
Title I Comprehensive Schoolwide Plan
GLADES ACADEMY, INC (3382)

ELA

1. List prioritized needs statements.

76% of our 3rd-grade students are level 1 according to our 24-25 PM2 DATA. FY24, only 24% of our 3rd-grade students were proficient in ELA. 57% of our 5th graders are level 1 according to our 24-25 PM2 DATA. FY24, only 16% of our 5th-grade students were proficient in ELA. Our SWD subgroup has been under the federal Index for the last three years. For FY24, our Federal Index was 32%, which is below the required minimum of 41%. Glades Academy needs to improve ELA performance and parental involvement throughout the school year.

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

Students are reading below grade level and are lacking foundational skills to comprehend and decode words as they are reading. Small group differentiated instruction is also a need for our students. Teachers need professional development on tier 2 and tier 3 interventions. Teachers will benefit from professional development that is geared towards learning strategies for our SWD. Parents need training on iready to support their students learning by reinforcing what is being taught at school.

3. Share possible solutions that address the root causes.

Provide tutoring for our students who are performing below grade level. Hire additional staff members to support those struggling students. Order materials online to help support the differentiated instruction in our classrooms. Hire Highly qualified teachers who are certified and reading endorses. PD on the tier 2 and tier 3 interventions and also learning strategies for SWD. PLC where teachers learn how to analyze data and use the data to drive instruction. Provide more parent trainings specific to ELA and our SWD (incentives with door prizes)

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

- Communication

We will communicate with parents through our class dojo (Elementary school) or remind apps (middle school) and request parent conferences when an academic concern arises. Progress monitoring will also be communicated with parents and guardians in the forms of progress reports and report cards. We will also schedule parent conferences, data nights, and open houses for the parents to continue to be informed and receive resources from us so they can too progress monitor their student.

- **Parent Training**

The school will train the parents how to read student reports from both iready diagnostics and the progress monitoring assessments throughout the school year. That way parents understand how well their students are performing and they can support their students at home.

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

- **School**

will continue to provide PD for teachers and also continue to provide differentiated instruction to our students. They will also continue to monitor student progress throughout the school year with fidelity.

- **Students**

will attend the needed interventions groups that are provided to them daily and commit to being in attendance every day.

- **Parents**

will be more involved throughout the school year participating in open houses, parent trainings, and parent conferences.

- **Staff Training**

The school will continue to provide professional development for teachers and also continue to provide differentiated instruction to our students. They will also continue to monitor student progress throughout the school year with fidelity. Encourage our reading teachers to become reading endorsed.

- **Accessibility**

We will stay up to date with the needs of our families and provide resources and support when needed.

Math

1. List prioritized needs statements.

51% of our 3-8 grade students are on level 1 according to our PM2 data our students struggle severely with basic math skills. SWD have been under the federal index percentage of 41% for the last three years. Our lowest 25% of students need to show learning gains in PM3 in May.

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

Students need additional support on foundational skills. A large number of our students are more than two years below grade level and require explicit small group instruction and interventions. Teachers need support on planning for delivering for monitoring small and whole group instruction and intervention. PD related to data driven instruction. Families need additional training on our supplemental programs and strategies to help our students close the learning gaps. Ensure our lowest 25% student population are in attendance daily. Reteach the skills that the students are deficient in.

3. Share possible solutions that address the root causes.

Purchase online programs to help support interventions provide tutorial opportunities for our struggling students Practice test/using critical thinking strategies. Provide training opportunities for the teachers. PLC to support data analyzes and reduce class size to help support smaller group instruction. Parent needs training to help support and monitor their students at home. Communicate with parents the school's expectations of using the supplemental online programs at home and at school. Progress monitor our SWD subgroup and lowest 25% population in all categories with fidelity. Math tutoring pull outs

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

• Communication

We will be in constant communication with our parents using class dojo (Elementary) and remind app (middle school). We will also send home progress reports and report cards so parents are aware of their student's academic progress. the school will communicate with the parents via the remind app. We will also schedule parent conferences, data nights, and open houses for the parents to continue to be informed and receive resources from us to they can too progress monitor their student.

- **Parent Training**

Train the parents how to read and understand the students reports from the best progress monitoring and iready diagnostic reports so they can understand how well their child is performing in Math. This will be a great tool for them to be able to support them at home and encourage their student's to use Iready to help increase their skill level.

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

- **School**

will continue to provide PD and trainings to both teachers and parents to increase math achievement in all grade levels.

- **Students**

will continue to work during math classes while teachers use a variety of strategies in their classrooms to help support the learning process.

- **Parents**

will participate in school activities that school provides to take an active role in their child's education.

- **Staff Training**

Train our teachers to use student and parent friendly language so the parent can understand and support their students at home. Train our staff to be able to analyze the students reports and explain to the parents to assist them to support the students and provide the parents with different resources need to close the learning gap.

- **Accessibility**

We will be in communication with all of our families and provide support and resources when needed by our families.

Science

1. List prioritized needs statements.

Grade 5 and 8 science proficiencies need to improve According to our Science winter diagnostic 5th grade had a 17% proficiency rate According to our Science winter diagnostic 8th grade had a 49% proficiency rate.

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

Science is not taught consistently in other grades so our students have gaps in the subject and the content is not mastered. Our teachers need curriculum and PD to help them teach/assess and progress monitor the students in grades 5 and 8 Parent need additional training for them to help reinforce the learning at home.

3. Share possible solutions that address the root causes.

Plan professional development with the focus on using data and differentiated instruction for the teachers to be able to use throughout the school year. Need to progress monitor our students with fidelity just like we do the other core subjects.

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

• Communication

The school will use class dojo(elementary) and remind app(middle school) to communicate with our families throughout the school year. The school will also use progress reports and report cards to communicate academic progress as well. We will also schedule parent conferences, data nights, and open houses for the parents to continue to be informed and receive resources from us to they can too progress monitor their student.

• Parent Training

the school will offer parent training to provide resources for parents to be able to assist their students at home. The school will host a science night so parents can get a hands on training on how to use the different resources that are being provided to the parents.

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

- **School**

school will provide parents with trainings and science night for them to become familiar with the resources and the curriculum in order for them to provide support at home. They will also provide parents with the necessary information for them to be able to access the book online.

- **Students**

will learn to use the online platform of the science book so they can access anything necessary to be successful on the assessment in the school year and improve our school achievement in science.

- **Parents**

will attend any science night and trainings provided by the school to ensure they stay up to date with classroom instruction so they can support their students at home. Teacher are also available through the remind app for parents to be to ask questions or get clarification on things they may not understand.

- **Staff Training**

the school will provide PD for our teachers directly from our vendor HMH Florida science so our teachers can get the most out of the curriculum.

- **Accessibility**

the school will continue to monitor the needs of all of our families and provide resources as needed by our families.

Social Studies

1. List prioritized needs statements.

According to our Civics diagnostics we have a 30% proficiency rate. Last year our proficiency rate drop to a 61% and the previous year we had a 74% proficiency rate.

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

Students are reading below grade level which hinders their success in science. Teachers are in need of subject specific PD and curriculum training. Parents need to monitor learning at home.

3. Share possible solutions that address the root causes.

Focus on small group instruction/interventions for students to increase their scale score in civics. Differentiated instruction professional development is a must for our teachers Parent training to help monitor student learning at home.

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

- Communication

the school will communicate with the parents via the remind app. Progress monitoring will also be communicated with parents and guardians in the forms of progress reports and report cards. We will also schedule parent conferences, data nights, and open houses for the parents to continue to be informed and receive resources from us to they can too progress monitor their student.

- Parent Training

the school will provide trainings based on the needs of the students and parents that are focused on social studies curriculum or the end of course exam.

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

- School

will continue to communicate with the parents and have open lines of communication informing parent's of their child's progress throughout the school year. We will also schedule parent conferences, data nights, and open houses for the parents to continue to be informed and receive resources from us so the parents can also monitor their student's progress.

- **Students**

will continue to attend classes daily and ensure that they are taking advantage of the tutoring that the school is offering after school to help increase their achievement levels in Civics.

- **Parents**

will attend as many of our parent trainings and meetings that we have throughout the school year.

- **Staff Training**

We will continue to provide our teachers with PD to increase their subject matter knowledge and give them strategies to use for all students to help increase student achievement.

- **Accessibility**

We will be proactive when it comes to communication and meetings all our families needs.

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area

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

This school has chosen to be exempt from this area

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area

- Parent Training

This school has chosen to be exempt from this area

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area

- Students

This school has chosen to be exempt from this area

- Parents

This school has chosen to be exempt from this area

- Staff Training

This school has chosen to be exempt from this area

- Accessibility

This school has chosen to be exempt from this area

Action Step: Classroom Instruction

Engage students with differentiated instruction that will target specific skills needed to be successful in reading/ ELA and Math based on various data sources such as diagnostics, iReady, RRR, SRI.

Budget Total: \$159,000.00

Acct Description	Description
Resource Teacher	Position #5894 - This Resource Teacher will provide support and interventions for 4th-5th grade students below grade level in ELA, Math, & Science.

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	iReady Teacher Toolbox digital collection subscription (per teacher) from which teachers can draw relevant, standards-based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills from earlier grades for English/Reading Language Arts and Math.	1	\$1,500.00	Original	\$1,500.00	
	iReady (Site License) for intervention and remediation in Reading/English Language Arts (R/ELA) and mathematics for up to 270 students in Kindergarten (K) through (8th) grades.	270	\$46.00	Original	\$12,420.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Kindergarten reading tracing workbooks	31	\$5.95	General Supplies	Original	\$184.45
	White Board Markers (6 ct per pack)	10	\$8.99	General Supplies	Original	\$89.90
	ABC flash cards	30	\$3.49	General Supplies	Original	\$104.70
	Student Dry Erase Markers (80 ct. per pack)	1	\$36.19	General Supplies	Original	\$36.19
	Chart Paper (Pk of 6)	4	\$158.99	General Supplies	Original	\$635.96
	Copy Paper	30	\$38.99	General Supplies	Original	\$1,169.70

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="474 215 1245 264">Item</th> <th data-bbox="1266 215 1392 264">Quantity</th> <th data-bbox="1402 215 1528 264">Rate</th> <th data-bbox="1539 183 1728 264">Supply Type</th> <th data-bbox="1738 215 1917 264">Type</th> <th data-bbox="1927 215 2022 264">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Kindergarten math tracing workbooks	31	\$5.95	General Supplies	Original	\$184.49						
	Kindergarten writing workbooks	30	\$5.95	General Supplies	Original	\$178.50						
	Pencils (150 ct. per pack)	10	\$16.82	General Supplies	Original	\$168.20						
	Leveled readers	2	\$103.85	General Supplies	Original	\$207.70						
	BT 10.28.25 increase the quantities of classroom supplies listed to support core and small group activities.	1	\$171.25	General Supplies	Budget Transfer	\$171.25						
Classroom Teacher	This Science Teacher will reduce class size and provide core instruction for students in grades 6-8.											
Classroom Teacher	This Math Teacher will reduce class size and provide core and intensive instruction for students in grades 6-8.											

Action Step: Parent & Family Engagement

Present parents with opportunities to learn skills to use at home that will strengthen students' ability to be successful in school.

Budget Total: \$1,921.25

Acct Description	Description					
Supplies		Quantity	Rate	Supply Type	Type	Total
	Crayons (36 pk bulk)	2	\$35.25	Program Supplies	Original	\$70.50
	Agendas	280	\$3.08	General Supplies	Original	\$862.40
	Friday Folders	280	\$2.65	General Supplies	Original	\$742.00
	ABC Activity Book	30	\$3.99	Program Supplies	Original	\$119.70
	Sight Word Flash Cards	30	\$3.49	Program Supplies	Original	\$104.70
	Jumbo Pencils (10 per pack)	10	\$8.85	Program Supplies	Original	\$88.50
	Number Flash Cards	30	\$3.49	Program Supplies	Original	\$104.70
	BT 10.28.25 reducing PE supplies to increase the quantities of classroom supplies listed to support core and small group activities.	1	-\$171.25	General Supplies	Budget Transfer	-\$171.25

Action Step: Professional Learning

Implement professional learning activities to increase the teachers' knowledge of differentiating instruction based on best practices.

Budget Total: \$0.00

Acct Description	Description
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Mission Statement

1. Mission Statement

Through training and systematic support, Glades Academy will enable its families to sustain and enrich the academics of their children by building stronger more supportive relationships between the school and the family. Glades Academy will strive to build relationships to create real family engagement for every child and every family. We are committed to collaborating with parents to provide a safe and nurturing learning environment, one in which all students can learn and achieve their academic goals.

Involvement of Stakeholders

Name	Title
Julie Stevenson	Acting Principal
Nicole Mendenhall	Assistant Principal
Ge'Toya Hessing	Parent Liaison
Catherine Gonzalez	ESE Coordinator
Vincent Fernandez	Reading Coach

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

An open invitation is extended to any individual interested in becoming a member. Flyers are sent to homes with all students to ask for volunteers to be a part of the committee and the information is also shared on the school's website. The school is careful to select individuals representing all areas including but not limited to: Parents, students, teachers, local community leaders etc.

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

Stakeholders will have the opportunity to provide ideas and feedback during meetings when developing the Schoolwide Plan. Notes and surveys will be provided to stakeholders to include their thoughts, ideas, and feedback. This information will be reviewed by the Title I Department at the school and highly considered and/or included when developing the SWP. Stakeholders will participate in meetings bi-monthly to review data and information included in the CNA/SWP/PFEP. Meeting will include stakeholders and any other individuals wishing to attend meetings (i.e teachers, students, parents etc). Meetings will be held both in-person during the months of October 2025 and February 2026.

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

Stakeholders will have the opportunity to provide verbal input during meetings on how Title I funding will support parent and family engagement. Information will also be reviewed from surveys and notes. During the meetings stakeholders including board members, parents, and staff have the opportunity to share ideas and assist with the development of the plan. Meetings will be held to discuss the School Parent Compact and The Parent and Family Engagement Plan and its development. Resources for student academic needs will be provided in order to support families. Stakeholders participated in a meeting and were allowed to provide input as to how Title I funding will support parent and family engagement. Communication folders, materials for kindergarten round-up and supplies will be used to support parent engagement.

Name	Title
Julie Stevenson	Acting Principal
Nicole Mendenhall	Assistant Principal
Ge'Toya Hessing	Parent Liaison
Maria Alba	Academic Consultant
Catherine Gonzalez	ESE Coordinator
Vincent Fernandez	Reading Coach

Annual Parent Meeting

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

The Annual Meeting will be held on Oct 13, 2025 @ 5:00pm-6:00pm at Glades Academy middle school cafeteria.

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

Glades Academy will send flyers out regarding the time and date of our Annual Title 1 meeting. We will also post the flyer on our school's website and school's Facebook page as well. Parent will also be notified via Classroom Dojo and Remind App.

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

We will prepare a power point to ensure that all parents are well aware of the following during our Annual meeting. We will provide refreshments and snacks. 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. Resources: chart paper, markers, pens, post-its, laptops and informational pamphlets.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

How to effectively read the i-Ready diagnostic report to drive instruction

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

Staff will learn how to share student academic levels along with progress monitoring student performance as well. This includes mastery of standards and student targeted needs using parent-friendly language for the parents to assist their student at home.

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

The expected impact for this training is to help train the parent to support learning at home. Families will understand how their students is performing and be able to progress monitor their students throughout the school year with this training. The families will become familiar with what the students are expected to achieve in order for them to be on grade level.

- What will teachers submit as evidence of implementation?

They will submit conference notes where the teachers and parents are conducting data chats and explaining to the parents what to look for and how to support their students at home.

- Month of Training

Sep 2025

- Responsible Person(s)

Julie Stevenson Acting Principal / Assistant Principal, Nicole Mendenhall / Reading Coach, Vincent Fernandez

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Providing academic Tier 2 and Tier 3 intervention supports for students below grade level

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

Staff will learn different strategies and interventions to help provide academic support to families whose students are performing below grade level.

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

The impact of this training will be that parents will be equipped with different resources and strategies to help support their students at home.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes, call logs, and classroom dojo, and remind messages discussing resources available to parents and students. We will also use i-Ready take home resources for both Math and Reading.

- Month of Training

Nov 2025

- Responsible Person(s)

Julie Stevenson Acting Principal / Assistant Principal, Nicole Mendenhall / Reading Coach, and Catherine Gonzalez / ESE Coordinator, Vincent Fernandez

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Assisting Parents with usage and understanding IREADY

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

Parents will learn how iready is used in our school and the expectations of using iready weekly. This will allow them to monitor their students progress at home.

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

Parents will be able to sign in to iready a look at the types of reading and math lesson their students are taking. They will understand how Iready works and the impact that is has on their learning.

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

The expected impact of this training is to help support and equip the parents with the knowledge of how IREADY is used and how it works to improve students achievement to help progress monitor their student at home and ensure that they are meeting their weekly usage requirement.

- **Date of Training**

Sep 25

- **Responsible Person(s)**

Julie Stevenson Acting Principal / Assistant Principal and Nicole Mendenhall / Reading Coach, Vincent Fernandez

- **Resources and Materials**

Laptops Parent access codes Pens Copy Paper

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Navigating Student testing Portal

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

Parents will learn how to navigate the family testing portal. The testing portal is a tool that parents/guardians can use to access all of their students progress monitoring scores. This is a great tool for parents to have because it gives them access to their students performance levels and allows parents to be able to progress monitor their student.

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

Parents will be given laptops and given an access code for them to be able to log in and look at their students assessments. This will allow parents to ask questions and we will provide answers to those questions related to their academic performance levels.

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

This is a great way for parents to stay informed in regards to their students academic progress and have an idea of whether or not their student is on grade level. It will also provide them with an explanation of their current performance levels.

- Date of Training

January 2026

- **Responsible Person(s)**

Julie Stevenson Acting Principal / Assistant Principal and Nicole Mendenhall / Reading Coach, Vincent Fernandez

- **Resources and Materials**

Pens copy paper Class dojo codes remind codes

- **Amount (e.g. \$10.00)**

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Improving Parent Involvement

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

Parent will learn about the different opportunities we have to offer that they can be a part of. They will also learn why it is important for them to be involved. They will also be taught the different way to communicate with our teachers or staff members. Communication is key for students to be successful.

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

We will role play different scenarios using communication skills and they will also have an opportunity to create their classroom dojo or remind app accounts so they can have access to our teachers and communicate any concerns or if they just need support with homework.

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

The expected impact of this training is training the parents of the importance of effective communication with teachers and students. This will have a positive impact on student achievement.

- Date of Training

March 26

- Responsible Person(s)

Julie Stevenson Acting Principal / Assistant Principal and Nicole Mendenhall / Reading Coach, Vincent Fernandez

- Resources and Materials

Pens copy paper Handouts

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

- Name of Agency

Migrant Education Program

- Describe how agency/organization supports families.

The goal of the Migrant Education Program is to ensure that migrant families receive the resources and assistance needed in order to reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

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

Emails; Referrals; visits

- Frequency

Monthly As needed

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

- Name of Agency

Take Stock in Children

- Describe how agency/organization supports families.

Provides low income families with mentor support and financial support/scholarships, which allows families the opportunity to send children to college.

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

Referrals, monthly meetings; emails; parent communication meeting log; mentor/mentee weekly logs

- Frequency

Weekly Monthly

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

- Name of Agency

Florida Crystals

- Describe how agency/organization supports families.

Provides families with with resources and supplies for school programs and at-home needs such as food and clothing.

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

Donations; Field Trips; Emails

- Frequency

Monthly

Communication

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**

The following methods of communication will be provided for students: The School-Parent Compact, PFEP Summary, Parent's Right to Know Letter, out-of field teacher letter will be provided to and for parents. Notices will be sent home and/or mailed home; messages will also be sent to parents via classroom Dojo/Remind/Microsoft Teams and Google Docs. Information will also be listed on the school's website as well as the school's facebook page. Documentation, Meetings and all communication will be provided in different languages. Samples of information available. communication letters OR photos of marquee/facebook page about Title I Annual Meeting + Classroom Dojo messages INFORMING parents of Parent Trainings along with the sign-in sheets from the parent training. events

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

Parent Attendance/Participation Parent Responses Classroom Dojo and Remind Dialogue Communication Letters Parent Conference nOTES School Parent compact PFEP summaries Title 1 Annual Meeting Photos of Marquee or School's Facebook page

- **Description**

Notices will be sent home to parents by students and by mail. Parent meetings will also be held to discuss the information and parents will be provided with resources and information at these meetings. Progress reports will be sent home each quarter(elementary) /nine weeks (middle school). Reports will be sent home. Parent conferences will be held. Parent conferences will also be held to discuss individual student needs and expectations.

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

Parent Attendance Parent Responses Call Logs Parent Conference Notes Photos of Marquee or School's Facebook page Open house/ curriculum night agenda sign in sheets

- **Description**

Notices will be sent home to parents by students and by mail. Parent meetings will also be held to discuss the information and parents will be provided with resources and information at these meetings. Progress reports will be sent home each quarter(elementary) /nine weeks (middle school). Reports will be sent home. Parent conferences will be held. Parent conferences will also be held to discuss individual student needs and expectations.

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

Meeting agenda and sign-in sheets Call Logs Parent Conference Notes Photos of Marquee or School's Facebook page progress reports assessment reports

- Description

Notices will be sent home in Friday Folders with students. Messages will be sent to parents on CLASSROOM DOJO (TECHNOLOGY) Information will be listed on the school's webpage Title I Annual/ SAC Meetings

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

Call Logs Parent Conference Notes Minutes Agenda Photos of Marquee or School's Facebook page

- Description

Meetings and parent trainings will be held after work hours, preferably beginning no earlier than 5pm. Meetings will also not be held more than once per month. Glades Academy will host meetings in the evening and not before 5PM. Meetings/Trainings and/or activities will last at least an hour or longer. Childcare will be provided during these activities. Staggered meetings will be held for teachers in both the morning and afternoon. Meetings/Trainings will be held on various days of the week to ensure that all parents have the opportunity to attend and participate. There will be no one set day to host meetings. For example, The Annual Title I Meeting was held from 5pm until 6PM. This gave parents a large window to visit the school and receive the information they needed for their child. There is no designated time parents have to attend the meetings. As long as they attend within the window, they are able to receive all the information they need.

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

letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings) schedule of staggered times for meetings, schedule of different times for Title I Annual Meeting, home visit notes/log, parent training invitations and agendas at different times (invitations, agendas, school websites screenshots, social media snapshots,

Accessibility

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

GA has hired employees that speak more than one language (ex. Spanish and Creole). These staff members will be present at events held at the school and will be able to translate for any parents who do not speak the English language fluently. Documents and resources will also be provided in a variety of different languages. PFEP summaries translated in the families native language.

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

-Parent Communication in different languages -Staff Language Verification Form - School-parent compact -sign in sheets from parent trainings to show staff member were present and translated for parents

• Description

Any parent/students with disabilities will be accommodated at each meeting once the requests for these accommodations are made to the staff at Glades Academy. For example, if sign language is needed Glades Academy will acquire the proper resources needed to meet the needs of these parents or students. Handicapped parking and ramps are also provided.

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

-Parent requests for special accommodations, photos of ADA accommodations

- Description

The times for parent meeting and trainings will be flexible and meet the needs of families and parents engaged in migratory work. Glades Academy works closely with the Migrant Department to ensure that migrant families receive the assistance and resources they need. Home visits are also made by the school. The School District of Palm Beach County's Migrant Department also work with Glades Academy to ensure that Migrant Families receive the assistance they need and that communication is effective.

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

-Communication/Home visit logs -Meeting Agendas/Sign-In Sheets -parent conference notes indicating home visits were conducted to accommodated schedules

- Description

The proper referrals and/or resources will be made available for any family experiencing homelessness. Clothing and school supplies are also available at GA for any family experiencing homelessness. Included in this is also student transportation to and from school on a daily basis.

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

-Sign-In Sheets for parent requests -Sign-Out sheets for weekly food distribution -Delivery Form for Food Distribution - Student housing questionnaire - email communication with district staff from the McKinney Vento program requesting support for families

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This 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

This school has chosen to be exempt from this area.

- Brief Description

This 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

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Glades Academy is committed to improving student achievement in both their academic and non-academic areas. Teachers are learning to implement Positive Behavior Interventions and Supports. Teachers are also receiving training in CHAMPs training for positive classroom management. Students in 5th and 8th grade participated in Safe School Ambassador training which will allow them to be leaders on campus; decreasing bullying behaviors. Glades Academy students also have the opportunity to participate in off campus and on campus field trips and community events through our community partnerships such as: 1. PBC 4H Extension 2. Bridges 3. City of Pahokee 4. City of Belle Glade 5. Palm Beach County Library System 6. PBC Career Source 7. New Hope Charities 8. Student Aces 9. Florida Crystals 10. Palm Beach Dramaworks 11. PBC Environmental Research Center

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Glades Academy's School Based Team engages in multidisciplinary problem solving, provides support to students and families, identifies evidence based interventions, and mentors intervention integrity and effectiveness. The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the interventions are implemented with fidelity. All students are progress monitored using probes from EasyCBM, Acadience, etc. Each case will be assigned a case liaison to support the fidelity of implementation. Parents are informed of their child's response to intervention via letter sent home and parent conference in-person or by phone. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. The school's principal provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI skills of school and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based plans and activities. All General education teachers: provide information concerning core instruction, participated in data collection, delivers Tier 3 Instruction/intervention collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. ESE and ELL contacts provide support and guidance to Glades Academy students, staff, and family members as needed. During the Tier 2 phase Glades Academy provides instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. This instruction is provided to groups of targeted students who have not been successful with core instruction alone. Tier 2 interventions include: -Evidence-based interventions matched to students' deficiency -Small Group instruction -More intensive services, (more time, narrow focus, of instruction/intervention) -More Frequent Progress monitoring and data collection (bi-weekly) - Additional instructional time in deficient area of need During the Tier 3 phase Glades Academy provides interventions that are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2). Intensive instruction is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress. Tier 3 interventions include: -Evidence-based interventions matched to students' deficiency -Smaller group (smaller than supplemental/Tier 2) instruction - Frequent Progress Monitoring and data collection (weekly) -Additional instructional time in deficient area of need -Intensive/Tier 3 services require more time and a more narrow focus of instruction The School-Based Team Members at Glades Academy consist of: 1. Administrator (Principal and Assistant Principal) 2. School Psychologist 3. ESE Representative 4. Classroom Teacher 5. Speech Language Pathologist 6. Parent/Guardian During the SBT Meetings the following takes place: 1. Organize and systematize files. 2. Plan for professional development. 3. Schedule meeting dates and times. 4. Establish group norms and rules. The team meets weekly.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Glades Academy provides a safe and nurturing school setting that will promote emotional and social growth while developing self-confidence and academic advancements, needed to become active and productive members of society. Students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students take responsibility for their learning and work in small, collaborative groups. Teachers facilitate learning to enhance content-knowledge and foster the development of communication, problem solving, and self-directed learning. Each student is empowered to reach his or her full academic and personal potential. Glades Academy follows the District Approved Curriculum as well as the scope and sequence for ELA, math, science and social studies provided by the District to ensure that instruction is aligned to standards. Students participate in core classes that include a 90-minute uninterrupted reading block and 60 minute math block. The core classes are supplemented with at least 30 minute period of fine arts in grades K-5. The fine arts include daily physical education and music on Tuesday, Wednesday and Thursday. Students in grades 6-8 participate in at least one semester of physical education. Glades Academy provides its' students with a well-rounded education including enrichment opportunities by providing them with the following: 1. An extended school day (Grades K-8) 2. Experiences that nurture aptitude in critical thinking, problem solving, and teamwork etc.(Grades K-8) 3. Music Program (African Drumming) (Grades 3-8) 4. Saturday Tutorial, Holiday Tutorial, After-School Tutorial (Grades 3-8) 5. State-of-the-Art Technology (interactive boards(touch screen), touch screen computers, laptops, ipads, chromebooks, and Promethean boards.(K-8) 6. Reading,math, science, and social studies computer-based programs.(Grades K-8) 7. Intensive Reading Program (Grades 6-8) 8. Student Data Chats (Grades K-8) 9. Parent Trainings/Parent Conferences 10. Professional Development for teachers 11. Interventions (as needed) (Grades K-8) 12. Educational Field Trips (ex. Science Museum) 13. Cheerleading 14. Take Stock in Children 15. Teacher-Class Data Presentations/Meetings 16. 21st CCLC Afterschool Program

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Glades Academy builds students' awareness of and readiness for post-secondary opportunities and the workforce by: 1. Attending Palm Beach County's College and Career Fair each year. 2. Hosting career day at Glades Academy. 3. Partnership with Take Stock in Children 4. Field trips to local industry businesses. 5. Attending career day at Everglades Preparatory Academy. 6. Volunteer speakers by Junior Achievement. Algebra 1 Honors is offered for high school credit.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Glades Academy offers an Annual Kindergarten Round-up in the Spring (May), which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. Glades Academy also hosts a summer program each summer, which allows incoming kindergarten students the opportunity to attend school for 3 weeks during the summer to get a head start prior to the beginning of the school year. We offer on-site tours for new kindergarten families as part of kindergarten round-up. Parents are also provided with resources (ex. number/letter flash cards, dolch word lists, writing/tracing activities) to assist their children prior to the first day of school. Glades Academy delivers flyers to ALL preschools and home daycare's near Glades Academy. Glades Academy's administration and staff also meet with daycares to discuss the kindergarten roundup program being offered by Glades Academy.

Professional Learning

1. Professional Learning

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to drive instruction. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches/resource teachers, as well as the principal. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development to introduce teachers to high yield instructional strategies and the science of reading. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The following Professional Developments have been held or will be held for teachers: 1. i-Ready (READY Curriculum, Understanding Data, and Instructional Planning) 2. Interactive Panels Training 2 (ex. easinote; easiconnect, easicapture, snowflake, displaynote, hardware, care of panel) 3. Reading Running Records Training 4. Scholastic Reading (ABC's of Guided Reading) (Guided Reading: Differentiation in Middle School ELA) (Guided Reading: Lesson Planning) 5. CPR/AED Training 6. Student Portfolios 7. Report Cards and progress reports 8. Building Effective Parent Communication 9. Reading Curriculum - Benchmark Advanced, Read180, Study Synch, 10. Writing Curriculum - Top Score Writing 11. Rigorous Instruction

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Glades Academy's Board of Directors places an emphasis on a good compensation package for all employees which includes salary and benefits. A strong emphasis is also placed on a strong teacher support system from administration. On-going professional development opportunities and appropriate education opportunities are available to all staff members. An emphasis is placed on low teacher/pupil ratios. A gas stipend is provided to those that travel to the Glades. We recruit teachers through the District's job fair, advertising in the local paper as well as the Palm Beach Post, list job opening and search applicants on Teacher. Teacher.com and monster.com indeed.com. Glades Academy also recruits and retains effective teachers by: 1. Offering signing bonuses 2. Providing teachers with incentives for high/improving student performance 3. Providing teachers with health benefits and 401K 4. Provides teachers with gas stipends 5. Teachers are provided with coaching support by an academic coach in all subject areas (ELA, math, science, social studies) 6. After-School Tutorial, Winter and summer break tutorial is offered for teachers to earn additional income.