

The School District of Palm Beach County

# Learning Path Academy



2015-16 School Improvement Plan

## Learning Path Academy

1340 KENWOOD RD, West Palm Beach, FL 33401

www.learningpathacademy.com

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	Yes	83%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 where Bullying 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 where 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 where 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	2	3	4	5	
Attendance below 90 percent	3	6	2	4	1	1	17
One or more suspensions	0	1	0	0	0	1	2
Course failure in ELA or Math	2	0	0	2	1	0	5
Level 1 on statewide assessment	0	0	0	3	2	3	8

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	1	2

**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:**

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 hire reading resource teachers who will provide small group instruction at the same time provide teachers PD training and resources that will support the needs of our student population. We will also be able to provide our parents more training and materials to support education at home and help their children increase their academic skills. Title I funds will be used to provide teacher training 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, online Math, reading support and technology. We will also use title 1 funds to provide parents with training 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. The school currently has 6 designated migrant students. We will contact Celia Elrod for possible assistance.

Coordination with McKinley Vento specialist (Beth Lefler) will be done to provide services to homeless students

District receives supplemental funds through Tittle II for improving professional development. LPA opted to participate in the district sponsored PD sessions and activities.

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:

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 occasionally 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 \$42,116.80 be used for salary, 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:

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 state approve teacher 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:** Summer Program

**Minutes added to school year:** 3,000

Summer program to continue to target student needs in the core areas after school year is done.

#### **Strategy Rationale**

For review and maintenance 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**

Running Reading Records, teacher data collection, tests

## 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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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%.

## 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

G074852

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	20.0
ELA/Reading Gains	20.0

**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

**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**

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

**Evidence of Completion**

Student data, progress reports, IEP, parent surveys, conference notes and Community Parent Liaison's year-end evaluation

**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**

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

**Evidence of Completion**

Student data, progress reports, teacher surveys, sign ins

**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 9/7/2015 to 6/30/2016

**Evidence of Completion**

Student data, progress reports, teacher surveys, sign ins for childcare and evaluation of child care services

**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 9/4/2015 to 6/30/2016

**Evidence of Completion**

Student data, progress reports, teacher surveys, year-end lesson plan feedback on the use of technology in the classroom

## 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**

 G074852

**G1.B1** Limited Parent Support due to home language **2**

 B195509

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

 S207173

### Strategy Rationale

parents are partners in student achievement

### Action Step 1 **5**

Community Parent Liaison (Gwendoline Lorie) will 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

Liaison's schedule, credential, 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 Fidelity of Implementation of G1.B1.S1** 6

Schedule Parent Trainings and collect sign in for child care

**Person Responsible**

**Schedule**

On 6/30/2016

**Evidence of Completion**

Parent Training Agenda and parent sign in, evaluation of child care services

**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

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

Provide staff to care for students

**Person Responsible**

Ilena Rotundo Camilo

**Schedule**

On 6/30/2016

***Evidence of Completion***

Staff sign in, parent sign in and evaluation of the child care services

**G1.B2 High number of students with reading difficulties** 2

 B195510

**G1.B2.S1** Utilize technology to provide students with interactive instruction of which the focus will be vocabulary, fluency, and comprehension. 4

 S207174

**Strategy Rationale**

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

**Action Step 1** 5

Purchase Interactive whiteboard technology to increase classroom rigor

**Person Responsible**

Ilena Rotundo Camilo

**Schedule**

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

**Evidence of Completion**

Lesson plans, student data and reimbursement request

**Action Step 2** 5

Provide teacher with classroom supplies to increase teaching/classroom effectiveness

**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 to see use of technology 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***

Checked lesson plans, student data, observation checklist, conference notes

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

Check lesson plans to see use of materials 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 work, evaluations

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

Student data will be reviewed monthly to determine technology impact student achievement

**Person Responsible**

Ilena Rotundo Camilo

**Schedule**

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

***Evidence of Completion***

Lesson plan feedback on the use of technology, student data, sample of student work, and conference notes

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

Student Data will be reviewed monthly to determine supply impact on student achievement

**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 technology to provide students with interactive instruction of which the focus will math comprehension and fluency. 4

 S207175

**Strategy Rationale**

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

**Action Step 1** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**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**

 B195512

**G1.B4.S1** Provide teachers with PD resource, teacher evaluation PD and online professional development to increase efficacy and academic accountability 4

 S207177

**Strategy Rationale**

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

**Action Step 1 5**

Charter School Alliance Teacher Observation/evaluation guide, online PD 360 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 360 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, PD360 Teacher log

**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
G1.B1.S1.A1	Community Parent Liaison (Gwendoline Lorie) will conduct parent training on specific strategies to use ta home to help students increase reading and math skills.	Rotundo Camilo, Ilena	7/1/2015	Liaison's schedule, credential, training schedule, agenda, parent sign in, handouts, evaluations	6/30/2016 one-time
G1.B2.S1.A1	Purchase Interactive whiteboard technology to increase classroom rigor	Rotundo Camilo, Ilena	7/1/2015	Lesson plans, student data and reimbursement request	6/30/2016 monthly
G1.B2.S2.A1	[no content entered]			one-time	
G1.B4.S1.A1	Charter School Alliance Teacher Observation/evaluation guide, online PD 360 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.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

**Palm Beach - 4037 - Learning Path Academy - 2015-16 SIP**  
*Learning Path Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Provide teacher with classroom supplies to increase teaching/classroom effectiveness	Rotundo Camilo, Ilena	7/1/2015	Purchase Order, cancelled or cleared check, bank statement for credit cards, reimbursement request	6/30/2016 quarterly
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.MA2	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, progress reports, IEP, parent surveys, conference notes and Community Parent Liaison's year-end evaluation	6/30/2016 monthly
G1.MA3	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, progress reports, teacher surveys, sign ins	6/30/2016 monthly
G1.MA4	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	9/7/2015	Student data, progress reports, teacher surveys, sign ins for childcare and evaluation of child care services	6/30/2016 quarterly
G1.MA5	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	9/4/2015	Student data, progress reports, teacher surveys, year-end lesson plan feedback on the use of technology in the classroom	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
G1.B1.S1.MA4	Provide staff to care for students	Rotundo Camilo, Ilena	7/1/2015	Staff sign in, parent sign in and evaluation of the child care services	6/30/2016 one-time
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.B1.S1.MA3	Schedule Parent Trainings and collect sign in for child care		7/1/2015	Parent Training Agenda and parent sign in, evaluation of child care services	6/30/2016 one-time
G1.B2.S1.MA1	Student data will be reviewed monthly to determine technology impact student achievement	Rotundo Camilo, Ilena	7/1/2015	Lesson plan feedback on the use of technology, student data, sample of student work, and conference notes	6/30/2016 monthly
G1.B2.S1.MA4	Student Data will be reviewed monthly to determine supply impact on student achievement	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 to see use of technology 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	Checked lesson plans, student data, observation checklist, conference notes	6/30/2016 monthly
G1.B2.S1.MA3	Check lesson plans to see use of materials 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 work, evaluations	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, PD360 Teacher log	6/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Teacher will be provided with PD schedule and will be assessed in implementing strategies learned	Rotundo Camilo, Ilena	7/1/2015	Principal observations, teacher documents of PD 360 participation, conference notes	6/30/2016 quarterly
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

## 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 Opportunities

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 PD resource, teacher evaluation PD and online professional development to increase efficacy and academic accountability

### PD Opportunity 1

Charter School Alliance Teacher Observation/evaluation guide, online PD 360 subscriptions and technology

**Facilitator**

Principal and contracted PD provider

**Participants**

All Teacher

**Schedule**

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

## Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	<b>Community Parent Liaison (Gwendoline Lorie) will conduct parent training on specific strategies to use ta home to help students increase reading and math skills.</b>				<b>\$16,550.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6100	510-Supplies	4037 - Learning Path Academy	Title I Part A		\$16,550.00
			<i>Notes: Community Parent Liaison salary and benefits, paper, ink, parent home connection materials</i>			
2	G1.B1.S1.A2	<b>Provide Child care and refreshments for trainings to help increase parent participation</b>				<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6100	100-Salaries	4037 - Learning Path Academy	Title I Part A		\$400.00

<b>Budget Data</b>						
				<i>Notes: Stipend for child care, food expenses</i>		
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Purchase Interactive whiteboard technology to increase classroom rigor</b>				<b>\$20,524.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1382	643-Computer Hardware Capitalized	4037 - Learning Path Academy	Title I Part A		\$20,524.80
				<i>Notes: Smart Boards, Software, Projectors,laptops and equipment needed for interactive white board function (wireless mouse, flashdrives to keep software and documents and HDMI cable for connection between laptop and projectors)</i>		
<b>4</b>	<b>G1.B2.S1.A2</b>	<b>Provide teacher with classroom supplies to increase teaching/classroom effectiveness</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	4037 - Learning Path Academy	Title I Part A		\$500.00
				<i>Notes: paper, ink, folder, post it notes, journals, notebooks, etc</i>		
<b>5</b>	<b>G1.B2.S2.A1</b>					<b>\$0.00</b>
<b>6</b>	<b>G1.B4.S1.A1</b>	<b>Charter School Alliance Teacher Observation/evaluation guide, online PD 360 subscriptions and technology</b>				<b>\$4,142.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	4037 - Learning Path Academy	Title I Part A		\$4,142.00
				<i>Notes: Consulting contract, PD in use of Smart Boards, Wilson Trainings, LLI In house training.</i>		
					<b>Total:</b>	<b>\$42,116.80</b>