
Title I Comprehensive Schoolwide Plan
EVERGLADES PREPARATORY ACADEMY (3398)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Per the FLDOE Longitudinal report the 8th grade students did not make gains on the PM 2 for reading. • PM1 Average- 211 • PM 2 Average- 207
Prioritize 8th and 9th grade reading groups and class sizes.

2. List the root causes for the needs assessment statements you prioritized.

8th and 9th grade students consistently perform below the BEST ELA proficiency standards in the areas of reading/prose/poetry, reading informational texts, and reading across genres and vocabulary. They are currently scheduled together on the master board. 8th and 9th grade students come to EPA significantly below grade level in the area of reading. Parents are not aware of how best to support their child in reading; many of them are limited in their English proficiency. Due to large classes the teacher cannot provide intensive supports.

3. Share possible solutions that address the root causes.

The master board should be reconfigured to separate the 8th and 9th grade students. Pull-out tutorials for 8th and 9th students to provide additional intensive supports specific to their targeted needs. Additional professional development for all teachers regarding teaching reading across the curriculum in all content areas. Provide training for parents that would show them how to access ReadingPlus and NoRedInk Reports and the Family Portal to review test scores.

4. How will school strengthen the PFEP to support ELA?

• Communication

The school will increase communication related to ELA via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based ELA curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families. Call multiplier can be used to inform parents of upcoming tests, mini-assessments and general progress monitoring updates.

- **Parent Training**

Training would be provided on how to access ReadingPlus and NoRedInk Reports and the Family Portal to review test scores. Training on how to interpret test score data.

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

- **School**

The school will offer quarterly Curriculum Nights for parents to visit the ELA classrooms, ask the instructors questions, receive sample assignments, and information on ELA assessments required for graduation.

- **Students**

The students will share ELA teacher communication with parents through Google Classroom and TeacherEase. Parents can view classroom assignments and teacher messages on google classroom. They can also view grades and student progress on TeacherEase. Students will also share their Reading Plus, NoRedInk, and test assessment reports with parents. Teachers will provide directions for parents on how to access Reading Plus, NoRedInk, and testing portal.

- **Parents**

Parents will attend parent/teacher conferences to review ELA data/academic progress. Parents will participate in Parent Trainings related to ELA content such as how to access SAT/ACT, CLT, FAST scores, evaluate sample tests, and receive guidance on how parents can help their students at home prepare for the exam through online platforms such as Kahn Academy.

- **Staff Training**

Awareness Training for ReadingPlus, NoRedInk, and the Family Portal.

- Accessibility

The school will increase communication related to science via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based ELA curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

EPA needs a certified math instructor. Currently students are performing below grade level in both Pre-Algebra, Algebra and Geometry as evidenced by their FAST Math PM 1 and PM2 and EOC scores. Most are in need of credit recovery and intensive tutoring. Math Achievement for 2022-2023: Level 1- 71.4% Level 2- 23.2% Level 3- 3.6% Level 4- 1.8%

2. List the root causes for the needs assessment statements you prioritized.

Currently EPA is utilizing Edmentum's Virtual math teachers. All the teachers are state and national-board certified, however, the instruction is conducted virtually and zoomed into the classroom. There is a facilitator in the classroom that assists with keeping students on tasks, but the facilitator is not math certified. The classroom facilitator would benefit from additional professional development to support online learning. EPA students have expressed that virtual learning is a challenge at times and would prefer a face/face instructor. Many EPA parents expressed that they would benefit from parent training relating to their child's curriculum needs in the area of math.

3. Share possible solutions that address the root causes.

Hire a face/face tutor to support the student need for face/face intensive math instruction. Hire a certified math instructor to increase student achievement. Parent training for math to increase parental awareness/involvement of math concepts.

4. How will school strengthen the PFEP to support Math?

- **Communication**

The school will increase communication related to science via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based math curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

- **Parent Training**

Parents will attend parent/teacher conferences to review math data/academic progress. Parents will participate in Parent Trainings related to math content such as how to access SAT/ACT, CLT, FAST scores, evaluate sample tests, and receive guidance on how parents can help their students at home prepare for the exam through online platforms.

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

- **School**

The school will offer quarterly Curriculum Nights for parents to visit the math classrooms, ask the instructors questions, receive sample assignments, and information on math assessments required for graduation.

- **Students**

The students will keep track of their performance in math through data chats and progress monitoring using data from Edmentum. Students will seek help with tutoring during teacher planning.

- **Parents**

The parents will be aware of how to use the online tools to ensure their child's success. Parents will be aware of how to track their child's progress to ensure that they have the necessary tools to be proficient in math.

- **Staff Training**

Staff will participate in training to provide cross-campus awareness of online platforms for math instruction and practice, including the Edmentum.

- Accessibility

The school will increase communication related to science via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based math curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

40% of the Biology students are below district levels for proficiency Performance Matters.

2. List the root causes for the needs assessment statements you prioritized.

EPA students' lack of proficiency in reading informational texts and comprehending academic science vocabulary impacts their Biology EOC scores.

3. Share possible solutions that address the root causes.

Provide intensive reading tutorials for students using informational texts and academic vocabulary. Implementing differentiated instructional strategies such as mixed ability groupings and adjusting the lexile level when providing informational texts.

4. How will school strengthen the PFEP to support Science?

- Communication

The school will increase communication related to science via TeacherEase notifications; for example posting that grades are available and updated. EPA will increase opportunities for parent/guardian involvement.

- **Parent Training**

Parents should receive training to gain awareness of the online resources/assignments available to students. Students are able to complete a portion of their assignments from home via sites like Ed puzzles, CK12, C Palms, Gizmos and Quizzes. Conduct quarterly Curriculum Nights.

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

- **School**

The school will emphasize the importance of consistent attendance and how it is related to academic success. Provide access/instruction on how to access websites used by the school and teachers.

- **Students**

Students will keep track of their performance in Biology through data chats and progress monitoring using data from Performance Matters. Students will seek help with tutoring during teacher planning.

- **Parents**

Parents will be aware of how to use the online tools to ensure their child's success. Parents will be aware of how to track their child's progress to ensure that they have the necessary tools to be proficient in Biology.

- **Staff Training**

Teachers and parent liaisons can engage in professional learning communities to review science and attendance data in an effort to create strategies that ensure students are able to receive academic instruction on a consistent basis (gradual release model). Training on working with students from special populations such as Migrant, ELL, MVP and ESE students and their families.

- **Accessibility**

Students and families can request paper-based science curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Ensure that students are covering all the standards as required by the state within each semester, across all social science areas – US History, World History, American Government. Instructors pacing is aligned with the Scope and Sequence. Access to standards-based online resources in an easy and understandable format. Students are currently not performing at proficiency based on the social science standards assessed via the US History and Florida Civics Literacy Exams. Data from the prior EOCs indicate that students lack proficiency in the social science standards. This is largely impacted by their lack of academic content vocabulary and reading proficiency. Social Studies Achievement 2022-2023 Level 1- 77.8% Level 2- 19.4% Level 3- 2.8%

2. List the root causes for the needs assessment statements you prioritized.

The instructor is new to the content area. EPA students consistently perform below the BEST ELA proficiency standards in the areas of reading/prose/poetry, reading informational texts, and reading across genres and vocabulary. Most students come to EPA significantly below grade level. Parents are not aware of how best to support their child in reading; many of them are limited in their English proficiency.

3. Share possible solutions that address the root causes.

The instructor would benefit from additional professional development and coaching in the area of understanding the content standards, instructional pacing and differentiating instruction to meet the needs of below level readers. Provide parents with video recording of the plan for instruction such as how to use the Google Classroom, online resources, and what content area is being covered over the course of each nine weeks. Pull-out tutorials for 8th and 9th students to provide additional intensive supports specific to their targeted needs.

4. How will school strengthen the PFEP to support Social Studies?

• Communication

The school will increase communication related to social studies via TeacherEase notifications; for example posting that grades are available and updated. EPA will increase opportunities for parent/guardian involvement.

- **Parent Training**

Provide video recording of the plan for instruction such as how to use the Google Classroom, online resources, and what content area is being covered over the course of each nine weeks.

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

- **School**

Emphasize the importance of consistent attendance and how it is related to academic success. Provide access/instruction on how to access websites used by the school and teachers.

- **Students**

Keep track of their performance in social science through data chats and progress monitoring using data. Students will seek help with tutoring during teacher planning.

- **Parents**

Be aware of how to use the online tools to ensure their child's success. Parents will be aware of how to track their child's progress to ensure that they have the necessary tools to be proficient in Social Science.

- **Staff Training**

Teachers and parent liaisons can engage in professional learning communities to review social science and attendance data in an effort to create strategies that ensure students are able to receive academic instruction on a consistent basis (gradual release model).

- **Accessibility**

The school will increase communication related to social studies via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based science curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Incoming students have limited understanding of their graduation requirements this is evidenced by data collected by the school counselor upon registration. The school counselor maintains a log of student conferences which indicates a frequent need for academic counseling. The current graduation rate is 67%. The school counselor maintains a log of student contact hours. The counselor has met with every senior to date- 38. Most of the student requests relate to academic counseling.

2. List the root causes for the needs assessment statements you prioritized.

A high volume of students request to meet with school counselor in regard to credit recovery classes, earned credits, GPA

3. Share possible solutions that address the root causes.

Student conferences with school counselor to review GPA, courses/credits needed, community service needed and state tests. Students receive an electronic and hard copy of their requirements along with a progressive academic plan.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

The school will increase communication related to acceleration options via TeacherEase notifications; EPA will increase opportunities for parent/guardian involvement.

• Parent Training

The school will provide an annual College and Career Fair. The counselor will provide training to show the parents/guardians how to better use the Scholarship Bulletin. The school will provide Financial Aid workshops utilizing the support of Palm Beach State TRIO.

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

- **School**

The school will offer Parent Training that focuses on Teacher Ease and Google Classroom Training so that parents know how to access and utilize both Teacher Ease to check grades/monitor student progress and Google Classroom to see assignment deadlines. In addition, receive training on how to use the school counseling page to view graduation requirements, mental health resources, postsecondary planning, and school updates. Schedule a Meet the Teacher/Open House at the beginning of the school year

- **Students**

Students will meet regularly with school counselor throughout the year to review graduation requirement progress, share pertinent information with parents from Teacher Ease and Google Classroom.

- **Parents**

Parents will participate in training to assist in supporting their child's academic needs, regularly check Teacher Ease announcements as well as Google Classroom updates.

- **Staff Training**

The school counselor will review graduation requirements with the staff and provide updates as necessary.

- **Accessibility**

The school will increase communication related to acceleration options via TeacherEase notifications. Resources and materials will be provided online and via hard copy. Access to the Certified School Counselor will be made available for parents with questions and concerns. Resources will be provided in multiple languages.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

The 2023-2024 graduation rate is 67%. High stakes testing is a challenge for students. There is a need for additional support in Math and Reading.

2. List the root causes for the needs assessment statements you prioritized.

Truancy is the main cause. Students miss important test dates, are not attending tutoring consistently, and are unable to master content in core subjects due to absences.

3. Share possible solutions that address the root causes.

Follow attendance policy consistently (i.e parent phone calls home documented, creating a parent contact log that is shared with all staff, attendance contract, home visits, parent conferences, etc.) Assign a staff member(s) as the truancy contact.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

The school will increase communication related to graduation via TeacherEase notifications; for example posting that grades are available and updated. EPA will increase opportunities for parent/guardian involvement.

- Parent Training

The school will offer parent training that focuses on Teacher Ease and Google Classroom Training so that parents know how to access and utilize both Teacher Ease to check grades/monitor student progress and Google Classroom to see assignment deadlines. In addition, receive training on how to use the school counseling page to view graduation requirements, mental health resources, postsecondary planning, and school updates.

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

- **School**

The school will offer parent training that focuses on Teacher Ease and Google Classroom Training so that parents know how to access and utilize both Teacher Ease to check grades/monitor student progress and Google Classroom to see assignment deadlines. In addition, receive training on how to use the school counseling page to view graduation requirements, mental health resources, postsecondary planning, and school updates.

- **Students**

The students will meet regularly with school counselor throughout the year to review graduation requirement progress, share pertinent information with parents from Teacher Ease and Google Classroom.

- **Parents**

Parents will participate in training to assist in supporting their child's academic needs, regularly check Teacher Ease announcements as well as Google Classroom updates.

- **Staff Training**

All staff will be provided with ongoing training and updates to state graduation requirements. Staff will participate in webinars and district trainings as necessary.

- **Accessibility**

The school will increase communication related to graduation requirements via TeacherEase notifications. Resources and materials will be provided online and via hard copy. Senior meetings will be scheduled for each senior student. Access to the Certified School Counselor will be made available for parents with questions and concerns.

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$17,790.84

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified out-of-system tutors will support the lowest 25% of 8th-12 grade students in ELA, Math, and Science during small group instruction through a push-in/pull-out model of support. Will start in August.	2	\$37.00	3	3	21	Certified	Original	\$13,986.00
	Amendment 47 / BT #1 DISSOLVING LINE * Review notes for information	1	-\$13,986.00	1	1	1	Certified	Amendment	-\$13,986.00
Computer HW; non-cap	Item	Quantity	Rate	Type				Total	
	Shipping	1	\$44.00	Amendment				\$44.00	
	Chromebook carts	2	\$833.00	Amendment				\$1,666.00	
Mobile devices	Item				Quantity	Rate	Type		Total
	Amendment 47 / BT #1 HP Chromebook 11 G9 plus license				25	\$282.00	Amendment		\$7,050.00
	Amendment 47 / BT #1 HP Chromebook 11 G9 plus license				10	\$304.00	Amendment		\$3,040.00

Acct Description	Description					
Computer HW; cap	Item	Quantity	Rate	Type	Total	
	Chromebook Cart plus shipping	1	\$1,710.00	Amendment	\$1,710.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Color Ball Point Pens (Black and Blue)	24	\$12.00	General Supplies	Original	\$288.00
	Mead Legal Pad (pack of 6)	12	\$22.00	General Supplies	Original	\$264.00
	Post-it sticky chart (pack of 6)	12	\$107.00	General Supplies	Original	\$1,284.00
	Markers (14 count)	36	\$15.00	General Supplies	Original	\$540.00
	Shipping	1	\$0.34	General Supplies	Original	\$0.34
	Composition books	111	\$1.50	General Supplies	Original	\$166.50
	Copy paper	6	\$32.00	General Supplies	Original	\$192.00
	Teacher Bullseye Compass	2	\$24.99	General Supplies	Amendment	\$49.98
	Protractors	2	\$13.65	General Supplies	Amendment	\$27.30
	Prime Club Math Game	2	\$26.95	Instructional Materials	Amendment	\$53.90
	Word for Word French to English Dictionary	10	\$5.49	Instructional Materials	Amendment	\$54.90
	Graph Paper Sticky Notes	10	\$7.82	General Supplies	Amendment	\$78.20
	Student Bullseye Compasses	2	\$43.44	General Supplies	Amendment	\$86.88
	Word for Word Spanish to English Dictionary	26	\$5.49	Instructional Materials	Amendment	\$142.74

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Brother Black Toner - print tutorial materials	7	\$72.67	Technology	Amendment	\$508.69
	Mathematics Teaching Kit	2	\$30.99	Instructional Materials	Amendment	\$61.98
	Playing Cards	2	\$20.64	Instructional Materials	Amendment	\$41.28
	Two Pocket Folders	10	\$49.99	General Supplies	Amendment	\$499.90
	Composition Books	10	\$79.99	General Supplies	Amendment	\$799.90
	Right Start Corner Games	2	\$8.50	Instructional Materials	Amendment	\$17.00
	Brother 3 Pack Color Toner - print tutorial materials	5	\$198.89	Technology	Amendment	\$994.45
	File boxes for student materials	3	\$20.24	General Supplies	Amendment	\$60.72
	Dominos	4	\$6.97	Instructional Materials	Amendment	\$27.88

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students’ academic achievement.

Budget Total: **\$1,440.16**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$0.16	General Supplies	Original	\$0.16
	Copy Paper	10	\$32.00	General Supplies	Original	\$320.00
	Ring Binder (Pack of 2)	35	\$32.00	General Supplies	Original	\$1,120.00

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$22,062.00**

Acct Description	Description					
Parent Liaison - Para Level	Parent Liaison will facilitate communication between parents and the school, offering support by assisting with organizing parent workshops, addressing concerns, fostering partnerships, and ensuring parents are informed about school activities and policies.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper	6	\$32.00	General Supplies	Original	\$192.00
Postage	Item	Quantity	Rate	Type	Total	
	Postage will be used to send monthly newsletters and notifications of parent	5	\$68.00	Original	\$340.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	trainings/events.				

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The Everglades Preparatory Academy Title 1 program strives to build relationships that create real family engagement for every child, every family, and every teacher. We believe that effective schools are a direct result of schools, students, and families working together. At Everglades Preparatory Academy, we are committed to collaborating with parents/caregivers to provide a safe and nurturing learning environment, one in which all students can learn and achieve their goal of receiving a standard high school diploma. As such, we believe that the involvement of parents/caregivers is vital to achieving our mission, which is working together to ensure that all students are college, career, or workplace ready after successfully receiving their high school diploma.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Linda J. Earsley	Principal
Julie Stevenson	Administrative Title I Contact- Assistant Principal
Nicole Mendenhall	Instructional Coach
Jennifer Franco	Certified School Counselor
Sheila Bynes	Administrative Assistant
Vivian White	Board Member- Parent Liaison

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Everglades Preparatory Academy invites all parents, teachers, administrators and community members to participate in the writing and development of the School-Wide Plan. EPA actively recruits and select members based on who's willing and demographics that are reflective of the student body.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

EPA will involve stakeholders (school family and the school community) in the design, implementation and evaluation of the School Wide Plan (SWP) through our annual Title I Parent Meeting which will be held October 17, 2024 and monthly Title 1/Parent and Family Engagement meetings. Stakeholders will also be invited to provide input at the Parent and Family Engagement meeting and during or CNA process held in March 2025.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

EPA Parents/Families are asked for their input into how Title I funds should be spent. Parents/families requested increased notification of campus happenings and activities. As a result supplies and postage for quarterly notifications for parent trainings were requested.

Name	Title
Linda J. Earsely	Principal
Julie Stewart	Administrative Title I Contact- Assistant Principal
Vivian White	Board Member- Parent Liaison
Nicole Mendenhall	Instructional Coach
Jennifer Franco	Certified School Counselor
Sheila Bynes	Administrative Assistant

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Title I Parent Meeting will be held October 17, 2024 at 9:00am-10:00am and 3:00pm-4:00pm in the Academic Resource Room.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified via the school website, TeacherEase (Student and Parent Portal), Call Multiplier, and Title I Annual Meeting Agenda Flyer.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agenda, Title I Annual Meeting PPT, Sign In Sheet, PFEP and School and Parent Compact

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Google Classroom Training for Staff to Engage Parents/Families

- What specific strategy, skill or program will staff learn to implement with families?

All instructional staff will be trained to build a Google Classroom for their content area that is specifically for parent engagement. Staff will know how to create a Google Classroom for their content area that specifically engages the parent/guardians of their assigned students with information about the curriculum, testing, classwork/homework, instructional pacing guides and standards, and allows for the parent/guardian to have two-way communication with the teacher.

- What is the expected impact of this training on family engagement?

Staff will know how to create a Google Classroom for their content area that specifically engages the parent/guardians of their assigned students with information about the curriculum, testing, classwork/homework, instructional pacing guides and standards, and allows for the parent/guardian to have two-way communication with the teacher. As a result of this training all teachers will have a functioning Google Classroom specifically designed to engage their parents/families.

- What will teachers submit as evidence of implementation?

Staff will have a functioning Google Classroom that has evidence of parent communication such as notices, announcements, emails and presentations. Staff will provide the link to their Google Classroom for review by the Assistant Principal or Instructional Coach, as well as screenshots of presentations, notices, announcements and two-way parent communication that has occurred within the Google Classroom.

- Month of Training

August 7 2024

- Responsible Person(s)

Instructional Coach

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Teacher Ease Training for All New Staff and Refresher Training for Returning Staff

- What specific strategy, skill or program will staff learn to implement with families?

All new instructional staff will be trained to use the TeacherEase online platform which serves as the student/parent information portal for Everglades Preparatory Academy since parents/guardians do not have access to the district's SIS platform to view grades, attendance, etc. All new instructional staff will receive training how to add students to their roster, send out communication and notices, enter grades, add lessons and assignments, enter attendance and enter discipline and behavior data.

- What is the expected impact of this training on family engagement?

As a result of this training all instructional staff will be able to utilize all features of the TeacherEase student/parent portal and engage parents/families by updating grades, conduct, attendance, lessons/assignments, behavior reports and parent notifications specific to their child.

- What will teachers submit as evidence of implementation?

Evidence of training and implementation will include a training sign in sheet, copies of any training materials, screenshots of the teachers' TeacherEase platform including their assigned classes, attendance, grade reports, behavior reports and parent/guardian notifications.

- Month of Training

August 5 2024

- Responsible Person(s)

Instructional Coach, On Site TeacherEase Expert/Science Instructor, Assistant Principal

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Google Classroom Parent Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/guardians will know how to view/monitor their child's progress, assignments, classroom updates/announcements, etc. on Google Classroom.

- Describe the interactive hands-on component of the training.

The trainer will model how to utilize the Google Classroom features. Chromebooks will be provided for each parent/guardian during the training. Parents/guardians participating in the training will log into their child's assigned teachers' Google Classroom and review the presentations and information provided in each. Parents/Guardians will practice sending a message to the teacher and practice logging into view their child's Google Classroom as well. Google Survey will be created to gauge parent/guardian understanding of the training.

- What is the expected impact of this training on student achievement?

Parent/guardian engagement will increase and student achievement will be positively impacted.

- Date of Training

October 29 2024

- Responsible Person(s)

Instructional Staff

- Resources and Materials

Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding Graduation Requirements for SY25

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/guardians will understand the graduation requirements specific to their child's graduation cohort and any new curriculum requirements.

- Describe the interactive hands-on component of the training.

Presentation style using a smartboard. Parents/guardians will have access to Chromebooks. The presentation will be shared on TeacherEase and Google Classroom. Parents/guardians will complete a Google Form Survey. Parents/Guardians will be given the log in access for their child's Family Portal to view test scores. Parents/guardians will log in during the training and review this information with their child. Parents/guardians will engage in a scavenger hunt on the FDOE's Graduation website to find information related to their child's graduation cohort.

- What is the expected impact of this training on student achievement?

Increased parent/guardian engagement, student achievement, and awareness of state graduation requirements for their child's cohort.

- Date of Training

Dec 2025 or Jan 2024

- Responsible Person(s)

Administration Team, ESE Coordinator, Instructional Coach, Counselor

- Resources and Materials

Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Family Portal and Testing Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/guardians will learn how to access the state's Family Portal and review/analyze/understand their child's test data.

- Describe the interactive hands-on component of the training.

Parents/guardians will log into their child's Family Portal and review their testing information and testing history. Parents/guardians will take a practice EOC exam with their child using state provided materials so that they can have a realistic view of the test and testing procedures. Parents/guardians will analyze their child's specific test data/reports looking at their child's strength and weaknesses. Parents/guardians will engage in discussion with the presenters around what resources are available to assist their child in their areas of weakness that can be used at home. Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey Flyers- Family Portal Codes, Testing Window Information, Etc.

- What is the expected impact of this training on student achievement?

Parents/guardians will have more awareness of the state Family Portal, become more engaged with the school, and student achievement will increase.

- Date of Training

March 11 2025

- Responsible Person(s)

Administration Team, ESE Coordinator, ELL Coordinator, Instructional Coach, Instructional Staff

- Resources and Materials

Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey Flyers- Family Portal Codes, Testing Window Information, Etc.

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

SDPBC ELL Department

- Describe how agency/organization supports families.

EPA will collaborate with the district ELL Department to provide training to the staff, parents and families at Everglades Preparatory Academy. Additionally, ELL support staff will be requested to be on site at Parent and Family Meetings to assist/support ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, calendar invites, meeting documentation- flyers, presentations, pictures, sign in sheets.

- Frequency

At least three times per year.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Beach State TRIO

- Describe how agency/organization supports families.

Palm Beach State TRIO program will support parents/families with completing the FAFSA, understanding college entrance requirements and funding opportunities. Palm Beach TRIO is scheduled to be on campus no less than 3 times this year to support families/students in completing all elements of college exploration, applications and acceptance and schedule at least on Palm Beach State campus tour.

- Based on the description list the documentation you will provide to showcase this partnership.

Dates of program attendance by students/parents, sign in sheets, handouts.

- Frequency

At least twice per year.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

SDPBC- Migrant Education Department

- Describe how agency/organization supports families.

The Migrant Department provides training to the staff, families and parents at Everglades Preparatory Academy. Additionally, migrant support staff will be on site at Parent and Family Meetings to assist/support migrant families.

- Based on the description list the documentation you will provide to showcase this partnership.

Trainings for parents on site. Documentation includes sign in sheets, handouts, materials, etc. picture of migrant staff assisting families.

- Frequency

On-going

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

EPA will communicate with parents and families via the school website, flyers, GoogleMeet, Call Multiplier, and via TeacherEase. TeacherEase is the primary parent/student communication tool. Communication will be translated into Spanish, Haitian Creole, and Portuguese.

- **List evidence that you will upload based on your description.**

TeacherEase Announcements, Call Multiplier Script, Flyers, Social Media Posts, Invitations, Out of Field Letters, Parents Right to Know Letters, School and Parent Compact, Student Handbook.

- **Description**

EPA will host at least two parent and family engagement events that directly address curriculum and proficiency levels. At least one event will be specific to graduating seniors. Information will be sent home via website, flyers, and TeacherEase.

- **List evidence that you will upload based on your description.**

TeacherEase Announcements, Sample Letters , Flyers, Agendas, Sign In Sheets

- **Description**

Parent and family engagement events that directly address curriculum and proficiency levels; curriculum nights, Title 1 Meetings, Title I Annual Meeting, parent/teacher conferences, IEP meetings, progress reports, report cards, and assessment results. The school will develop PPT presentations that detail the BEST standards and progress monitoring requirements aligned with the new FAST Testing.

- **List evidence that you will upload based on your description.**

progress reports, assessment results (Diagnostic) etc., Title 1 Annual sign in sheet, parent-teacher conference notes (as needed)

- Description

EPA will advise parents/families of their right to participate in decision-making related to the education of the children through announcements via TeacherEase, at the Annual Title I Meeting, through invitations to SBT and IEP meetings.

- List evidence that you will upload based on your description.

SBT Meeting Invitations, ESE Meeting Invitations, TeacherEase Announcements.

- Description

Meetings will be scheduled at flexible, various times to accommodate the needs of parents/families. Small parent and family meetings may be held on campus when appropriate or necessary.

- List evidence that you will upload based on your description.

Sign In sheets, meeting agendas, Title I Parent and Family Engagement Meetings Schedule, Parent conferences calendar that shows planned and rescheduled meetings to accommodate parent/family needs, a PPN to show notice of meeting/rescheduled meeting.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All documents will be translated into Spanish, Haitian Creole, French and Portuguese.

- List evidence that you will upload based on your description.

translated compacts, PFEP summaries, flyers, letters

- Description

EPA will provide accessible parking spaces for families with physical limitations, meeting held close to the entrance, provide seating near the entrance for parents and families with disabilities in addition limited to oral and visual supports as needed.

- List evidence that you will upload based on your description.

Photos of accessible parking spaces, etc.

- Description

EPA will meet with migratory families as a subgroup and ensure that they are aware of their rights and information under the law. Information will be sent home to parents in regards to Migrant services and rights, specifically including tutorial services.

- List evidence that you will upload based on your description.

Migrant Services Flyers translated into Spanish and Creole, Annual Title I Meeting Slide, Sign In Sheet, Agenda

- **Description**

EPA will conduct a student questionnaire to gain information in regards to our homeless students. We will meet with those students as one-on one to ensure that they are aware of their rights and information. Also, we will collaborate with the District Homeless/MVP Department for additional resources.

- **List evidence that you will upload based on your description.**

Training for staff documentation, Families will be provided with a flyer and link to the online questionnaire. Questionnaire will also be included in the student application packet. Information redacted copies of the Student Residency Questionnaire.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

School has chosen to be exempt from this area.

- **Brief Description**

School has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

School has chosen to be exempt from this area.

- Brief Description

School has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

School has chosen to be exempt from this area.

- Brief Description

School has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Everglades Preparatory Academy build students' skills for learning for life via: 1. School-wide implementation of Positive Behavior Interventions and Support (PBIS) otherwise known as School-wide Positive Behavior Support. Students are taught the pillars of Panther P.R.I.D.E. which include (P) Purpose, (R) Respect, (I) Integrity, (D) Discipline and Determination and (E) Excellence. Each week, teachers select a Student of the Week. These students receive an incentive such as extra credit, a homework pass, etc. Students that exhibit elements of Panther P.R.I.D.E. are also given tickets that can be redeemed for snacks, etc. Students are also eligible to participate in campus activities based on their adherence to the pillars of Panther PRIDE. 2. Students participate in programs such as Student ACEs, Palm Beach County Youth Services, Living Skills in Schools, Project Lift, Palm Beach Dramaworks, CareerSource (soft skills training), etc.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Everglades Preparatory Academy implements SBT/MTSS. Teachers regularly discuss the 3 tiers (Tier 1- Core, Tier 2- Supplemental, Tier 3- Intensive) Team Huddles/School-Based Team Meetings to determine how we can support the students at the Core and then develop tiered interventions to support those students who need additional supplements and /or intensive supports. The SBT Team utilizes school district provided decision trees for academics and behavior and seeks counsel from the MTSS Department specialists when needed. Teachers refer students to the SBT Leader for discussion/problem-solving during SBT meetings. Student progress is tracked using progress monitoring tools for both academics, behavior and attendance. Supplemental supports include academic tutoring and mentoring for behavior/attendance. Each student that is below a 2.0 or is in intensive reading is referred to SBT. Students that exhibit on-going discipline issues are referred to SBT. Mandatory referrals include homelessness, pregnancy, and foster care. The SBT utilizes interventions available internally and collaborates with community organizations as necessary. All members of the School-Based Team have the opportunity to attend monthly training to ensure compliance with SBT requirements.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Everglades Preparatory Academy strives to provide a well-rounded education. Teachers and administrators use data to drive instruction. This data includes but is not limited to FAST Progress Monitoring Data, FSA data, SAT/ACT, ReadingPlus, Savaas and Edmentum Math, Performance Matters FSQs and USAs, and teacher-created alternative assessments. All lessons are developed in alignment with the BEST Standards and all teachers actively use CPalms as a resource to ensure that their lessons are aligned and relevant. Teachers are also supported by district curriculum specialists and follow the Scope and Sequence designed for their content area. Everglades Preparatory Academies seeks collaborative partnerships that can provide exposure and information to our students such as Student ACEs, Palm Beach State, CareerSource, and Families First. Everglades Preparatory ensures that students needs are met according to their 504/IEP Plan. Everglades Preparatory Academy utilizes Edmentum Learning to provide additional course recovery and course content.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Staff has built student awareness of and readiness for post-secondary opportunities and the workforce pathway to rigorous coursework, relevance, and engagement of the high school curriculum and college/military awareness programs. This pathway will include students who have traditionally faced barriers to successful post-secondary transitions. EPA is also in the process of developing a CTE career pathway in the area of Animal Sciences and Services/Agritechnology. EPA Career Pathway—promotes dual/college enrollment and better job skills through collaborations among colleges, public schools, and businesses. This pathway utilizes career and technical courses, job shadowing, workshops, and counseling to assist students who have average academic performance with their career plans and applications. EPA collaborates with CareerSource Palm Beach County, Student ACEs, Project Lift and the Environmental Resource Management Department of Palm Beach County to provide job shadowing, training and placement opportunities. EPA hosts an Annual College and Career Day.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Everglades Preparatory Academy coordinates and provides professional development opportunities for teachers through Team Huddles, Collaborative Planning, Data Analysis Meetings, coaching/mentoring, modeling, etc. Teachers meet once per week from 2:45pm to 4:00pm to engage in professional development. District curriculum support specialists are utilized to provide content area support. The SIP Team conduct classroom walkthroughs and observations to support student achievement. Teachers engage in peer observations and PLCs. Everglades Preparatory Academy collaborates with Glades Academy as applicable. Everglades Preparatory Academy implements the SDPBC's Educator Support Program; when applicable.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Recruiting and retaining excellent teachers is critically important for the success of Everglades Preparatory Academy (EPA) future. Fortunately, decades of research on the factors that contribute to attracting and keeping teachers in the classroom can guide strategies to meet this challenge. To improve the recruitment and retention of excellent teachers:

1. EPA has invested in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.
2. EPA has surveyed its teachers to assess the quality of the teaching and learning environment and to guide improvements.
3. EPA has incentivized professional development strategies and the redesign of the school's culture to provide for greater collaboration. Systematic and sustained collaboration among teachers requires changes in scheduling and resource allocation so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention.

Everglades Preparatory Academy's process for recruiting new teachers when one is needed is by:

Hiring Team: Principal, Assistant Principal, Instructional Coach, Certified School Counselor, ESE Coordinator, Other Staff Members as appropriate.

Phase 1: Advertise position on Indeed

Phase 2: Screen potential candidates based on their application submissions- cover letters, resumes, experience, and certifications

Phase 3: Contact the potential candidates to determine level of interest in the position.

Phase 4: If interested, schedule a 5–10-minute video call with the potential candidate. It is important to me to ensure that my personality “vibes” with the potential candidate and whether or not the candidate would be able to “fit in to” the overall culture of the school.

Phase 5: If interested in continuing the conversation, schedule a time for the candidate to meet with the principal

Phase 6: Vet the potential candidate by contacting their references.

Phase 7: If there is continued interest, ask the candidate to submit a sample lesson plan and if able, teach a sample lesson.

Interview Questions typically asked:

1. What interested you in applying to Everglades Preparatory Academy?
2. How do you feel you can provide “value-added” to Everglades Preparatory Academy?
3. How have you/would you, use data to drive your instruction?
4. What is your greatest strength?
5. What is your greatest opportunity for growth?
6. How do you like to receive feedback about your instructional/professional practice?