Learning Path Academy

2014-15 School Improvement Plan

Learning Path Academy

1340 KENWOOD RD, West Palm Beach, FL 33401

www.learningpathacademy.com

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	94%

Alternative/ESE Center	Charter School	Minority
Yes	Yes	87%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to deliver specialized academic instruction to Exceptional Students with learning disabilities, speech and language impaired, and developmental delay in order to promote independence, help achieve academic goals, and develop and foster self-confidence.

Provide the school's vision statement

Our Vision is to provide a specialized educational environment to help our students achieve their academic goals through methods that encourage independence, self confidence, individuality, and leadership allowing them to discover their strength using their unique learning styles and abilities

School Environment

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

Learning Path Academy serves a very unique population. With this in mind our staff takes time to develop and foster relationships with our students and families. The majority of our student population is of Hispanic descent and we provide them with an school community that understands their needs and provides these families with support needed in their native language.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Because Learning Path Academy is such a small school our students feel comfortable like a family. Our school staff makes sure that all children are safe and respected. We foster a school environment were Bulling is not allowed and the acceptance of differences is encouraged daily.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school uses School Wide Positive Behavioral support in all school settings. With this program we have incorporated a reward system were students earn "turtle bucks" for good behavior and following school rules and can purchase items at the "turtle store".

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Learning Path Academy is a predominantly ESE school and most of our students that need social emotional support receive private counseling at school or home. We provide tutorial programs for these students. Learning Path Academy uses School Wide Positive Behavior Supports and some of the strategies to help our students with social-emotional needs include reward system for following school wide rules were they earn Turtle Bucks and can purchase items at the turtle store. Because we are an ESE predominantly school our teachers are required to use accommodations and scaffolding strategies to help students be successful in all school environments.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In third grade we had students who performed on Level1 state assessment and failed ELA courses. To prevent failure this coming year we intend to do the following interventions;
1. Provide more aggressive tutorial program for students who are not meeting grade level expectations.
2. Provide research based supplemental materials for ELA.
3. Analyze data on a regular basis.
4. Encourage more parent teacher conferences.
5. Prepare student portfolio as needed.
6. Implement more support through RTI services as needed.
7. Seek support from Districts Literacy Team

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

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

Indicator	Grade Level				Total
	K	1	3	4	
Attendance below 90 percent	1	1	0	0	2
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	3	0	3
Level 1 on statewide assessment	0	0	3	10	13

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

Indicator	Grade Level 3	Total
Students exhibiting two or more indicators	3	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We will use students Fall/Winter Diagnostics data, monitor IEP goals, use FAIR testing to monitor student progress, use Running Reading Records to monitor student reading fluency and teacher assessments. Based on the students performance on this data we will incorporate support such as Level Literacy Intervention, teacher will develop student academic goals and provide support through computer programs or small group instruction. As principal we will monitor student progress through our Educational Data Warehouse, do classroom walkthroughs to observe interventions and provide teachers with support and training to help meet student needs.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Learning Path Academy expects that families complete 40 hours of volunteer time at our schools. These hours are divided in to 20 hours of volunteer time during school activities and other school related events and 20 hours of trainings. Trainings for parents will be delivered every month for two days. One day training will be provided in both Spanish and English and the second day will be in Spanish since most of our students are of Hispanic descent. Trainings will target topics such as : Homework Help, Parent Teacher Meetings, Behavior Supports and others. Parents are also provided with the opportunity to meet every trimester with their teachers to discuss student progress and needs. Teachers will maintain communication with parents in relation to their progress, support needed and discuss any other needs the student may have.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

LPA will strive this year to develop a partnership with exciting businesses an community who are willing to support the different academic programs of the school.

Effective Leadership

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

School Leadership Team

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

Name	Title
Rotundo Camilo, Ilena	Principal
Rosso, Isis	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS Leadership Team/School Based Team will meet at a minimum of every 4 weeks beginning the school year. During this meeting the SBT will discuss screening data, review students progress who were placed during the previous year, and review progress monitoring data of struggling students. Based on the information collected the team will identify professional development activities needed to create an effective learning environment and to ensure Tier 1 curriculum is being properly taught.
After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. These students will be referred to the school administration, school ESE contact and district ESE contact. The MTSS team will use Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support. A tier 2 and if needed Tier 3 intervention plan will be developed using appropriate Palm Beach County School District forms. The team will ensure that the necessary resources are available and the intervention is implemented with

fidelity. The students teacher will be responsible to provide all data documenting student progress during meetings and will participate in the development of appropriate goals for the student.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Learning Path Academy's school-based MTSS Leadership team is comprised of the following members: principal, district ESE contact, district Psychologist, school ESE contact and classroom teachers. The principal provides a common vision for the use of database decision-making to ensure that a sound, effective academic program is in place and that there is a process to address and monitor subsequent needs as the staff implements the processes. The administrator will monitor and assess the MTSS skills of school staff. The fidelity of implementation of intervention support is documented and adequate professional development to support MTSS implementation is provided. An ongoing review will be conducted to monitor the effectiveness of communication with parents regarding school based MTSS plans and any activities that occur based on plans. A master calendar will be develop by administration for MTSS Leadership Team meetings. These meetings will be conducted every 4 weeks or as needed with the purpose of discussing new students identified for RTI and current students identified in Tier 2 or Tier 3. During this meeting teachers will provide documentation/data that validates student needs or progress and develop new goals as needed.
With Title I funds we are able to provide teachers professional developments that will support education and our students needs. We will also be able to provide our parents more trainings and materials to support education at home and help their children increase their academic skills. Title 1 funds will be used to provide teacher trainings in supplemental curriculum and other new curriculum support that will help increase students reading and math skills. We will also purchase supplemental classroom materials such as writing programs, and online Math and reading support. We will also use title 1 funds to provide parents with trainings and materials to support their child education.
Title I Part C the school will coordinate with the district in case we identify eligible migrant students enrolled in LPA.
District receives supplemental funds through Tittle II for improving professional development.
Title III Funds for English Language Learners- Assist with helping eligible ELL and Immigrant students attain English proficiency and meet the same state standards required of all students. Provides accommodations as needed in the classrooms and staff development for teacher.
Title X: Homeless Children and youth are entitled to immediate public school enrollment at the school last attended at the onset of homelessness, provide it is in the best interest of the student, requested by the parents, and is feasible. If necessary, the district Homeless Social Worker provides resources (clothing, school supplies, and social services referral) for the students identified as homeless under the McKinley-Vento Act to eliminate barriers for a free and appropriate education.
Per Our contract, we utilize the school district food services program thus meeting all USDA guidelines. We are a satellite of the school districts breakfast and lunch program.
LPA participates in the full implementation o IDEA program for our ESE students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Erika DeMier	Parent
Fanny Cobo	Education Support Employee
Loraine Alexander	Business/Community
Ivelisse Martinez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC was provide with a draft of the SIP an provided input in the planning and implementation of the plan. The SIP is a living breathing document and was updated occasionaly as the need arises.

Development of this school improvement plan

Governing Board reviews SIP as it progresses at monthly Board meetings and approves final copy prior to submittal to school district. Councils are made up of parents, teachers, educational support staff, principal and community members. The School Advisory Council must abide by the Government in the Sunshine Law, and SAC members meet the requirement of % not employed by the charter school or school district. The committee understands Florida's accountability system including school grades. Training is provided and members with their roles uses state and district goals as guiding principles and
1. assesses school data ,surveys
2. Assist in the preparation and evaluation of the SPP
3. Determine and prioritize the needs of the school
4. Develop strategies for improvement
5. decides how to measure results of the SPP
6. Assists in development and implementation of SPP
Their responsibilities to develop the plan included: assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data, prioritizing the school needs, indicating problems and barriers that underline the needed improvements and their causes, and identify and evaluating possible solutions an developing strategies to accomplish the needed improvements. Our SAC is dedicated to enrich our students education by using all of our title I funds to implement programs that will allow our students to meet the state's proficiency and advance level of student achievement.
A board member will sign charter school reimbursement for Title I.

Preparation of the school's annual budget and plan

For this school year Title I has allocate $28,186 to be used for classroom, PD, tutorial and parent involvement. FTE and operating budget is available upon request.

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

n/a Charter School

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Rosso, Isis	Principal
Rotundo Camilo, Ilena	Principal

Duties

Describe how the LLT promotes literacy within the school

The major focus for this school year is to support literacy, small group discussion, content based instruction, educational trips and use of technology based supplemental enrichment programs. The principal will make sure the effective use of all supplemental materials and use of data to further drive instruction and student learning.
We participate in the Literacy Coalition to provide students with free books two times per year.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To develop positive relationships between teachers we provide Team collaboration meetings with principal, provide teachers with administration coaches for Marzano evaluations and provide opportunities to earn rewards and additional classroom materials based on teacher following school policies and students improvements. We have also developed grade level teams to help support student learning and collaborations.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Openings are posted on teacher-teachers.com website, university career centers, and other teacher related websites. Teachers will be provided trainings in curriculum, supplemental materials, ESE compliance and others. Principals will provide mentoring for new teachers. Staff salary is competitive with school district salaries and higher when budget permits. Teachers are given the opportunity to develop curriculum and make academic choices that help students performance and success. In compliance with the ESE law LPA will strive and hire highly qualified ESE teachers.

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

All beginning teachers will be paired with principals to provide academic support and guidance. Teachers are allocated planning time and any support needed for planning. School administrators will also work with each new teacher to assist in all aspects of classroom management and behavior interventions. Teachers must demonstrate the ability to adequately perform the Florida Educator accomplished practices developed the Florida Department of Education. The School has adopted the state teacher evaluation system (Marzano) to monitor and assess teacher abilities. All teachers will receive formal and informal observations as well as well as classroom walkthroughs during the school year with immediate feedback provided. Coaching will be provided to teachers to help support instruction and student needs. Staff will be given the opportunity for professional development in areas of concern as requested.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All students core classroom materials are state approved and meet the current Florida Core State Standards and/or Sunshine State Standards. Lesson plans also document correlation of materials taught with core standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use data to drive their planning and instruction to be able to meet all students needs. The use of accommodations are integrated to help all of our students become proficient in the different core areas. Students are assessed weekly to ensure mastery and growth. We provide quarterly progress reports and parents are invited to come to school to discuss student progress. As principals we make sure that IEP, accommodations, programs and interventions are implemented with fidelity by teachers.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

Tutorial program to target student needs in the core areas.

Strategy Rationale

For mastery learning of concepts learned in the classroom.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rotundo Camilo, Ilena, ilena.rotundo-camilo@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Fall/ Winter Diagnostics, Running Reading Records, FAIR and teacher assessments

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Learning Path Academy provides Preschool Services to students who are participating in the Child Find Program. For a student to participate in our Preschool Program they have to qualify for Child Find with a Diagnosis of Language Delay or Developmental Delay. The students that are in our preschool program have first choice to continue attending our school for Kindergarten. For other students we market through online advertising, and recruit in preschool centers to fill spaces in Kindergarten . Parents and students are invited to tour our school from January to February. Prior to attending our Kindergarten program parents and students will be invited to attend a Open House were they will be able to meet their teachers and learn more about our school environment.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

☐ 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Learning Path Academy will provide the students with additional support including reading/ math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.

G2.   If Learning Path Academy will provide the students with additional support including reading/ math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.

G3.   If Learning Path Academy will provide the students with additional support including reading/ math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.

G4.   LPA will offer extended school year opportunity to students targeting reading and math skills

G5.   LPA will show learning gains in Reading and Math areas using FSA

Strategic Goals Detail

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

G1. If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.
1a

🔑 G059900

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Online Subscriptions in reading and math

- Supplemental curriculum in reading for example, FUNDATIONS and Wilson Reading

- Supplemental curriculum in Math for example, Touch Math

- Title I Funds

- Updated Library Resources

Targeted Barriers to Achieving the Goal 3

- Limited Parent Support due to home language

- High number of students with reading difficulties

- Teachers difficulty with adapting new standards to meet students academic needs

Plan to Monitor Progress Toward G1. 8

Reading and Math Progress will be monitored by administrators through teacher observations, student work, data reports and parent feedback to assess goal expectations

Person Responsible
Ilena Rotundo Camilo

Schedule
Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion
student data,report cards, progress reports, IEP, parent surveys, conference notes

G2. If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.
1a

🔑 G059899

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%. `1a`

G059898

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

G4. LPA will offer extended school year opportunity to students targeting reading and math skills `1a`

G057946

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Gains	60.0

Resources Available to Support the Goal `2`

- Provide Intensive Reading and Math Summer program to maintain skills

Targeted Barriers to Achieving the Goal `3`

- Materials

- Transportation to Summer Program

- HQ Staff to provide these services

Plan to Monitor Progress Toward G4. `8`

Person Responsible

Schedule

Evidence of Completion

G5. LPA will show learning gains in Reading and Math areas using FSA 1a

G053923

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Core Curriculum

- Title I

- Operating FTE

- CSP Grant

Targeted Barriers to Achieving the Goal 3

- Need for classroom resources and supplies

- Need for more intensive PD opportunities

- Not enough afterschool enrichment program

- Limited Parent involvement

- Lack of exposure to a print and education environment and experiences

Plan to Monitor Progress Toward G5. 8

To increase academic skills in areas

Person Responsible

Schedule

Evidence of Completion
student work, report cards, assessment

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%. 1

🔑 G059900

G1.B1 Limited Parent Support due to home language 2

🔑 B152679

G1.B1.S1 Provide a robust parent engagement academic trainings to support high academic performance in Math and in Reading. 4

🔑 S164463

Strategy Rationale

parents are partners in student achievement

Action Step 1 5

Conduct Parent training on specific strategies to use ta home to help students increase reading and math skills.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2016

Evidence of Completion

training schedule, agenda, parent sign in, handouts, evaluations

Action Step 2 `5`

Provide Child care and refreshments for trainings to help increase parent participation

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

training schedule, agenda, parent sign in, handouts, evaluations, receipts, payroll register

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

Provide parents with a schedule of trainings ahead of time, mass phone calls, send invitations to remind families of trainings.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2016

Evidence of Completion

Training schedule, phone logs, agendas, copies of invitations, evaluations

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

Conduct parent and staff survey regarding effective way to engage parents with school

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2016

Evidence of Completion

Survey results will be discussed with staff and SAC, sample of surveys

G1.B2 High number of students with reading difficulties [2]

B152680

G1.B2.S1 Utilize reading teacher to provide small group instruction of which the focus will be vocabulary, fluency, and comprehension. [4]

S164459

Strategy Rationale

Based on last years reading data we need to enhance student reading performance.

Action Step 1 [5]

Hire reading resource teacher to provide students with small group instruction to increase reading skills.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

teacher schedule, lesson plans, student roster, data, student samples

Action Step 2 [5]

Provide resource teacher with classroom supplies

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Purchase Order, cancelled or cleared check, bank statement for credit cards, reimbursement request

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

Check lesson plans with fidelity, conduct schedule and unscheduled classroom observations and teacher/principal meetings to discuss student progress and teacher performance.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

lesson plans, student data, observation checklist, conference notes

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

Student Data will be reviewed monthly to determine teachers impact on small group instruction

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Data, sample of student work, and conference notes

G1.B2.S2 Utilize math teacher to provide small group instruction of which the focus will math comprehension and fluency. 4

Strategy Rationale

🔑 S164460

Based on last years math data we need to enhance student math performance.

Action Step 1 5

Hire a math teacher to increase students math performance

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2016

Evidence of Completion

schedule, lesson plans, student roster, attendance and student work samples

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Check lesson plans with fidelity, conduct schedule and unscheduled classroom observations and teacher/principal meetings to discuss student progress and teacher performance.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

lesson plans, student data, observation checklist, conference notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Student Data will be reviewed monthly to determine teachers impact on small group instruction

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

student work, data, conference notes

G1.B4 Teachers difficulty with adapting new standards to meet students academic needs `2`

🔑 B152682

G1.B4.S1 Provide teachers with Marzano resource and online professional development to increase efficacy and academic accountability `4`

🔑 S164462

Strategy Rationale

Teachers need more support in the areas of lesson delivery and assessment.

Action Step 1 `5`

Purchase Marzano Professional development, online PD subscriptions and technology

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

teacher sign in, agenda, observation evaluation, assessments, purchase order, contract, cancelled check or bank statement,

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teacher will be provided with PD schedule and will be assed in implementing strategies learned

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Principal observations, teacher documents of PD participation, conference notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Teachers who need additional support in implemented the PD strategy learned will be provided with additional mentoring one on one of through video

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

conference notes, video analysis of instruction

G4. LPA will offer extended school year opportunity to students targeting reading and math skills `1`

`G057946`

G4.B1 Materials `2`

`B146782`

G4.B1.S1 Provide students with Curriculum materials that would meet their needs in a two week period for Math and Reading `4`

`S159027`

Strategy Rationale

The purpose is to target specific needs to increase student performance in these areas

Action Step 1 `5`

Purchase Curriculum Materials for summer progrem

Person Responsible

Ilena Rotundo Camilo

Schedule

Evidence of Completion

Pre and Post Test Testing, Curriculum Books, handouts, student summer portfolios

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Frequent assessments to monitor fidelity of teaching

Person Responsible

Ilena Rotundo Camilo

Schedule

Biweekly, from 6/15/2015 to 6/26/2015

Evidence of Completion

Student work, assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Provide teachers with training on curriculum and support while program is running

> ### Person Responsible
>
> Ilena Rotundo Camilo
>
> ### Schedule
>
> Weekly, from 5/18/2015 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Attendance records, handouts

G4.B2 Transportation to Summer Program `2`

`B146783`

G4.B2.S1 Provide students participating in Extended school year transportation to school. `4`

`S159028`

> ### Strategy Rationale
>
> to assure attendance to Summer Program

Action Step 1 `5`

Hire bus company to provide transportation for these two weeks

> ### Person Responsible
>
> Isis Rosso
>
> ### Schedule
>
> ### *Evidence of Completion*
>
> Contract with Bus Company

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Assure students ride the Bus daily

Person Responsible

Isis Rosso

Schedule

Daily, from 6/15/2015 to 6/26/2015

Evidence of Completion

Bus Roster and attendance

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Maintain Accurate Bus Schedule and Stops

Person Responsible

Isis Rosso

Schedule

Daily, from 6/15/2015 to 6/26/2015

Evidence of Completion

Bus log and Bus Driver Signatures

G4.B3 HQ Staff to provide these services 2

🔑 B146784

G4.B3.S1 We will offer current teachers the opportunity to earn additional income by Teaching during the summer program 4

🔑 S159029

Strategy Rationale

To have qualified teachers that understand students needs and are able to provide the best education possible.

Action Step 1 5

Open Summer position to our teachers

Person Responsible

Isis Rosso

Schedule

Monthly, from 3/2/2015 to 5/8/2015

Evidence of Completion

Teacher Letter of interest in Summer program.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teachers will be chosen based on preferred subject areas and availability

Person Responsible

Isis Rosso

Schedule

On 5/8/2015

Evidence of Completion

Teacher schedules

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Teachers will participate during the 2 weeks and provide lesson plans that correlate to curriculum.

Person Responsible

Isis Rosso

Schedule

Evidence of Completion

Teacher lesson plans and student attendance record

G5. LPA will show learning gains in Reading and Math areas using FSA `1`

🔧 G053923

G5.B1 Need for classroom resources and supplies `2`

🔧 B136149

G5.B1.S1 To provide classroom with resources/materials that will aid student to acquire or strengthen taught skills `4`

🔧 S148121

Strategy Rationale

More manipulative and materials to enhance learning

Action Step 1 `5`

To provide classroom supplies and materials to help teacher support student learning skills.

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

receipts, teacher log , reimbursement packet an teacher lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Order supplies as soon as possible so it will have the most impact to student learning

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

student work, assessments, teacher lesson plans, chater school reimbursement request

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

order materials as soon as possible and make sure the teaches are using it as recommended

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

student work, classroom observations, receipts, reimbursement request

G5.B1.S2 Purchase on-line subscription/ apps to support core curriculum [4]

S148122

Strategy Rationale

Provide students with technology based instructions and review

Action Step 1 [5]

iStation on-line subscriptions; LLI apps for iPads

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

PO, cancelled checks and reimbursement requests

Plan to Monitor Fidelity of Implementation of G5.B1.S2 [6]

Review of student data reports and teacher documentation

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Printout of student progress and data

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 [7]

Lesson plans, student reports and classroom observations

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, data reports

G5.B3 Need for more intensive PD opportunities 2

B136151

G5.B3.S1 Provide teachers and administration with training opportunities to increase student performance and school accountability 4

S148124

Strategy Rationale

Improve teaching and leadership skills that will lead to better student performance

Action Step 1 5

Teachers will participate in professional development to increase student performance

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/5/2015

Evidence of Completion

Receipts, Materials, Training Attendance and Evaluation

Action Step 2 5

We will use camera to record classs to help teacher's increase their performance in the classroom

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 11/3/2014 to 6/5/2015

Evidence of Completion

Receipts, recordings, documentation of teacher/principal meeting

Action Step 3 `5`

Principals will participate in Leadership trainings to help increase school overall performance and maintain accountability

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2015

Evidence of Completion

Conference Handouts, Receipts, agendas

Plan to Monitor Fidelity of Implementation of G5.B3.S1 `6`

Purchase and use of materials; conduct PD sessions and ask teachers for evaluation/feedback

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 10/6/2014 to 6/5/2015

Evidence of Completion

Receipts, PD schedule, teacher sign -in and evaluation, reimbursement request

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Principal will evaluation the entire PD initiative for next years planning

Person Responsible

Ilena Rotundo Camilo

Schedule

Annually, from 10/13/2014 to 6/5/2015

Evidence of Completion

Evaluation Tools an input from the school's Board

G5.B4 Not enough afterschool enrichment program 2

G5.B4.S1 Offer after school tutorial to targeted students 4

Strategy Rationale

Enrichment for mastery leaning

Action Step 1 5

Identify students in need of the enrichment; plan a tutorial schedule and services; notify parents

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Students list, teacher lesson plans, student data, student sign, teacher sign in and payroll register

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Tutorial observation, checking of lesson, and utilization of supplies/resources

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Lesson plans, student/teacher sign-in, student data

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 `7`

Check lesson, order materials and implement tutorial program as planned

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Lesson plans, teacher/student sign -ins and student data and reimbursement requests

G5.B5 Limited Parent involvement `2`

B136153

G5.B5.S1 Conduct parent involvement trainings to enhance student success `4`

S148126

Strategy Rationale

Parents are good partners in education

Action Step 1 `5`

Title I Annual meetings, parent trainings in core areas, ESE support; PTC and IEP Meetings

Person Responsible

Isis Rosso

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agenda, sign -ins, evaluation, conference notes etc.

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Order materials/supplies, conduct parent trainings as planned and solicit feedback and support from parents

Person Responsible

Isis Rosso

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agenda, sign-ins, evaluations and reimbursement requests

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

Implement an monitor parent trainings

Person Responsible

Isis Rosso

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agenda, sign-in, evaluation and reimbursement request

G5.B6 Lack of exposure to a print and education environment and experiences [2]

B136154

G5.B6.S1 Education Trip and Exposure [4]

S148127

Strategy Rationale

Learning concepts outside of the classroom and provide hand-on experiences

Action Step 1 [5]

Science Museum

Person Responsible

Ilena Rotundo Camilo

Schedule

Semiannually, from 12/8/2014 to 5/4/2015

Evidence of Completion

Brochure, field trip checklist and student work samples

Action Step 2 [5]

Visit to The Palm Beach Zoo

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/5/2015

Evidence of Completion

Brochure, Field trip activity, student work

Plan to Monitor Fidelity of Implementation of G5.B6.S1 `6`

Field Trip Plan and destination; lesson plans

Person Responsible

Ilena Rotundo Camilo

Schedule

Semiannually, from 12/8/2014 to 5/4/2015

Evidence of Completion

Registration, lesson plan and evaluation

Plan to Monitor Effectiveness of Implementation of G5.B6.S1 `7`

Evaluation of the entire educational trips an exposure

Person Responsible

Ilena Rotundo Camilo

Schedule

Semiannually, from 12/8/2014 to 5/4/2015

Evidence of Completion

Evaluation summary and student evaluation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	To provide classroom supplies and materials to help teacher support student learning skills.	Rotundo Camilo, Ilena	7/1/2014	receipts, teacher log , reimbursement packet an teacher lesson plans	6/5/2015 annually
G5.B1.S2.A1	iStation on-line subscriptions; LLI apps for iPads	Rotundo Camilo, Ilena	7/1/2014	PO, cancelled checks and reimbursement requests	6/5/2015 annually
G5.B3.S1.A1	Teachers will participate in professional development to increase student performance	Rotundo Camilo, Ilena	10/6/2014	Receipts, Materials, Training Attendance and Evaluation	6/5/2015 one-time
G5.B4.S1.A1	Identify students in need of the enrichment; plan a tutorial schedule and services; notify parents	Rotundo Camilo, Ilena	10/13/2014	Students list, teacher lesson plans, student data, student sign, teacher sign in and payroll register	3/13/2015 quarterly
G5.B5.S1.A1	Title I Annual meetings, parent trainings in core areas, ESE support; PTC and IEP Meetings	Rosso, Isis	9/8/2014	Agenda, sign -ins, evaluation, conference notes etc.	6/5/2015 monthly
G5.B6.S1.A1	Science Museum	Rotundo Camilo, Ilena	12/8/2014	Brochure, field trip checklist and student work samples	5/4/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Purchase Curriculum Materials for summer program	Rotundo Camilo, Ilena	4/6/2015	Pre and Post Test Testing, Curriculum Books, handouts, student summer portfolios	one-time
G4.B2.S1.A1	Hire bus company to provide transportation for these two weeks	Rosso, Isis	5/25/2015	Contract with Bus Company	one-time
G4.B3.S1.A1	Open Summer position to our teachers	Rosso, Isis	3/2/2015	Teacher Letter of interest in Summer program.	5/8/2015 monthly
G1.B2.S1.A1	Hire reading resource teacher to provide students with small group instruction to increase reading skills.	Rotundo Camilo, Ilena	7/1/2015	teacher schedule, lesson plans, student roster, data, student samples	6/30/2016 monthly
G1.B2.S2.A1	Hire a math teacher to increase students math performance	Rotundo Camilo, Ilena	7/1/2015	schedule, lesson plans, student roster, attendance and student work samples	6/30/2016 one-time
G1.B4.S1.A1	Purchase Marzano Professional development, online PD subscriptions and technology	Rotundo Camilo, Ilena	7/1/2015	teacher sign in, agenda, observation evaluation, assessments, purchase order, contract, cancelled check or bank statement,	6/30/2016 monthly
G1.B1.S1.A1	Conduct Parent training on specific strategies to use ta home to help students increase reading and math skills.	Rotundo Camilo, Ilena	7/1/2015	training schedule, agenda, parent sign in, handouts, evaluations	6/30/2016 one-time
G5.B3.S1.A2	We will use camera to record classs to help teacher's increase their performance in the classroom	Rotundo Camilo, Ilena	11/3/2014	Receipts, recordings, documentation of teacher/principal meeting	6/5/2015 annually
G5.B6.S1.A2	Visit to The Palm Beach Zoo	Rotundo Camilo, Ilena	4/1/2015	Brochure, Field trip activity, student work	6/5/2015 one-time
G1.B2.S1.A2	Provide resource teacher with classroom supplies	Rotundo Camilo, Ilena	7/1/2015	Purchase Order, cancelled or cleared check, bank statement for credit cards, reimbursement request	6/30/2016 quarterly
G1.B1.S1.A2	Provide Child care and refreshments for trainings to help increase parent participation	Rotundo Camilo, Ilena	7/1/2015	training schedule, agenda, parent sign in, handouts, evaluations, receipts, payroll register	6/30/2016 monthly
G5.B3.S1.A3	Principals will participate in Leadership trainings to help increase school overall performance and maintain accountability	Rotundo Camilo, Ilena	4/1/2015	Conference Handouts, Receipts, agendas	6/30/2015 one-time
G1.MA1	Reading and Math Progress will be monitored by administrators through teacher observations, student work, data reports and parent feedback to assess goal expectations	Rotundo Camilo, Ilena	7/1/2015	student data,report cards, progress reports, IEP, parent surveys, conference notes	6/30/2016 quarterly
G1.B2.S1.MA1	Student Data will be reviewed monthly to determine teachers impact on small group instruction	Rotundo Camilo, Ilena	7/1/2015	Data, sample of student work, and conference notes	6/30/2016 monthly
G1.B2.S1.MA1	Check lesson plans with fidelity, conduct schedule and unscheduled classroom observations and teacher/ principal meetings to discuss student progress and teacher performance.	Rotundo Camilo, Ilena	7/1/2015	lesson plans, student data, observation checklist, conference notes	6/30/2016 monthly
G1.B4.S1.MA1	Teachers who need additional support in implemented the PD strategy learned will be provided with additional mentoring one on one of through video	Rotundo Camilo, Ilena	7/1/2015	conference notes, video analysis of instruction	6/30/2016 monthly
G1.B4.S1.MA1	Teacher will be provided with PD schedule and will be assed in implementing strategies learned	Rotundo Camilo, Ilena	7/1/2015	Principal observations, teacher documents of PD participation, conference notes	6/30/2016 quarterly
G1.B1.S1.MA1	Conduct parent and staff survey regarding effective way to engage parents with school	Rotundo Camilo, Ilena	7/1/2015	Survey results will be discussed with staff and SAC, sample of surveys	6/30/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Provide parents with a schedule of trainings ahead of time, mass phone calls, send invitations to remind families of trainings.	Rotundo Camilo, Ilena	7/1/2015	Training schedule, phone logs, agendas, copies of invitations, evaluations	6/30/2016 one-time
G1.B2.S2.MA1	Student Data will be reviewed monthly to determine teachers impact on small group instruction	Rotundo Camilo, Ilena	7/1/2015	student work, data, conference notes	6/30/2016 monthly
G1.B2.S2.MA1	Check lesson plans with fidelity, conduct schedule and unscheduled classroom observations and teacher/ principal meetings to discuss student progress and teacher performance.	Rotundo Camilo, Ilena	7/1/2015	lesson plans, student data, observation checklist, conference notes	6/30/2016 monthly
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Provide teachers with training on curriculum and support while program is running	Rotundo Camilo, Ilena	5/18/2015	Attendance records, handouts	6/5/2015 weekly
G4.B1.S1.MA1	Frequent assessments to monitor fidelity of teaching	Rotundo Camilo, Ilena	6/15/2015	Student work, assessments	6/26/2015 biweekly
G4.B2.S1.MA1	Maintain Accurate Bus Schedule and Stops	Rosso, Isis	6/15/2015	Bus log and Bus Driver Signatures	6/26/2015 daily
G4.B2.S1.MA1	Assure students ride the Bus daily	Rosso, Isis	6/15/2015	Bus Roster and attendance	6/26/2015 daily
G4.B3.S1.MA1	Teachers will participate during the 2 weeks and provide lesson plans that correlate to curriculum.	Rosso, Isis	5/12/2015	Teacher lesson plans and student attendance record	one-time
G4.B3.S1.MA1	Teachers will be chosen based on preferred subject areas and availability	Rosso, Isis	2/2/2015	Teacher schedules	5/8/2015 one-time
G5.MA1	To increase academic skills in areas		student work, report cards, assessment	one-time	
G5.B1.S1.MA1	order materials as soon as possible and make sure the teaches are using it as recommended	Rotundo Camilo, Ilena	7/1/2014	student work, classroom observations, receipts, reimbursement request	6/5/2015 annually
G5.B1.S1.MA1	Order supplies as soon as possible so it will have the most impact to student learning	Rotundo Camilo, Ilena	7/1/2014	student work, assessments, teacher lesson plans, chater school reimbursement request	6/5/2015 annually
G5.B3.S1.MA1	Principal will evaluation the entire PD initiative for next years planning	Rotundo Camilo, Ilena	10/13/2014	Evaluation Tools an input from the school's Board	6/5/2015 annually
G5.B3.S1.MA1	Purchase and use of materials; conduct PD sessions and ask teachers for evaluation/feedback	Rotundo Camilo, Ilena	10/6/2014	Receipts, PD schedule, teacher sign -in and evaluation, reimbursement request	6/5/2015 annually
G5.B4.S1.MA1	Check lesson, order materials and implement tutorial program as planned	Rotundo Camilo, Ilena	10/13/2014	Lesson plans, teacher/student sign -ins and student data and reimbursement requests	3/13/2015 quarterly
G5.B4.S1.MA1	Tutorial observation, checking of lesson, and utilization of supplies/ resources	Rotundo Camilo, Ilena	10/13/2014	Lesson plans, student/teacher sign-in, student data	3/13/2015 quarterly
G5.B5.S1.MA1	Implement an monitor parent trainings	Rosso, Isis	9/8/2014	Agenda, sign-in, evaluation and reimbursement request	6/5/2015 monthly
G5.B5.S1.MA1	Order materials/supplies, conduct parent trainings as planned and solicit feedback and support from parents	Rosso, Isis	9/8/2014	Agenda, sign-ins, evaluations and reimbursement requests	6/5/2015 monthly
G5.B6.S1.MA1	Evaluation of the entire educational trips an exposure	Rotundo Camilo, Ilena	12/8/2014	Evaluation summary and student evaluation	5/4/2015 semiannually
G5.B6.S1.MA1	Field Trip Plan and destination; lesson plans	Rotundo Camilo, Ilena	12/8/2014	Registration, lesson plan and evaluation	5/4/2015 semiannually
G5.B1.S2.MA1	Lesson plans, student reports and classroom observations	Rotundo Camilo, Ilena	9/1/2014	Lesson plans, data reports	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1	Review of student data reports and teacher documentation	Rotundo Camilo, Ilena	9/1/2014	Printout of student progress and data	6/5/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.

G1.B4 Teachers difficulty with adapting new standards to meet students academic needs

G1.B4.S1 Provide teachers with Marzano resource and online professional development to increase efficacy and academic accountability

PD Opportunity 1

Purchase Marzano Professional development, online PD subscriptions and technology

Facilitator

Principal and contracted PD provider

Participants

All Teacher

Schedule

Monthly, from 7/1/2015 to 6/30/2016

G5. LPA will show learning gains in Reading and Math areas using FSA

G5.B3 Need for more intensive PD opportunities

G5.B3.S1 Provide teachers and administration with training opportunities to increase student performance and school accountability

PD Opportunity 1

Teachers will participate in professional development to increase student performance

Facilitator

Principal, Consultant, Purchase Order of the training

Participants

Teachers and Staff

Schedule

On 6/5/2015

PD Opportunity 2

We will use camera to record classs to help teacher's increase their performance in the classroom

Facilitator

Principals

Participants

Teachers and Staff

Schedule

Annually, from 11/3/2014 to 6/5/2015

PD Opportunity 3

Principals will participate in Leadership trainings to help increase school overall performance and maintain accountability

Facilitator

National Charter School COnference

Participants

Principals and Staff

Schedule

On 6/30/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.	42,127
Goal 4: LPA will offer extended school year opportunity to students targeting reading and math skills	8,750
Goal 5: LPA will show learning gains in Reading and Math areas using FSA	28,370
Grand Total	**79,247**

Goal 1: If Learning Path Academy will provide the students with additional support including reading/math teacher, technology, and professional development for teachers to focus on deliberate reading/math programs; then the performance of the students in reading and math will increase their proficiency by 5%.		
Description	**Source**	**Total**
B1.S1.A1 - paper, ink, parent home connection materials	Title I Part A	300
B1.S1.A2 - Stipend for child care, food expenses	Title I Part A	400
B2.S1.A1 - Teacher salary + benefits	Title I Part A	36,785
B2.S1.A2 - paper, ink, folder, post it notes, journals, notebooks, etc	Title I Part A	500
B2.S2.A1 - Funding will be shared with reading teacher salary.	Title I Part A	0
B4.S1.A1	Title I Part A	4,142
Total Goal 1		**42,127**

Goal 4: LPA will offer extended school year opportunity to students targeting reading and math skills		
Description	**Source**	**Total**
B1.S1.A1 - Textbooks, paper, pencils, student individual white boards, markers, teacher guides, notebooks, etc,	Title I Part A	400
B2.S1.A1 - Contract Bus Services for 2 weeks	Title I Part A	2,550
B3.S1.A1 - Teacher Salary	Title I Part A	5,800
Total Goal 4		**8,750**

Goal 5: LPA will show learning gains in Reading and Math areas using FSA		
Description	**Source**	**Total**
B1.S1.A1 - notebooks, journals, paper, ink, pens, pencils, student agendas etc math manipulatives such as counters, math games, math literacy library, science themed library, science kits, consumables, highlighter, post it notes, sheet protectors, data books, binders, erasers,sharpeners	Title I Part A	7,000
B1.S2.A1 - iStation for reading on line subscriptions, reading and wrting a to z online teacher materials	Title I Part A	3,637

Goal 5: LPA will show learning gains in Reading and Math areas using FSA		
Description	**Source**	**Total**
B2.S1.A1 - Level readers, classroom libraries	Title I Part A	6,454
B3.S1.A1 - Handwriting without tears training, 7 Keys To increase attention	Title I Part A	575
B3.S1.A2 - Purchase School Video Camera, SD Card for Memory, tripod	Title I Part A	142
B3.S1.A3 - Principals will attend the 4 day Charter School National Conference with the purpose on expanding their knowledge in leadership, accountability, and increasing student performance.	Title I Part A	3,230
B4.S1.A1 - Part Time In System- $8000 Tutorial Supplies: paper, consumables, paper, ink, notebooks, erasers, etc. $1735	Title I Part A	5,504
B5.S1.A1 - Parent training supplies, paper, ink, pencils, pens, post -it notes, and refreshments	Title I Part A	451
B6.S1.A1 - Admission Tickets and transportation	Title I Part A	1,002
B6.S1.A2 - Students will visit the Palm Beach zoo to learn about animals and their habitats. Guided tour, tickets and transportation	Title I Part A	375
Total Goal 5		**28,370**