

Academy For Positive Learning



2014-15 School Improvement Plan

Academy For Positive Learning

1200 N DIXIE HWY, Lake Worth, FL 33460

www.a4pl.com/

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

Yes

Minority

65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

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 or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Academy will offer students the opportunity to engage in an interactive, multi-intelligence, multi-age learning environment. We are committed to academic excellence using leadership, cooperation, community involvement, sportsmanship, and character development. The learning environment will include knowledge-based instruction that is supplemented by: developing cognitive skills that promote intelligent behavior; acquiring/enhancing sensory, motor, and emotional skills; focusing on character education; cultivating/expanding life skills to facilitate independence; attaining a sense of security and achievement; recruiting parents, family members, or designated individuals; forming partnerships with community businesses; instituting a mentor program; and establishing a school-wide child advocate program.

Provide the school's vision statement

Our goal is for all students to reach a level of academic excellence through motivation to receive high scores on standardized tests while raising grade-point average and working efficiently across all academic settings.

School Environment

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

Academy for Positive Learning has several ways of learning about students' cultures. First we have a bilingue Principal in addition to several of our employees. We are a small school that generates most of it's population from the neighborhood. First of all we follow Title One Compliance by holding all required meetings with parents. We hold meetings in three different languages English, Spanish and Creole. At these meetings we discuss parent's concerns and needs, we look for ways of supporting the parent/student thought transportation, counseling, meals, and uniforms. We also try to promote trust among the faculty and parents so they feel comfortable discussing their culture and want to be part of the school's culture. The Administrations keeps parents updated by email, flyers in their language. The Administration works at being available and approachable. Students are encouraged to speak to any Administrator and teacher regarding their concerns. Because of our size all adults on campus know all the students by their name and also know a little about them. This helps ensure that every student feels value by caring adults in the school.

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

The school opens at 8:00 a.m, at that time staff goes outside the perimeter and escort students that are walking and car drop off to the gated area of the school. Students are then sent to the cafeteria to have a free breakfast, socialize with other students and hear the daily announcements. Teachers then pick up students and escort them to the classrooms. The school is surrounded by a locked large 6th ft fence. Academy for positive learning has eleven monitor cameras throughout the campus. The cameras are place at key locations so the office has a visual of the activity around the school. The entrance to the school is lock and can only be open by a button located behind the desk. The same procedure is in place for dismissal. The school keeps on file an authorized student pick up list. Academy for Positive Learning follows The Palm Beach County School Center Crisis Response Plan.

The school also has an No tolerance Bullying Policy that is sent home and sign by parents and students.

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

The behavior system in place starts with the student's handbook, which provides the schools overall expectation of the student. Next the administration discusses and provides teachers and staff the A4PL schools disciplinary protocols which consist of contacting parents with most infractions. The next level is the classrooms, teachers are required to send home a classroom Vision, Mission and Achievement Plan which outlines unacceptable conduct and consequences, parents and students must sign and return to the teacher to keep on file. Teachers are encouraged to attend personal development workshop to help improve their classroom management skills. A4PL has a psychologist on staff to review behavior concerns and to develop a plan to assist the teacher, parent and student to improve engagement and discourage unwanted behavior. Teachers are encouraged to contact administration when student's conduct disrupts the other students in the room. Our goal is to provide a learning environment at all times.

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

Again it starts at the administrative level. A4PL has on staff an ESE coordinator, a school Psychologist. The principal is ESOL indorsed. We have referred students to Multicultural Services to help with family death and other mental health issues. We are a Title 1 School and follow all guidelines required by Federal Government. A4PL provides applications and instructions on Florida KidCare health insurance. Teachers are certified in Kagan training which improves ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Teachers are encouraged to contact social service agency when they suspect it is beneficial and necessary to the student. Teachers provide extended learning opportunities through tutoring session with students. Moreover all teachers are trained to differentiate instruction in the core content and supplemental areas.

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

Due to the schools small environment and close contact with the parents we have no attendance issue. If a child is absent more-than two days we normally have already heard from the parent and know exactly why the child is not in school. It is the policy of the school, when a child is sick for three days or more a doctor's note is required. All other times a note must be received by parent regarding missing days. Our staff will make phone calls to ensure proper documentation is received. Students are rarely suspended if so it is only a half/one day suspension. Student's behavior must immediately improve or student can no longer attend the school. The school's budget does not support full time Deans to address continues behavior issues.

A4PL institutes the Florida Multi-Tiered System of Support (RTI). We constantly assess our students to determine the progress in both language Arts and Mathematics. Teachers provide tutoring and intervention to avoid failure. All level ones or the low 25% are closely monitor and have many tools to help them be successful in class and to increase their learning and assessment grade.

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	3	5	7	
Attendance below 90 percent	1	1	1	1	4
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	4	3	1	3	2	14

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

Principal: Reviews and analyzes data collected from an array of resources and school wide testing from the state and district. Using the four critical parts of the on-going planning/problem-solving cycle the instructional staff matches instructional resources to educational requirements. In addition the school base team conducts assessment of RTI skills of school staff, ensures implementation of intervention supported through our on going mentoring program and professional development. Parents are advised of the intervention plans such as tutoring and deferential instruction. When supported by data and teacher observation Tier 2/3 intervention are implemented through Exceptional Student Education (ESE). School Psychologist participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance from problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Psychologist, teacher and parent meet to develop an Intervention Education Plan (IEP). Speech Language Pathologist; Educates the team in the role language plays in curriculum, assessment, and Instruction, as basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. ESOL contact; Participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction for ELLs, and collaborates

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208251>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The Principal is currently a board member of the Educational Advisory of Royal Palm Beach. She attends and encourages her staff to attend local council meetings. The school participates in the Lake Worth Holiday float parade every year. Mrs. Espinoza is a member of the PB reading correlation, Family Central and Hispanic Counsel Correlation. She is also an active member of Our Lady Queen of Apostles Catholic Church. Academy for Positive Learning provides access to their computer rooms for parents to utilizes. We train parents on email and "Engrade pro "(student's gradebook). As previously mentioned we provide assistance to parents helping them contact local agencies for support. The entire staff continually reviews the Districts E Learning site and engages in professional development. We maintain a successful relationship with the Palm Beach Districts and utilizes the available resources as much as possible.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Espinoza, Renatta	Principal
Hudson, Marie	Assistant Principal

Duties

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

Because Academy for Positive Learning is so small, all teaching staff and the principal participate in the School-Based Literacy Leadership Team. The Principal will align the school's culture and vision with the Districts and State focusing on reducing risk factors for students and foster improvement in literacy achievement. The school will continue to use the Scholastic classroom library purchased last year. Reading teachers use the Daily Five program and Expert 21. The team meets biweekly with a detailed agenda that discusses what is going well and improvements needed. The team outlines strategies to follow, until the next meeting where they will determine the validity of the strategies.

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

Principal and A.P., Reviews and analyzes data collected from an array of resources and school wide testing from the state and district. Using the Four critical parts of the on-going planning/problem-solving cycle the instructional staff matches instructional resources to educational requirements. This year Academy for Positive Learning will incorporate the 8-Step Planning and Problem Solving model as promoted by the SIP. We incorporate the data obtained from testing and then solicited teacher's

feedback about student's progress in class. We then decide what is available to start intervention. We may have several sources and ideas and will try each of them providing feedback to parents. In some cases we will have ;the school ESE coordinator or the school Psychologist provide input to the intervention. Parents are advise of the intervention plans such as tutoring, deferential instruction and testing. When supported by data and teacher observation Tier 2/3 intervention are implemented through Exceptional Student Education (ESE). School Psychologist participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance from problem-solving activities; including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Psychologist, teacher and parent meet to develop an Intervention Education Plan (IEP). Speech Language Pathologist; Educates the team in the role language plays in curriculum, assessment, and Instruction, as basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. ESOL contact; Participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction for ELLs, and collaborates

We have a Parent Liaison to work closely with families and help with notification of activities at the school. The liaison provides needed communication to parents to help them get involved with the school and teachers. The liaison organizes parent curriculum night, Open House and parent training information sessions. Parents are trained and encouraged to use our grading reporting software "Engrade pro" to help parents stay involved and updated with their child's progress in school. Nikki folder and agendas are additional resources used to keep parents updated and informed regarding their student. We also fund parent literacy nights and provide advice and training on how they can support their students with academics at home. This year with Title I funds, Academy For Positive Learning was able to purchase software to increase math scores call "Mathaletics." Additional funds were used to obtain twenty five Microsoft tablets to support all technology which is aligned with the "Maps" standards. New Technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of our struggling students. With Title I funds we commit to professional development with Kagan Publishing and Professional Development Curriculum, Kagan Structures increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. In addition to the training, funds are allocated to purchase Kagan materials to fully immerse the students and teachers in the Kagan program. Title I funds allow us to purchase supplemental reading materials/software to be used in the classrooms to enhance instruction such as the purchase and training in the Lindamood Bell Processes and the Scholastic Bookrooms. These programs help students learn essential vocabulary, enhance comprehension skills and analyze challenging sentence structure. Additional materials to promote reading in the classroom were rugs and furniture, spanish and vocabulary supplements. Title 1 funds will be used to supplement technology(ipads, tablets, supplemental books, field trips and field trip transportation, supplies and PDD consultants and workshops. Title 1 part C -- A4PL will coordinate with district for every eligible migrant students.

Title II funds is received by the District, our school does not receive any of these supplemental funds. We are entitled however to receive instructional benefits due to our Title I status. The District has supplemented our curriculum with programs and instructional material (examples; Trans Math, Inside Algebra, Calculators and manipulative.

Title III; English Language Learner (ELL)-Assists with helping eligible English language learners and immigrant students attain English proficiency and meet the same state standards required of all students. We provide accommodations as needed in the classrooms and staff development for teachers. The TEs provide lessons for ELL students as well as glossaries in English and Spanish. Every Classroom has a supply of Spanish/English dictionaries. Reading Eggs is a software program that we use to support ELL students. These methods are tools to assist with proficiency.

Title X--When identified student at A4PL will coordinate with the district for possible services and assistance.

A4PL has a partnership with Children Service Council Teen Outreach program and the District School Food service program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Renatta Adan-Espinoza	Principal
Marie Hudson	Education Support Employee
Peterson Magorie	Business/Community
Doris Wesley	Business/Community
Kevin Butler	Student

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 committee met on September 29th, 2014 and review all the components of the SIP. They approved the SIP and agree it was ready to submitted to the District for review. The SAC committee supports the initiatives of the school and teachers. The committee is aware of the improvements needed and also the success of the school. When additional resources are needed the board reviews the request to help make the appropriate budget discussion.

Development of this school improvement plan

Councils are made up of parents, students, teachers, educational support staff, the principal and community members. The School Advisory Councils must abide by the Government in the Sunshine Law, and Sac members meet the requirement of 51% not employed by the school district. The committee understands Florida's accountability system including school grades. Training is provided and members with their roles uses state & district goals as guiding principles and;

? Assesses school data, surveys

? Assists in the preparation & evaluation of the School Policies and Procedures

? Determine & prioritize the needs of the school

? Develop strategies for improvement

? Decide how to measure results of the School Policies and Procedures

? Assists in development and implementation of School Policies and Procedures

SAC responsibilities, to develop a plan that includes; assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student's performance data. Prioritizing the school's needs. Indicating problems and barriers that underline the needed improvements and their causes. Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements. Our SAC is dedicated to enrich our students education by using all of our Title 1 funds to implement programs the will allow our students to meet the state's proficiency and advance level of student achievement.

School Board members will sign Title 1 reimbursement request.

Preparation of the school's annual budget and plan

The board is familiar with previous Academy for Positive Learning budgets. The board meets and reviews all line items in the budget and determines if current funds or future funds are available. They

also determine priority of line items. Current staff needs and payroll allocation is discussed and determined. Professional Development such as National Charter School Convention and Kagan Training are budgeted for and assigned. The SAC committee also looks for other ways to increase funds. The SAC committee motors the remodeling of the school.

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

Not applicable for charter schools. See school wide budget for details.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Espinoza, Renatta	Principal
Hudson, Marie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Learning team meets and decides on an action plan for the year. Strategies are designed and aligned to meet the Language Arts Florida Standards (LAFS). The Learning team major initiatives is to focus on the reading and writing gaps of the student. To prepare a plan of action to address the gaps that were found. Academy for Positive Learning uses the following strategies for intervention; Heinemann LLI and Green Carts. The team will analyze data to drive instruction.

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

Teaching Staff meets every Tuesday of the month. The school meets as a team or teachers meet by subject and grade. Agendas are made and teachers sign in. After the meeting, the notes and agendas are turn into administration. We meet socially for Team building activities of trivia. We are trained in Kagan and practice at our group meetings. Ms. Espinoza has lunches with staff to discuss what is working well at school and what may need improvement. Mrs. Espinoza with administration promote an open door policy and encourage's her staff to come in and ask for help. Mrs. Espinoza budgets for Professional Development for all teachers and works with them to develop their Professional Growth Plan.

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

Mrs. Espinoza hired teachers from out of state and recruited within the district, these teachers came highly recommend or recently graduated from college and were looking to relocate to Florida. All teachers hold or working on their Florida Teaching Certificates in their subject area. Mrs. Espinoza/ Academy for Positive Learning provides professional development for all A4PL teachers with cooperative learning strategies thought Kagan Publishing & Professional Development. Teachers are required and financial supported to attend the Lindamood Bell profession development for reading and also receive their gifted endorsement. All required endorsement and professional development required by the Palm Beach District and the state of Florida are met. Returning teachers meet with Principal and discussed annual observations. Teachers were awarded a 3% raise for the upcoming FY15 year. The school strives to hire certified and HQ teachers in compliance with the ESEA legislation.

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

Weekly meetings will be held with all staff. New teachers will be paired with a mentor to support them during their first year of teaching. Mentors will be selected based on experience and effectiveness in a similar teaching position. Mentors will meet monthly with their new teacher. Mentors who will be responsible for modeling lessons allowing new teachers to conduct observations of other successful classrooms and complete an independent professional development plan. The meetings will also be used for positive feedback and review of classroom walkthroughs. Teachers who do not have a permanent Florida Teaching Certificate, will be required to complete the ESP beginning teacher's program under the guidance of our ESP contact. AFPL has adopted the Danielson Framework for teacher evaluation. The A.P. Conducts observations using the Danielson Framwork then provides feedback and support to all teachers to help them reach their potential.

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

A4PL follows the District and State Literacy initiatives. All materials from books and supplemental materials are all aligned to Florida's standards. Teachers are sent to District aligned training and PDDs. We search for available curriculum and instructional material that are made available from the District. Other resources are CPALS and FLDOE.

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

A4PL gives assessments from District and State and administrator also use RTI, SIR, Fair. We review and use the 8 step review process and smart goals to drive instruction. ESOL students get commendations and ESE student prescribed accommodation base on the IEP. Teachers Identify student (s) with difficulty then apply Instructional intervention such as but not limited to; Use of proximity seating, assign a peer tutor, provide tutoring after school, use assignment books and calendars, teach in small chunks, teach note-taking skills, teach goal-setting skills, data chats.

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: 129,600

Beginning in October, students are given the opportunity to utilize 13 hours of tutoring in the core academic subjects, targeted objectives based on student need, basic skills review, homework help, and use of manipulatives. After Care provides daily homework help. After school Enrichment activities that contribute to a well-rounded education throughout the year are as follows: ETA stem that the after school program facilitates. Field Trips, After school programs such as the ZOO, Center for career education, Green schoolhouse of academy, Palm Beach Beekeeper, South Florida Science night, South Florida Fair Kids Mile Reading Log. Leap, learning through educational and art partnership. Our Social Studies Teachers along with the Elementary Teachers incorporate the following contain in their curriculum. History of Holocaust, Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

Strategy Rationale

More contact through outside sources provide real world examples to apply to the classroom learning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hudson, Marie, marie.hudson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pretest and posttest are used to measure the success of tutoring and Aftercare programs. Outside programs are measure by teacher's and student's surveys.

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

Local preschools are invited to Kindergarten Round-up in May. Parents and students are invited to visit the classrooms. Parents are given readiness checklists and informed of ways to work with their child(ren) prior to school opening to enhance readiness.

Teachers have an opportunity to assess the social and academic levels of the new students coming from other schools. Teachers from different grade levels work with Administration to review student annually progress. Teachers discuss grade level expectations prior to opening of school. School tours are encouraged for all new and transitioning students prior to start of school to familiarize students with staff, students, uniforms, routines and expectations.

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

n/a

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

n/a

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

n/a

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase parent engagement to improve student achievement
- G2.** Academy for Positive Learning students will demonstrate academic progress through FSA.
- G3.**
- G4.**

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. Increase parent engagement to improve student achievement 1a

G045981

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Use our Parent Liaison to promote communication with parents and offer relevant meetings and workshops.
- To have parents use our Engrade Pro to keep abreast of their students grades.
- Have one location where parents can locate homeworks assignments (student's agenda and One Note Tablet), so they can help their student at home.
- To have parents read our newsletter and A4PL web page and outside message board to keep up to date on events at the school. Parents run fundraiser, to use funds to better our school's campus and learning resources.

Targeted Barriers to Achieving the Goal 3

- Parents do not have access to technology,
- Parents speak several different languages.

Plan to Monitor Progress Toward G1. 8

Survey data with positive scores will be review.

Person Responsible

Marie Hudson

Schedule

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

Evidence of Completion

Survey data will be collected.

G2. Academy for Positive Learning students will demonstrate academic progress through FSA. 1a

G045982

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Send teachers to PDD on scoring writing.
- Title I
- FTE/Operating
- Dedicated Staff

Targeted Barriers to Achieving the Goal 3

- Teacher's level of Mastery of the Kagan philosophy and practice; LindaMood Bell and Danielson Model and teacher ability and training on Lafs and Maps benchmarks.
- Lack of students exposure to outside learning
- Insufficient stimulating and enriching classroom supplies and technology

Plan to Monitor Progress Toward G2. 8

District and State data, along with teachers observation and Testing.

Person Responsible

Renatta Espinoza

Schedule

On 6/5/2015

Evidence of Completion

Results from District and State data, along with teacher observation and testing.

G3. 1a

 G045983

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Teachers will implement writing across content areas to assess student knowledge.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. 1a

 G045984

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Constantly reviewing any type of student's performance using the common core criteria will help AFPL reach its intended goal. The results will determine what adjustments need to be made to the strategy.

Person Responsible

Schedule

Evidence of Completion

End of the Year - FCAT 2.0 Assessment (test in April, results in May/June)

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. Increase parent engagement to improve student achievement **1**

 G045981

G1.B1 Parents do not have access to technology, **2**

 B113685

G1.B1.S1 Conduct parent training on the use of technology in our school and using students tablets.I.

4

 S125120

Strategy Rationale

Understanding of technology enhances the students education.

Action Step 1 **5**

At the time of enrollment we speak to parents and find out what they have at home in the form of technology. Based on the information gathered we plan for parent training

Person Responsible

Renatta Espinoza

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Parents received all emails regarding school, students and activities at A4PL, which will increase parent involvement; training agenda, sign-in and evaluation and charter school reimbursement request.

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

We keep records of the technology in each household. We have sign in sheet for every meeting, activity and are looking for increase participation in all areas.

Person Responsible

Marie Hudson

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

The percentage of parents that participated in school meetings and activities will increase this year. Our survey will have a question that ask if parents are given the opportunity to participation in all school activities. Parent training agenda, sign-in sheet and evaluation plus reimbursement request

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

Reviewing sign in sheets, the number of parents that come and participate in all school activities and their parent feedback

Person Responsible

Marie Hudson

Schedule

Quarterly, from 8/15/2014 to 6/5/2015

Evidence of Completion

The percentage of parents that participated in school meetings and activities will increase this year. Our survey will have a question that ask if parents are given the opportunity to participation in all school activities. Parent training agenda, sign-in sheet and evaluation plus reimbursement request

G1.B1.S2 We provided Community information to our parents regarding comcast internet for low income parents. 4

S127025

Strategy Rationale

By providing Middle School parents and students with technology we are preparing them for a higher and more rigorous education. Preparing them for High School. Parents are learning from their students about technology, and therefore are also able to increase their knowledge of technology they become more active in the school thought technology.

Action Step 1 5

Provide Tablets and informational emails to parents regarding Comcast discounted rate for low income parents.

Person Responsible

Renatta Espinoza

Schedule

Weekly, from 9/1/2014 to 10/31/2014

Evidence of Completion

More students and parents at A4PL will have access to the internet

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Parents will use the technology to keep undated and informed about the schools activities and policies.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Questions regarding what technology is available to parents/households.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increase technology communications and less phone and paper use.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

The amount of emails received and saved by admin and teachers regarding parents questions.

G1.B2 Parents speak several different languages. 2

 B115430

G1.B2.S1 To provide most of our communication in several languages. We have ask parents to attend meetings and be the Language facilitator. We have had facilitator from other organization provide community information and then stay for the meeting and translate. 4

 S127028

Strategy Rationale

Parents all informed what is occurring at the school because they have a stronger understanding because information is given in their home language. They feel wanted and valued because we take the time to include them.

Action Step 1 5

To have all information translated into three languages.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 8/1/2014 to 6/5/2015

Evidence of Completion

Copies of communications in all languages.

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

Surveys with questions regarding A4PL ability to provide communication to all of ours families.

Person Responsible

Marie Hudson

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data will be collected regarding the surveys questions regarding communication.

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

Review feedback from surveys will help to determine the effectiveness of the strategy.

Person Responsible

Marie Hudson

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data will be collected and analysed to monitor effectiveness

G2. Academy for Positive Learning students will demonstrate academic progress through FSA. 1

G045982

G2.B1 Teacher's level of Mastery of the Kagan philosophy and practice; LindaMood Bell and Danielson Model and teacher ability and training on Lafs and Maps benchmarks. 2

B113686

G2.B1.S1 Send staff to Kagan Training, Bell and Danielson PD sessions. This training is paid by Title 1 funds 4

S125121

Strategy Rationale

Informed teachers teach better in the classroom which result to better grades in high stakes assessments

Action Step 1 5

Use allocated Title 1 funds and other resources to attend PD trainings on Kagan, Bell and Danielson outside the District, also participate in all District training that applies.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/23/2014 to 5/29/2015

Evidence of Completion

Registration, TDE, agenda, consultant contract, reimbursement request, teacher sign-in and evaluation

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

Make sure the staff attends the scheduled PDD opportunities and A4PL's Teaching modle

Person Responsible

Renatta Espinoza

Schedule

Biweekly, from 9/23/2014 to 5/20/2015

Evidence of Completion

Registration, consulting contract, teacher sign-in evaluation and reimbursement request

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

Walk throughs, observation, FSA data, Teachers feedback

Person Responsible

Marie Hudson

Schedule

Biweekly, from 9/23/2014 to 4/25/2015

Evidence of Completion

Observation notes, increase test scores, Teachers feedback of success.

G2.B2 Lack of students exposure to outside learning 2

 B118104

G2.B2.S1 Educational Trips 4

 S129992

Strategy Rationale

Outside learning increases academic success.

Action Step 1 5

schedule a field trip based on curriculum such; Kravis, PB Zoo, Science Museum and Gimbo Limbo

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/22/2014 to 6/5/2015

Evidence of Completion

Registration, transportation, lesson plans, reimbursement request

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

Schedule a field trip based on state curriculum.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/22/2014 to 6/5/2015

Evidence of Completion

Registration, lesson plan, transportation vouchers, reimbursement request

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

Schedule a field based on curriculum

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/22/2014 to 6/5/2015

Evidence of Completion

Registration, lesson plan, transportation vouchers, reimbursement request

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

Evaluation of the Field Trips

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/22/2014 to 6/5/2015

Evidence of Completion

Registration, lesson, plans, evaluation notes, reimbursement requests

G2.B3 Insufficient stimulating and enriching classroom supplies and technology **2**

 B118166

G2.B3.S1 To supply online subscriptions, software, and License. To provide computer and mobile devices in classrooms. **4**

 S130050

Strategy Rationale

Students need an array of resources to increase academic success.

Action Step 1 **5**

To supply teachers and staff with enriched Florida Standard supported supplies and technology.

Person Responsible

Renatta Espinoza

Schedule

Annually, from 9/22/2014 to 6/5/2015

Evidence of Completion

Document Increase supplies and technology, evaluation and effectiveness of supplies and technology and reimbursement.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Observations that supplies and technology is being used by both student and teacher.

Person Responsible

Marie Hudson

Schedule

On 6/5/2015

Evidence of Completion

Purchase orders, evaluation documentation, reimbursement request.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Lesson plans including technology and supplemental material.

Person Responsible

Marie Hudson

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, evaluation notes, reimbursement requests.

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	At the time of enrollment we speak to parents and find out what they have at home in the form of technology. Based on the information gathered we plan for parent training	Espinoza, Renatta	8/11/2014	Parents received all emails regarding school, students and activities at A4PL, which will increase parent involvement; training agenda, sign-in and evaluation and charter school reimbursement request.	6/5/2015 monthly
G2.B1.S1.A1	Use allocated Title 1 funds and other resources to attend PD trainings on Kagan, Bell and Danielson outside the District, also participate in all District training that applies.	Espinoza, Renatta	9/23/2014	Registration, TDE, agenda, consultant contract, reimbursement request, teacher sign-in and evaluation	5/29/2015 annually
G2.B2.S1.A1	schedule a field trip based on curriculum such; Kravis, PB Zoo, Science Museum and Gimbo Limbo	Espinoza, Renatta	9/22/2014	Registration, transportation, lesson plans, reimbursement request	6/5/2015 annually
G2.B3.S1.A1	To supply teachers and staff with enriched Florida Standard supported supplies and technology.	Espinoza, Renatta	9/22/2014	Document Increase supplies and technology, evaluation and effectiveness of supplies and technology and reimbursement.	6/5/2015 annually
G1.B1.S2.A1	Provide Tablets and informational emails to parents regarding Comcast discounted rate for low income parents.	Espinoza, Renatta	9/1/2014	More students and parents at A4PL will have access to the internet	10/31/2014 weekly
G1.B2.S1.A1	To have all information translated into three languages.	Espinoza, Renatta	8/1/2014	Copies of communications in all languages.	6/5/2015 annually
G1.MA1	Survey data with positive scores will be review.	Hudson, Marie	9/1/2014	Survey data will be collected.	6/1/2015 annually
G1.B1.S1.MA1	Reviewing sign in sheets, the number of parents that come and participate in all school activities and their parent feedback	Hudson, Marie	8/15/2014	The percentage of parents that participated in school meetings and activities will increase this year. Our survey will have a question that ask if parents are given the opportunity to participation in all school activities. Parent training agenda, sign-in sheet and evaluation plus reimbursement request	6/5/2015 quarterly
G1.B1.S1.MA1	We keep records of the technology in each household. We have sign in sheet for every meeting, activity and are	Hudson, Marie	8/11/2014	The percentage of parents that participated in school meetings and activities will increase this year. Our	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	looking for increase participation in all areas.			survey will have a question that ask if parents are given the opportunity to participation in all school activities. Parent training agenda, sign-in sheet and evaluation plus reimbursement request	
G1.B2.S1.MA1	Review feedback from surveys will help to determine the effectiveness of the strategy.	Hudson, Marie	9/1/2014	Data will be collected and analysed to monitor effectiveness	5/29/2015 annually
G1.B2.S1.MA1	Surveys with questions regarding A4PL ability to provide communication to all of ours families.	Hudson, Marie	9/1/2014	Data will be collected regarding the surveys questions regarding communication.	5/29/2015 annually
G1.B1.S2.MA1	Increase technology communications and less phone and paper use.	Espinoza, Renatta	9/1/2014	The amount of emails received and saved by admin and teachers regarding parents questions.	5/29/2015 annually
G1.B1.S2.MA1	Parents will use the technology to keep undated and informed about the schools activities and policies.	Espinoza, Renatta	9/1/2014	Questions regarding what technology is available to parents/households.	5/29/2015 annually
G2.MA1	District and State data, along with teachers observation and Testing.	Espinoza, Renatta	9/22/2014	Results from District and State data, along with teacher observation and testing.	6/5/2015 one-time
G2.B1.S1.MA1	Walk throughs, observation, FSA data, Teachers feedback	Hudson, Marie	9/23/2014	Observation notes, increase test scores, Teachers feedback of sucess.	4/25/2015 biweekly
G2.B1.S1.MA1	Make sure the staff attends the scheduled PDD opportunities and A4PL's Teaching modle	Espinoza, Renatta	9/23/2014	Registration, consulting contract, teacher sign-in evaluation and reimbursement request	5/20/2015 biweekly
G2.B2.S1.MA1	Evaluation of the Field Trips	Espinoza, Renatta	9/22/2014	Registration, lesson, plans, evaluation notes, reimbursement requests	6/5/2015 annually
G2.B2.S1.MA1	Schedule a field trip based on state curriculum.	Espinoza, Renatta	9/22/2014	Registration, lesson plan, transportation vouchers, reimbursement request	6/5/2015 annually
G2.B2.S1.MA1	Schedule a field based on curriculum	Espinoza, Renatta	9/22/2014	Registration, lesson plan, transportation vouchers, reimbursement request	6/5/2015 annually
G2.B3.S1.MA1	Lesson plans including technology and supplemental material.	Hudson, Marie	9/22/2014	Lesson Plans, evaluation notes, reimbursement requests.	6/5/2015 one-time
G2.B3.S1.MA1	Observations that supplies and technology is being used by both student and teacher.	Hudson, Marie	9/22/2014	Purchase orders, evaluation documentation, reimbursement request.	6/5/2015 one-time
G3.MA1	[no content entered]			once	
G4.MA1	Constantly reviewing any type of student's performance using the common core criterial will help AFPL reach it's intended goal. The results will determine what adjustments need to be made to the strategy.		End of the Year - FCAT 2.0 Assessment (test in April, results in May/June)	once	

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.

G2. Academy for Positive Learning students will demonstrate academic progress through FSA.

G2.B1 Teacher's level of Mastery of the Kagan philosophy and practice; LindaMood Bell and Danielson Model and teacher ability and training on Lafs and Maps benchmarks.

G2.B1.S1 Send staff to Kagan Training, Bell and Danielson PD sessions. This training is paid by Title 1 funds

PD Opportunity 1

Use allocated Title 1 funds and other resources to attend PD trainings on Kagan, Bell and Danielson outside the District, also participate in all District training that applies.

Facilitator

elearning Palm Beach School Board, Kagan Inc, Bell Inc. Danielson inc.

Participants

Teachers

Schedule

Annually, from 9/23/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase parent engagement to improve student achievement	7,250
Goal 2: Academy for Positive Learning students will demonstrate academic progress through FSA.	23,418
Grand Total	30,668

Goal 1: Increase parent engagement to improve student achievement

Description	Source	Total
B1.S1.A1 - Parent training supplies- paper, ink, pens, instructional books, refreshments, part time in system for teachers helping in the training, online subscription, "nicky folders", Engrade Pro for parent (grade and email program). Agendas for parents.	Title I Part A	7,250
Total Goal 1		7,250

Goal 2: Academy for Positive Learning students will demonstrate academic progress through FSA.

Description	Source	Total
B1.S1.A1 - Consultant, PD registration, and substitute for teachers attending the PD , Project PD Delta Math/Science.	Title I Part A	5,000
B2.S1.A1 - Field Trips Admission and Transportation	Title I Part A	4,653
B3.S1.A1 - Micro-Soft tablets, Online Subscriptions, Licenses.Classroom supplies, Supplemental books	Title I Part A	13,765
Total Goal 2		23,418