languages to parents notifying them of the Zoom annual meeting. In our Zoom meetings over the summer we noticed that we had an incredible turnout. 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

#### 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 a copy of the Compact. 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	Teachers will be able to identify gaps in learning that were caused by COVID-19 and how to	Teachers will know how to best reach parents and maintain communication	Recordings of daily conference periods for each teacher,	August	Rachel Barnes-

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	Teachers will be able to download data reports from each online platform and especially District	Teachers will explain the data to parents in a way that parents can understand.	Teachers will submit conference notes with data reports attached	January	Rachel Barnes-





## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (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 \$0.00
STEM Night	To support student learning at home, parents will be able to do hands-on math activities and science experiments with their students.	The South Florida Science Museum is bringing hands on Science and Math curriculum. The training objective is to have parents learn how to incorporate	Parents will be more active in students' learning at home which will result in student achievement.	March 2021, or earlier depending on COVID	Rachel Bogard/Renatta Espinoza	Parent volunteers and Science materials, lists of take-home activities	

Parent and Family Capacity Building Training #2 (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 \$0.00
FSA and EOC Strategies	To support student learning at home, parents will be able to analyze their student's diagnostic scores and use the score to help their students on 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	They will be able to work with their child on practice questions in order to improve those benchmarks/standards. The extra practice at home with parents' support should improve	February 2021, at school or virtual without the Science Museum	Renatta Espinoza/Rachel Bogard	PowerPoint presentation about what is tested	

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"/>
Connecting Literacy	Teaching parents Literacy strategies to use with their students for reading at home. Parents will be better equipped to practice comprehension and fluency skills with their child at home.	Parents will be able to choose a book for their child that meets their reading level. The parent will receive guidance and materials that will help them learn what	Parents will be aware of how to encourage student independent reading at home.	May 2021	Renatta Espinoza	books, directions, handouts	

## 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
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	Vouchers for free eye exams and glasses	annual

### 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
Health Care District of Palm Beach County,	Health Care District of PBC offers a wide range of programs and services to the community. The program gives Palm Beach County families	Sign in sheet, agenda	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	Palm beach county and Wyman teen Outreach Program that empowers teens from 6th through 12th grade with the tools and opportunities	Weekly visits and letters	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><b>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.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>It will be mandatory for 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, sign in sheets, parent conference notes</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></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</p>	<p>agendas, sign in sheets, parent conference notes</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></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</p>	<p>Agenda, sign in sheet, parent conference notes</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Newsletters, announcements white board (in parent pickup line), flyers, email, text, office phone calls, social media, Thinkwave Gradebook</p>	<p>Sign in sheets, flyers sent to parents who did not attend meetings to make personal contact</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></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</p>	<p>survey results, parent conference notes</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</p>	<p>agendas, sign-in sheets, parent conference notes</p>	
<p>2. Parents and families with disabilities</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<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</p>	<p>copies of resources provided</p>	
<p>3. Families engaged in migratory work</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<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</p>	<p>copies of resources provided</p>	
<p>4. Families experiencing homelessness</p>	<p>List evidence that you will upload based on your description.</p>	<p>File Attachments</p>
<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</p>	<p>resources for homelessness sent out to parents</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
COVID-19 Remote Live Learning Training for Parents	Virtual training for parents: teaching parents how to utilize all online curriculum, Thinkwave Gradebook, Microsoft Teams: how to assist students to attend the correct classes, how to view teacher lesson plans

### 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. Our garden is large enough for all classes to have a section. 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 starting a healthy school initiative 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: Teachers and admin allow 5 minutes during each class period for a safe space open discussion about COVID-19 and how it is affecting our students; Principal trained in youth mental health issues related to COVID and Principal will train teachers in staff meetings about how to talk to our students about COVID-19. 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 though 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 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 Reading Plus, Math Whizz, 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 twice a week, the school also participates in Jump Rope for Heart and after school running to get ready for a marathon. The 24 computer lab is open 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 Bahamian people affected by hurricane Dorian), 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. 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 Kindergarteners
- 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 are invited to Kindergarten Round-up in May. Parents and students are invited to visit the classrooms. 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 Wednesday 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 and Assistant Principal have 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 FY21 school year.

