

Learning Path Academy



2016-17 Schoolwide Improvement Plan

Learning Path Academy

1340 KENWOOD RD, West Palm Beach, FL 33401

www.learningpathacademy.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	Yes	86%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/2/2016.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Learning Path Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

a. 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 a school community that understands their needs and provides these families with support needed in their native language.

b. 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.

c. 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". Learning Path Academy follows school district protocols for disciplinary incidents and for our ESE students we follow Procedural Safeguards requirements for discipline.

d. 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.

3. Early Warning Systems

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

a. 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. Mandate parent teacher conferences.
5. Prepare student portfolio as needed.
6. Implement more support through RTI services as needed.
7. Provide strategies for testing
8. Seek support from Districts Literacy Team

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	3	5	5	0	0	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	25	21	6	0	0	0	0	0	0	0	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	4	0	0	0	0	0	0	0	0	0	4

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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 partners with businesses and community who support the different academic programs for the schools. Our partners provide different opportunities to support our student education. From school supplies to arts programs, these partners offer our students opportunities to have what they need to be successful.

C. Effective Leadership

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

1. School Leadership Team

a. 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

b. Duties

1. 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.

2. 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.

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

2. School Advisory Council (SAC)

a. 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

b. Duties

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

a. Evaluation of last year's school improvement plan

Learning Path Academy's governing Board who acts as our 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.

b. Development of this school improvement plan

Learning Path Academy's Governing Board serves as the School Advisory Council. It reviews the School Improvement Plan 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 Governing Board abides by the Government in the Sunshine Law, and members meet the requirement of % not employed by the charter school or school district. None of the Board members are employed by the school. 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.

c. Preparation of the school's annual budget and plan

For this school year Title I has allocate \$63,444.61 be used for salary, classroom, PD, tutorial and parent involvement. FTE and operating budget is available upon request.

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

n/a Charter School

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rosso, Isis	Principal
Rotundo Camilo, Ilena	Principal
Jocson, Maria Cecilia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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, indeed, university career centers, and other teacher related websites. Teachers will be provided training 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Standards and/or Next Generation Sunshine State Standards. Lesson plans also document correlation of materials taught with core standards.

b. Instructional Strategies

1. 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. We have developed a student data spreadsheet that contains and will contain standard based data to determine student progression and progress. This spreadsheet incorporate students past performances on standardized test, students current assessments, classroom assessments and current information regarding student progress in online subscriptions. Based on this information teachers will be able to provide more assistance to students and differentiate the curriculum and materials so that 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.

2. 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: Extended School Day

Minutes added to school year: 10,800

Learning Path Academy will provide 60 minutes of extended time per day to continue to target student needs in the core areas after school 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, and formative and summative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Learning Path Academy provides differentiated standard based instruction with additional support in ELA, and math, and professional development for teachers to focus on deliberate evidence based interventions; then students learning gains in ELA and Math will increase.
- G2.** If Learning Path Academy provides supplemental differentiated Standard Based instruction in science, then student proficiency will increase.

Strategic Goals Detail

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

G1. If Learning Path Academy provides differentiated standard based instruction with additional support in ELA, and math, and professional development for teachers to focus on deliberate evidence based interventions; then students learning gains in ELA and Math will increase. 1a

G084124

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0
ELA/Reading Lowest 25% Gains	45.0
ELA/Reading Gains	45.0
Math Lowest 25% Gains	45.0
Math Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Limited Parent Support due to home language
- High number of students with reading difficulties
- High number of students with math deficiencies
- Teachers difficulty with adapting new standards to meet students academic needs
- Limited students access to computers at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online Subscriptions in reading and math
- Supplemental curriculum in reading for example, FOUNDATIONS and Wilson Reading
- Supplemental curriculum in Math for example, Touch Math
- Title I Funds

Plan to Monitor Progress Toward G1. 8

Analyze year end FSA data for Reading, and Math and/or Other evidence-based assessment used throughout the school year.

Person Responsible

Isis Rosso

Schedule

Annually, from 7/1/2016 to 6/2/2017

Evidence of Completion

FSA Data, FAIR, NWEA Assessments for Students and the Title I Parent survey results

G2. If Learning Path Academy provides supplemental differentiated Standard Based instruction in science, then student proficiency will increase. 1a

 G084125

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
FCAT 2.0 Science Proficiency	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of baseline data in science
- Lack of instructional materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- NWEA Science assessment for 5th Grade
- Online subscription for science
- Title I Funds

Plan to Monitor Progress Toward G2. 8

Triannual NWEA and year end FSA data for Science, and other evidence-based assessments used.

Person Responsible

Ilena Rotundo Camilo

Schedule

Triannually, from 10/3/2016 to 6/1/2017

Evidence of Completion

FSA and NWEA Assessment Results. Usage reports and student data from supplemental programs.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Learning Path Academy provides differentiated standard based instruction with additional support in ELA, and math, and professional development for teachers to focus on deliberate evidence based interventions; then students learning gains in ELA and Math will increase. 1

G084124

G1.B1 Limited Parent Support due to home language 2

B223516

G1.B1.S1 To provide parent support, communication and trainings. 4

S235835

Strategy Rationale

Parents are partners in education.

Action Step 1 5

Community Parent Liaison (Gwendoline Lorie) will conduct parent training on specific strategies to use at home to help students increase reading and math skills.

Person Responsible

Ilena Rotundo Camilo

Schedule

Every 6 Weeks, from 7/26/2016 to 6/1/2017

Evidence of Completion

Liaison's schedule, training schedule, agenda, parent sign in, handouts, training evaluations

Action Step 2 5

Provide child care 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

Action Step 3 5

Community Parent Liaison (Gwendoline Lorie) will provide communication and support to parents as needed.

Person Responsible

Ilena Rotundo Camilo

Schedule

Daily, from 7/1/2016 to 6/2/2017

Evidence of Completion

phone logs, parent conference forms, Title I evaluations

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

We will utilize evaluation tool, conference notes, evaluation of the training and comparison of last year's parent participation vs current year's parent participation

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/26/2016 to 6/2/2017

Evidence of Completion

Evaluation tool, training schedule, phone logs, training agendas, sign-ins, copies of invitations, training evaluations, reflections

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

Schedule Parent Trainings and collect sign in for child care

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2016 to 6/2/2017

Evidence of Completion

Parent training agenda and parent sign in, hand-outs, evaluation of child care services

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

The parent liaison will be observed in action (the way she deals/communicates and provide support to all parents)

Person Responsible

Noemi Moreno

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Anecdotal records and checklist

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 6/2/2017

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

Conduct parent survey to determine effectiveness of child care program.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/2/2017

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**

 B223517

G1.B2.S1 Implement reading resource teacher to remediate reading weakness of target students, support teachers with data to drive instruction and work with administration in mapping out academic targets **4**

 S235836

Strategy Rationale

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

Action Step 1 **5**

The resource teacher will remediate reading weakness of targeted students, support teachers with data to drive instruction and work with the administration in mapping out academic targets.

Person Responsible

Ilena Rotundo Camilo

Schedule

Daily, from 8/3/2016 to 6/2/2017

Evidence of Completion

Schedule of the Resource Teacher, student roster, lesson plans, collaborative meeting agenda and student data.

Action Step 2 **5**

Utilize benchmark assessment in providing tutorial services to help students demonstrate annual progress in reading.

Person Responsible

Ilena Rotundo Camilo

Schedule

Weekly, from 10/24/2016 to 3/31/2017

Evidence of Completion

Teacher sign in, Student sign in and lesson plan.

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

Administration will check lessons plans, perform classroom observations and complete data chats.

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Walk-through notes, conference notes, teacher feedback/survey, current student data, reflection

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

Use NWEA data assessment to organize and monitor instruction and tutorial.

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Data chats, usage report , tutorial attendance sheets and teacher feedback.

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

Regular data chats

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Shared student data, and conference notes

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

The admin will ensure tutorial is implemented effectively and student data will be analyzed in a monthly basis.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 1/9/2017 to 3/31/2017

Evidence of Completion

Student data and progress report

G1.B3 High number of students with math deficiencies 2

 B223518

G1.B3.S1 Provide students with supplemental online software. 4

 S235837

Strategy Rationale

To increase math gains by reinforcing skills taught in the classroom

Action Step 1 5

Supplemental technology will be use to address math deficiencies.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 6/30/2017

Evidence of Completion

Purchase order, usage report, and teacher feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plans will be checked; Monthly usage report

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly usage report, checked lesson plans and reflection sheet

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data chat with teachers and data reports

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data reports and data chat notes

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

 B223519

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

 S235838

Strategy Rationale

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

Action Step 1 5

Edivate Professional Development online will be utilized to provided needed PD for teachers to improve instructional deliveries.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Teacher log in, agenda, observation evaluation, assessments, answers to teacher activities and reflections, 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 assessed in implementing strategies learned

Person Responsible

Ilena Rotundo Camilo

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Principal observations, teacher documents of PD 360 participation, conference notes, reflection and summary report.

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

Through classroom observations and teacher evaluations.

Person Responsible

Ilena Rotundo Camilo

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

classroom observation reports, teacher evaluation, student data

G1.B5 Limited students access to computers at home 2

 B223520

G1.B5.S1 Provide parents with community resources that will give them discount internet access and computers. 4

 S235839

Strategy Rationale

This will increase student assess of student online programs at home.

Action Step 1 5

Provide parents with a training how to complete forms to receive discounted computers and internet.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 10/22/2016

Evidence of Completion

Parent agenda of training, parent survey

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Parent training attendance

Person Responsible

Ilena Rotundo Camilo

Schedule

On 10/22/2016

Evidence of Completion

Parent sign in, agenda

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Parent feedback and survey of how many parents signed up for program.

Person Responsible

Ilena Rotundo Camilo

Schedule

On 10/31/2016

Evidence of Completion

parent survey, attendance, training evaluation

G2. If Learning Path Academy provides supplemental differentiated Standard Based instruction in science, then student proficiency will increase. 1

 G084125

G2.B1 Lack of baseline data in science 2

 B223521

G2.B1.S1 Administer NWEA Science assessment once per trimester. 4

 S235840

Strategy Rationale

To monitor student progress.

Action Step 1 5

NWEA will be administered 3 times per year to measure student progress in science.

Person Responsible

Ilena Rotundo Camilo

Schedule

Triannually, from 10/3/2016 to 6/1/2017

Evidence of Completion

Student data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The testing coordinator will develop a testing schedule to ensure student participation.

Person Responsible

Ilena Rotundo Camilo

Schedule

Triannually, from 10/3/2016 to 6/1/2017

Evidence of Completion

Testing coordinator will provide a Proctor schedule and student sign in sheet.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

FSA and NWEA Student results

Person Responsible

Ilena Rotundo Camilo

Schedule

Triannually, from 10/3/2016 to 6/1/2017

Evidence of Completion

Data chats notes and student data reports

G2.B2 Lack of instructional materials 2

 B223522

G2.B2.S1 Provide intensive instructional support to improve science achievement. 4

 S235841

Strategy Rationale

Scaffolding of information helps in science concept retention.

Action Step 1 5

Supplemental technology will be used to address science proficiency of all students.

Person Responsible

Ilena Rotundo Camilo

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Purchase order, lesson plans, usage reports, and teacher feedback.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The lesson plan will be reviewed and class will be observed during walk-throughs to ensure the use of technology.

Person Responsible

Ilena Rotundo Camilo

Schedule

Weekly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Walk-throughs, Check lesson plans with feedback and reflection sheet

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data chat with teachers and teacher feedback on the effectiveness of the technology.

Person Responsible

Ilena Rotundo Camilo




















Schedule

Monthly, from 9/19/2016 to 6/1/2017













Evidence of Completion

Data chat notes and sample teacher feedback and student data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A2  A304151	Provide child care 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
G1.B5.S1.MA1  M309640	Parent training attendance	Rotundo Camilo, Ilena	9/1/2016	Parent sign in, agenda	10/22/2016 one-time
G1.B5.S1.A1  A304157	Provide parents with a training how to complete forms to receive discounted computers and internet.	Rotundo Camilo, Ilena	9/1/2016	Parent agenda of training, parent survey	10/22/2016 one-time
G1.B5.S1.MA1  M309639	Parent feedback and survey of how many parents signed up for program.	Rotundo Camilo, Ilena	9/1/2016	parent survey, attendance, training evaluation	10/31/2016 one-time
G1.B2.S1.MA4  M309632	The admin will ensure tutorial is implemented effectively and student data will be analyzed in a...	Rotundo Camilo, Ilena	1/9/2017	Student data and progress report	3/31/2017 monthly
G1.B2.S1.A2  A304154	Utilize benchmark assessment in providing tutorial services to help students demonstrate annual...	Rotundo Camilo, Ilena	10/24/2016	Teacher sign in, Student sign in and lesson plan.	3/31/2017 weekly
G2.MA1  M309646	Triannual NWEA and year end FSA data for Science, and other evidence-based assessments used.	Rotundo Camilo, Ilena	10/3/2016	FSA and NWEA Assessment Results. Usage reports and student data from supplemental programs.	6/1/2017 triannually
G1.B1.S1.A1  A304150	Community Parent Liaison (Gwendoline Lorie) will conduct parent training on specific strategies to...	Rotundo Camilo, Ilena	7/26/2016	Liaison's schedule, training schedule, agenda, parent sign in, handouts, training evaluations	6/1/2017 every-6-weeks
G2.B1.S1.MA1  M309642	FSA and NWEA Student results	Rotundo Camilo, Ilena	10/3/2016	Data chats notes and student data reports	6/1/2017 triannually
G2.B1.S1.MA1  M309643	The testing coordinator will develop a testing schedule to ensure student participation.	Rotundo Camilo, Ilena	10/3/2016	Testing coordinator will provide a Proctor schedule and student sign in sheet.	6/1/2017 triannually
G2.B1.S1.A1  A304158	NWEA will be administered 3 times per year to measure student progress in science.	Rotundo Camilo, Ilena	10/3/2016	Student data	6/1/2017 triannually
G2.B2.S1.MA1  M309644	Data chat with teachers and teacher feedback on the effectiveness of the technology.	Rotundo Camilo, Ilena	9/19/2016	Data chat notes and sample teacher feedback and student data.	6/1/2017 monthly
G2.B2.S1.MA1  M309645	The lesson plan will be reviewed and class will be observed during walk-throughs to ensure the use...	Rotundo Camilo, Ilena	9/19/2016	Walk-throughs, Check lesson plans with feedback and reflection sheet	6/1/2017 weekly
G2.B2.S1.A1  A304159	Supplemental technology will be used to address science proficiency of all students.	Rotundo Camilo, Ilena	8/15/2016	Purchase order, lesson plans, usage reports, and teacher feedback.	6/1/2017 daily
G1.MA1  M309641	Analyze year end FSA data for Reading, and Math and/or Other evidence-based assessment used...	Rosso, Isis	7/1/2016	FSA Data, FAIR, NWEA Assessments for Students and the Title I Parent survey results	6/2/2017 annually
G1.B1.S1.MA1  M309626	Conduct parent and staff survey regarding effective way to engage parents with school	Rotundo Camilo, Ilena	7/1/2016	Survey results will be discussed with staff and SAC, sample of surveys	6/2/2017 one-time
G1.B1.S1.MA4  M309627	Conduct parent survey to determine effectiveness of child care program.	Rotundo Camilo, Ilena	7/1/2016	Staff sign in, parent sign in and evaluation of the child care services	6/2/2017 one-time
G1.B1.S1.MA1  M309628	We will utilize evaluation tool, conference notes, evaluation of the training and comparison of...	Rotundo Camilo, Ilena	7/26/2016	Evaluation tool, training schedule, phone logs, training agendas, sign-ins, copies of invitations, training evaluations, reflections	6/2/2017 monthly
G1.B1.S1.MA3  M309629	Schedule Parent Trainings and collect sign in for child care	Rotundo Camilo, Ilena	7/1/2016	Parent training agenda and parent sign in, hand-outs, evaluation of child care services	6/2/2017 monthly

Palm Beach - 4037 - Learning Path Academy - 2016-17 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.B1.S1.MA5  M309630	The parent liaison will be observed in action (the way she deals/ communicates and provide support...	Moreno, Noemi	8/15/2016	Anecdotal records and checklist	6/2/2017 monthly
G1.B1.S1.A3  A304152	Community Parent Liaison (Gwendoline Lorie) will provide communication and support to parents as...	Rotundo Camilo, Ilena	7/1/2016	phone logs, parent conference forms, Title I evaluations	6/2/2017 daily
G1.B2.S1.MA1  M309631	Regular data chats	Rotundo Camilo, Ilena	8/3/2016	Shared student data, and conference notes	6/2/2017 monthly
G1.B2.S1.MA1  M309633	Administration will check lessons plans, perform classroom observations and complete data chats.	Rotundo Camilo, Ilena	8/3/2016	Walk-through notes, conference notes, teacher feedback/survey, current student data, reflection	6/2/2017 quarterly
G1.B2.S1.A1  A304153	The resource teacher will remediate reading weakness of targeted students, support teachers with...	Rotundo Camilo, Ilena	8/3/2016	Schedule of the Resource Teacher, student roster, lesson plans, collaborative meeting agenda and student data.	6/2/2017 daily
G1.B3.S1.MA1  M309635	Data chat with teachers and data reports	Rotundo Camilo, Ilena	8/15/2016	Data reports and data chat notes	6/2/2017 monthly
G1.B3.S1.MA1  M309636	Lesson plans will be checked; Monthly usage report	Rotundo Camilo, Ilena	8/15/2016	Monthly usage report, checked lesson plans and reflection sheet	6/2/2017 monthly
G1.B2.S1.MA3  M309634	Use NWEA data assessment to organize and monitor instruction and tutorial.	Rotundo Camilo, Ilena	7/1/2016	Data chats, usage report , tutorial attendance sheets and teacher feedback.	6/30/2017 quarterly
G1.B3.S1.A1  A304155	Supplemental technology will be use to address math deficiencies.	Rotundo Camilo, Ilena	8/15/2016	Purchase order, usage report, and teacher feedback	6/30/2017 one-time
G1.B4.S1.MA1  M309637	Through classroom observations and teacher evaluations.	Rotundo Camilo, Ilena	7/1/2016	classroom observation reports, teacher evaluation, student data	6/30/2017 monthly
G1.B4.S1.MA1  M309638	Teacher will be provided with PD schedule and will be assessed in implementing strategies learned	Rotundo Camilo, Ilena	7/1/2016	Principal observations, teacher documents of PD 360 participation, conference notes, reflection and summary report.	6/30/2017 quarterly
G1.B4.S1.A1  A304156	Edivate Professional Development online will be utilized to provided needed PD for teachers to...	Rotundo Camilo, Ilena	7/1/2016	Teacher log in, agenda, observation evaluation, assessments, answers to teacher activities and reflections, purchase order, contract, cancelled check or bank statement.	6/30/2017 monthly

V. Professional Development Opportunities

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

G1. If Learning Path Academy provides differentiated standard based instruction with additional support in ELA, and math, and professional development for teachers to focus on deliberate evidence based interventions; then students learning gains in ELA and Math will increase.

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

Edivate Professional Development online will be utilized to provided needed PD for teachers to improve instructional deliveries.

Facilitator

Principal and contracted PD provider

Participants

All Teacher

Schedule

Monthly, from 7/1/2016 to 6/30/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Community Parent Liaison (Gwendoline Lorie) will conduct parent training on specific strategies to use at home to help students increase reading and math skills.				\$16,222.68
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	4037 - Learning Path Academy	Title I, Part A	1.0	\$15,595.26
			Notes: Community Parent Liaison salary and benefits for Gwendoline Lorie.			
	6150	510-Supplies	4037 - Learning Path Academy	Title I, Part A		\$627.42
			Notes: Supplies for parent training. Paper, ink, pencils, refreshments.			
2	G1.B1.S1.A2	Provide child care for trainings to help increase parent participation				\$305.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	4037 - Learning Path Academy	Title I, Part A		\$305.00
			Notes: Part time in system for teacher/assistants to provide child care.			
3	G1.B1.S1.A3	Community Parent Liaison (Gwendoline Lorie) will provide communication and support to parents as needed.				\$0.00
4	G1.B2.S1.A1	The resource teacher will remediate reading weakness of targeted students, support teachers with data to drive instruction and work with the administration in mapping out academic targets.				\$32,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	4037 - Learning Path Academy	Title I, Part A	1.0	\$32,295.00
			Notes: Salary and benefits for Maria Cecilia Jocson.			
5	G1.B2.S1.A2	Utilize benchmark assessment in providing tutorial services to help students demonstrate annual progress in reading.				\$7,150.93
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	4037 - Learning Path Academy	Title I, Part A		\$3,250.00
			Notes: Part Time in system for Tutorials.			
	5100	360-Rentals	4037 - Learning Path Academy	Title I, Part A		\$3,057.50
			Notes: NWEA Assessment for students subscription and license. This will be utilized to measure student progress in all core areas.			

Palm Beach - 4037 - Learning Path Academy - 2016-17 SIP
Learning Path Academy

	5100	510-Supplies	4037 - Learning Path Academy	Title I, Part A		\$843.43
			<i>Notes: Core Content Workbooks, paper, ink, pencil, etc.</i>			
6	G1.B3.S1.A1	Supplemental technology will be use to address math deficiencies.				\$2,796.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	4037 - Learning Path Academy	Title I, Part A		\$2,796.00
			<i>Notes: Moby Max (this online subscription will be utilized in the classroom as supplemental technology to address reading, math and science)</i>			
7	G1.B4.S1.A1	Edivate Professional Development online will be utilized to provided needed PD for teachers to improve instructional deliveries.				\$4,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	4037 - Learning Path Academy	Title I, Part A		\$4,495.00
			<i>Notes: Edivate PD Online/ Subscriptions licence.</i>			
8	G1.B5.S1.A1	Provide parents with a training how to complete forms to receive discounted computers and internet.				\$0.00
9	G2.B1.S1.A1	NWEA will be administered 3 times per year to measure student progress in science.				\$0.00
10	G2.B2.S1.A1	Supplemental technology will be used to address science proficiency of all students.				\$180.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	4037 - Learning Path Academy	Title I, Part A		\$180.00
			<i>Notes: Study Island- supplemental technology based program for science</i>			
Total:						\$63,444.61