Title I Comprehensive Schoolwide Plan

EVERGLADES PREPARATORY ACADEMY (3398)

ELA

1. List prioritized needs statements.

Based on data from prior students' FST ELA Assessments during PM3 of 2025, 44% of the current EPA 10th graders had earned level 1's, 39% earned level 2's, 11% earned level 3's, and 5% earned a level 4. Challenges as a whole demographic include Analysis of Vocabulary Across Genres, in which 61% are operating below grade level in this category and 44% in the category of analyzing Informational texts. 50% of EPA's 9th grade cohort earned level 1's during the FST ELA PM3 assessment in 2025, while 31% did earn level 2's and 19% earned level 3's. Similarly to the 10th graders, our 9th graders require intensive reading instruction when interpreting Vocab across Genres and analysis of complex, grade level informational texts. 77% of the 8th grade demographic earned level 1's during the PM3 FST ELA of 2025, while 23% earned level 2's. 85% of this demographic are operating below grade level when reading and interpreting "Across Genres Vocabulary" and nearly half (46%) also struggle with reading comprehension questions when tasked with grade level "Informational" texts. 61% of current 10th graders earned level 1's during PM1 FST ELA Assessment of 2025, in which the majority are operating well below grade level. According to the Dreambox (ReadingPlus) Benchmark Insight Assessment 1 administer in August of 2025, 80% of this 10th grade demographic earned below an 8th grade level of reading proficiency/comprehension.

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

Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles. Vocabulary identification, Text Structures, and Main Idea / Themes are all areas of improvement that require intensive instruction in reading. Exposure and accessibility to varieties of text styles and genres are limited in the majority of student households we service.

3. Share possible solutions that address the root causes.

Intensive instruction in Vocab recognition and use of context clues, Text Structure analysis, and identifying the Main Ideas of grade level texts will be necessary in small groups. Pull-outs and tutoring will be vital for the bottom 25% of students who earned level 1's during the FST ELA PM3 2025 assessment. Progress monitoring via Dreambox and Standardized testing (FST ELA PM2 and PM3 of 2026) is necessary when team huddles or professional learning committees meet periodically to discuss growth/progress. The students reading significantly below grade level should be in a class designed for phonics support/instruction. They need phonics instruction using a researched-based program utilizing technology and resources. They should also have a lower class size. The students who are not reading significantly below grade level would be in a reading class that focuses on comprehension skills. All teachers should participate in professional development regarding reading across the curriculum. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home.

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

• Communication

EPA will utilize TeacherEase, the student and family information portal that includes academic, behavioral and attendance data, and google classroom. EPA will ensure that all parents/guardians have an updated an active account during the school registration process. We will communicate important testing information and progress monitoring throughout the school year. Progress reports and report cards will also be sent via Teacherease and parents will be made aware when those go home with their students.

• Parent Training

EPA will increase the opportunities for parents and families to participate in training to include at least one parent/guardian training per quarter (total of 4) with at least one being related to ELA/Reading Curriculum. EPA will incentivize parent/family attendance at trainings.

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

• School

EPA will provide quarterly curriculum nights related to ELA, updated academic progress information via TeacherEase and Google Classroom, and engage students in rigorous and relevant ELA instruction across the curriculum.

• Students

EPA students will attend class regularly and engage in activities that are rigorous and relevant.

• Parents

EPA parents/guardians will participate in quarterly curriculum nights, review their child's academic progress regularly via TeacherEase and Google Classroom, and participate in or request parent conferences as needed.

• Staff Training

EPA will provide ELA/reading strategies training to all staff to ensure reading and writing across the curriculum is implemented. EPA intensive reading teachers will specifically participate in phonics and comprehension professional development.

• Accessibility

EPA will ensure that there are flexible opportunities for parents/families to engage in training by offering trainings in the morning and afternoon. EPA will record training information to be sent out to parents/families via TeacherEase after each training to ensure that parents/families have the opportunity to receive the information in more than one platform. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Math

1. List prioritized needs statements.

Math- 8th Graders FRL- 100% of the students at EPA are considered FRL. Out of 14 students tested (PM2), 12 students scored a level 1 (86%). 2 (14%) scored a level 2. SWDs -Out of 4 students tested, 1 student made learning gains, moving from 216 to a 222. The other three students regressed from PM1-PM2. ELL- Out of 1 students tested, no ELL students made significant level gains toward mastery. Black/African American - Out of the 11 students tested during PM2 there were two students who scored level 2 which is 18% and the other 9 (82%) scored a level 1. Hispanic - 100% of this demographic earned a level 1 during PM2.

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

Gaps in Elementary & Middle School Math Skills: Lack of resources and technology prohibit our students from receiving specific remediation in math. Teachers would benefit from professional development in how to provide differentiated instruction and accommodating the needs of all learners. EPA would benefit from additional instructional staff. EPA parents have limited resources, access and capacity to support their students at home.

3. Share possible solutions that address the root causes.

More balance with technology, data driven instruction, and utilizing the rotational model in the classroom. The students performing significantly below grade level will benefit from tutoring . They need math instruction using a researched-based program utilizing technology and resources. The students who are not performing significantly below grade level would be challenged during their math class utilizing the rotational model and using differentiated instruction. All math teachers should participate in professional development regarding our math curriculum. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home.

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

- Communication

EPA will increase communication related to math 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. We will communicate important testing information and progress monitoring throughout the school year. Progress reports and report cards will also be sent via Teacherease and parents will be made aware when those go home with their students.

- Parent Training

EPA will increase parent involvement and training by offering quarterly curriculum family nights to include math curriculum

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

- School

EPA will provide rigorous and relevant math content that is aligned to the BEST standards. EPA will provide quarterly curriculum nights that engage parents around the curriculum and online resources available to students.

- Students

EPA students will attend school regularly and participate in teacher-created rigorous and relevant instruction in math.

• Parents

EPA parents/guardians will participate in quarterly curriculum nights, review academic progress on TeacherEase and Google Classroom, and request or participate in parent conferences as needed.

• Staff Training

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

• Accessibility

EPA will increase communication related to math 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. Opportunities for parents/guardians to engage with school staff can also be provided at alternative times such as morning and evening. EPA will make accommodations for all ELL, ESE/504, migrant, MVP students.

Science

1. List prioritized needs statements.

When looking at the science scores, 60% of biology students tested scored below district levels of proficiency. 30% of students met the district threshold and 10% of students met mastery threshold. In regards to 8th grade students, 100% of 8th grade students tested below district proficiency levels. For our ELL students 50% met the district threshold and the other 50% did not meet the district threshold. As far as our ESE students 50% met the district threshold and the other 50% did not meet the district threshold. Regarding our 8th grade students 100% of our subgroups performed below the district threshold.

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

Root causes for the below level performance in science can be attribited to attendance, limited reading proficiency in the area of comprehension as it relates to reading informational texts and understanding science vocabulary. Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles. The lack of hiring a certified teacher reduces our students capacity to master science content/curriculum.

3. Share possible solutions that address the root causes.

Possible solutions would be to provide engaging activities, lessons that increase attendance; provide intensive reading tutorials for students using informational texts and academic vocabulary. All teachers should participate in professional development regarding science. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home. EPA would benefit from hiring a certified Science Teacher. Which in return our students will benefit from the content knowledge from the certified teacher. Our teachers will benefit from having access to an online science curriculum program to help close the Science learning gap.

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

• Communication

EPA will increase communication via Google Classroom and Teacher Ease. EPA will increase opportunities for parent/guardian involvement by offering quarterly curriculum nights and activities related to Science. We will communicate important testing information and progress monitoring throughout the school year. Progress reports and report cards will also be sent via Teacherease and parents will be made aware when those go home with their students.

• Parent Training

EPA will provide opportunities for parents/guardians to receive training to gain awareness of the online resources available to support the Science curriculum.

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

• School

EPA will provide parent/family trainings to educate students and families on all available resources in-school and digitally.

• Students

EPA students will participate in science data chats quarterly with the science instructor, parents/guardians and administration.

• Parents

EPA parents/guardians will review academic progress notes in TeacherEase and contact the instructor immediately with any concerns or questions. EPA parents/guardians will participate in curriculum trainings for parents and request or participate in parent conferences as needed.

• Staff Training

EPA staff will engage in professional learning communities that include embedding science across the curriculum.

• Accessibility

EPA students and families can request paper-based science assignments. Students and families have access to online resources that are available in class. Students and families can contact teacher online through Google Chat and receive instructions and turn in assignments digitally. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Social Studies

1. List prioritized needs statements.

Based on data from prior 11th and 12th grade students who attempted this assessment 68% of this demographic earned level 1's on the U.S. History EOC. 11% of this demographic earned level 2's, 16% earned level 3's, and 5% earned a level 5 when attempting the U.S. History EOC. Based on the demographic of students who have attempted the Florida Civics Literacy Exam here at EPA, 29% of the students earned a level 1, 38% earned level 2's, 18% earned level 3's, and 15% earned either a level 4 or 5.

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

Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles. The most glaring area of improvement during this assessment involves questions regarding the “Origins & Purposes of Law and Government”. This style of content questions will be an area of improvement for any and all students who take U.S. Government in the future. Based upon the 2026 Midterm of the U.S. History section of 11th graders the most challenging styles of questions were those involving “Strategic Thinking” and “Skills/Concepts” depths of knowledge on the standards SS.912.A.5.8, SS.912.A.5.9, and SS.912.A.4.2.

3. Share possible solutions that address the root causes.

Possible solutions would be to provide engaging activities, lessons that increase attendance; provide tutorials for students who are struggling with academic vocabulary pertaining to the EOC. All teachers should participate in professional development regarding Social Studies curriculum. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home.10th Graders who attempted the World History Midterm assessments via PM Unify during December 2025 experienced most challenges when attempting “Strategic Thinking” and “Skills/Concepts” depths of knowledge questions pertaining to the standards SS.912.W.2.15, SS.912.W.2.14, and SS.912.W.3.7.

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

• Communication

EPA will utilize TeacherEase, google classroom, and the student and family information portal that includes academic, behavioral and attendance data. EPA will ensure that all parents/guardians have an updated an active account during the school registration process.

• Parent Training

EPA will increase the opportunities for parents and families to participate in training to include at least one parent/guardian training per quarter (total of 4) with at least one being related to Social Studies Curriculum. EPA will incentivize parent/family attendance at trainings.

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

- School

EPA will provide quarterly curriculum nights related to ELA, updated academic progress information via TeacherEase and Google Classroom, and engage students in rigorous and relevant Social Studies instruction across the curriculum.

- Students

EPA students will attend class regularly and engage in activities that are rigorous and relevant.

- Parents

EPA parents/guardians will participate in quarterly curriculum nights, review their child's academic progress regularly via TeacherEase and Google Classroom, and participate in or request parent conferences as needed.

- Staff Training

EPA will provide Social Studies professional development and staff members can attend district professional developments as well.

- Accessibility

EPA will ensure that there are flexible opportunities for parents/families to engage in training by offering trainings in the morning and afternoon. EPA will record training information to be sent out to parents/families via TeacherEase after each training to ensure that parents/families have the opportunity to receive the information in more than one platform. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Acceleration Success

1. List prioritized needs statements.

EPA offers a “Grade promotion” program to provide students with an opportunity for grade promotion. EPA services students who do not find success in the traditional high school setting. Although EPA is a comprehensive high school, there are a majority of students who are enrolled in credit recovery courses to meet the GPA and credit graduation requirements. The primary goal is for students to earn their high school diploma during their respective cohort year. 50% of seniors have completed credit recovery courses 9/18 students) 95% of seniors have earned Reading Assessment requirement (20/21 students) 100% of seniors have earned Math Assessment requirement (21/21 students) 76% of seniors have earned Community Service requirement (16/21 students) As of Feb. 2026, 81% Graduation Rate

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

A majority of incoming students are at-risk of not graduating high school. Students often come in with less credits than their appropriate grade level and are below a 2.0 GPA. Lack of motivation, resources, and technology prohibit the students from meeting their graduation requirements with their cohort . Over 50% of our students population have shown transient tendencies throughout their high school careers. Parents/guardians have limited resources/time/capacity to support their students at home.

3. Share possible solutions that address the root causes.

Students can complete credit recovery courses at their own pace and independently through the use of online programs. Students can test out of units by earning a 70% or higher on the pretest assessment. The school counselor assists students and families with the grade promotion process. The School Counselor reviews the students’ academic history, assigns the necessary courses on online programs such as Edmentum, and unlocks assignments for students. Students document the completion of the course on a “School Counselor Request Pass.” Parents would benefit from training related how to assist their student with resources and technology at home.

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

• Communication

The School Counselor and Academic Support Staff will present classroom, grade level presentations to inform students on graduation requirements and the School Counselor will meet with students on an individual need basis to address academic concerns.

• Parent Training

The School Counselor and Academic Support Staff will meet with incoming students that are at-risk of not graduating to create an individual plan with the student and parent in order to meet graduation requirements in a timely manner.

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

• School

EPA will host Student Orientation for both the fall and spring semester, Teacher Ease and Google Classroom communication.

• Students

If EPA students are interested in the “Grade promotion” program, students can request to meet with the School Counselor and administration in order to create an academic action plan for grade promotion.

• Parents

EPA Parents/guardians will have the opportunity to meet with the School Counselor and Leadership Team to learn more information about the “Grade promotion” program. Students/families who request to be a part of the “Grade promotion” program will also be required to participate in parent teacher conferences to review “Grade promotion” eligibility and be involved in the academic planning process.

• Staff Training

School Counselor and the Parent Liaison/Academic Support Staff will share the “Grade promotion” program process during Team Huddle. School Counselor will present continuous grade promotion data to share student academic progress during weekly Team Huddles.

• Accessibility

The school will increase communication via TeacherEase notifications and the School Counselor google classroom. Parent Liaison will also notify parents via phone call or by scheduling a parent teacher conference to involve parents with monitoring the grade promotion process. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Graduation Rate

1. List prioritized needs statements.

The 2025-2026 graduate rate is currently a 81% with our active students. 50% of seniors have completed credit recovery courses 9/18 students) 95% of seniors have earned Reading Assessment requirement (20/21 students) 100% of seniors have earned Math Assessment requirement (21/21 students) 76% of seniors have earned Community Service requirement (16/21 students) As of Feb. 2026, 81% Graduation Rate ELL students 1/21 is not graduation ready 504 students 1 of 1 is graduation ready ESE students 3 out of 5 students are graduation ready Hispanic students 3 out of 5 students are graduation ready Black students 12 out of 16 students are graduation ready

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

Attendance impacts the students' ability to complete their graduation requirements in a timely manner. During the spring semester, 68% of seniors who were assigned credit recovery courses have not completed their courses. The first deadline to finish classes was December 2025. Classes were assigned by the School Counselor in September 2025. Lack of in person meetings participation from parents when EPA conducts the senior credit checks. Students lack taking ownership of their classwork and finishing and completing their credit recovery classes. Staff can assist student services department by communicating when our seniors are failing and also communicating with parents.

3. Share possible solutions that address the root causes.

Attendance secretary implements a streamlined system that includes following up with parents/guardians that have not provided documentation for excused absences. Recognition of outstanding students with consistent attendance. Improve implementation of attendance contracts Students can complete credit recovery courses at their own pace and independently through the use of online programs. Students can test out of units by earning a 70% or higher on the pretest assessment. The school counselor assists students and families with the grade promotion process. The School Counselor reviews the students' academic history, assigns the necessary courses on online programs such as Edmentum, and unlocks assignments for students. Students document the completion of the course on a "School Counselor Request Pass." Parents would benefit from training related how to assist their student with resources and technology at home.

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

• Communication

Call logs Flyers Call Multiplier Home visits Open house / Walk up meetings Senior parent meetings TeacherEase connections via email Parent Teacher Conferences Senior Graduation Status Meetings Teacher and School Counselor Google Classrooms ESE, 504, and ELL Conferences/Meetings Title 1 Meetings Progress Reports sent home Report Cards sent home Parent volunteers to chaperone field trips Parent invitations to Honor Roll Ceremony

• Parent Training

Senior parent meetings and training will be offered to parents to review graduation requirements and senior activities. We also host financial aid workshops for parents.

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

• School

The school will provide Parent Training to inform parents and students of graduation requirements which include state test assessments, concordant score options and postsecondary assessments such as the SAT, ACT, CLT, credits needed, GPA, community service opportunities.

• Students

The School Counselor will conduct quarterly credit checks with documentation. Seniors will meet regularly with the School Counselor. The school will increase communication via TeacherEase notifications and the School Counselor google classroom. Student services team will also notify parents via phone call or by scheduling a parent teacher conference to involve parents with monitoring their seniors being graduation ready.

• Parents

Parent resource room with scheduled hours Increase parent volunteers Parent of the Month

• Staff Training

Positives: District Professional Development Trainings Bi-Weekly Team Huddles School Counselor attends District School Counseling Department Lead Monthly Meetings and High School Counselor Weekly Meetings Implement Cross Curriculum Collaboration during Team Huddles

- Accessibility

The school will continue to communicate via TeacherEase notifications and Teachers' Google Classroom. Behavior Interventionist will also conduct home visits as needed. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students

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: **$10,747.00**

Acct Description	Description

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
paper, pencils, markers, erasers, student dry erase boards, cardstock, pens	1	$577.00	General Supplies	Original	$577.0

Online subscription

Item	Quantity	Rate	Type	Total
Discovery Education/Reading Plus will be purchased to supplement reading instruction for grades 8-12.	1	$10,170.00	Original	$10,170.0

Action Step: Professional Learning

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

Budget Total: **$0.00**

Acct Description	Description

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: **$29,066.00**

Acct Description	Description
Parent Liaison - Para Level	The parent liaison will communicate with families regarding attendance, behavior, training, and academics.

Mission Statement

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

Name	Title
Linda J. Earsley	Principal
Roman Salas	Administrative Title I Contact- Assistant Principal
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. All stakeholders are given opportunities to share their thoughts and input regarding our SWP. They are also active participants in all Title 1 meetings throughout the school year.

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 07, 2026 at 4:00pm. Our 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 2027 our meetings will be both virtually and in person we will start all meetings at 4:00pm.

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. Our parent liaison Ms.Bythwood is the one responsible for reaching out to parents to inquire their input and also making sure that are our parents are updated in a timely manner when things are happening on our campus.

Name	Title
Linda J. Earsely	Principal
Roman Salas	Administrative Title I Contact- Assistant Principal
Vivian White	Board Member- Parent Liaison
Jennifer Franco	Certified School Counselor
Sheila Bynes	Administrative Assistant

Annual Parent Meeting

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

The Annual Title I Parent Meeting will be held October 7, 2026 at 9:00am-10:00am and 3:00pm-4:00pm in the Student Services Office. A link will be provided for the parents who can't attend in person.

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, School and Parent Compact and parent evaluations at the end of the training to get their feedback and input. Pens, Sticky notes, and a copy of the handouts for them to take notes.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Connecting the MTSS/SBT Process and Parent/Family Engagement

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

All instructional staff will be trained on the processes involved in Multi-Tiered Systems of Support (MTSS) and School-Based Team (SBT) and how to effectively engage parents through the process and collect evidence and documentation that supports interventions for academics, behavior, attendance and mandatory referrals. Teachers will complete sample parent contact logs, conference notes and help teachers understand the importance of family engagement and develop a better rapport with the parents to help improve academic performance.

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

As a result of this training, family engagement will improve and families understand the importance of their participation in the MTSS/SBT process and be able to communicate their role in the process.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of parent contact logs, parent conferences, and timely documentation required for MTSS/SBT.

- Month of Training

September 2026

- Responsible Person(s)

SBT Team

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Utilizing TeacherEase to Engage Parents and Families

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

All 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. This training is part of our pre-school week trainings and all staff members are included.

- 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 2026

- Responsible Person(s)

Student services

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding Graduation Requirements for SY27

- 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

December 2026- January 2027

- Responsible Person(s)

Student Services Department, Jennifer Franco- School Counselor

- Resources and Materials

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

3. Parent and Family Capacity Building Training #2

- 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 will have a scavenger hunt of different items that they must find, and also compare previous years' exams to the latest and try to analyze and find the exact things that their students are struggling with for the different subjects that their students have tested. They will answer pre-generated questions to develop a game plan for their students to do better on their progress monitoring exams. Parents/guardians will analyze their child's specific test data/reports, looking at their child's strengths and weaknesses. Parents/guardians will also use the scavenger hunt to find different resources that are available to them on the FLFAST.GOV website. Fact sheets, how to access the practice test, and other resources that are available online.

- 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. Progress monitoring throughout the school year and knowing how their child is performing.

- Date of Training

November 2026

- Responsible Person(s)

Student services

• Resources and Materials

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

5. Parent and Family Capacity Building Training #3

• Name of Training

Understanding the Online Curriculum Platforms- Savaas, Newsela, Reading Plus, and Google Classroom

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

Parents and guardians will learn about the online platforms used at Everglades Preparatory Academy to provide instruction. Parents/guardians will actively participate in signing in with their child and navigating around the platform. In the case of online platforms that have parent accounts/access parents/guardians will learn how to access these accounts. We will help parents sign in but once on the platforms they will be guided by questions for them to navigate the platforms and find the correct data that we are asking for.

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

Parents/guardians will participate in a hands-on demonstration and work session providing them with an opportunity to simulate utilizing the online platforms as both their student and through their parent/guardian access. Parent/guardians will receive any required log ins.

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

Students will have increased academic achievement as a result of parent/guardians having a great awareness how to assist their child at home.

• Date of Training

September 2026

• Responsible Person(s)

AP

• Resources and Materials

Chromebooks Teacher Google Classrooms Online platforms- Savaas, Newsela, Reading Plus, Smartboard/Display Board Sign In Sheets Google Form Survey

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

SDPBC ELL/ESE Department

• Describe how agency/organization supports families.

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

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. Our TITLE 1 annual meeting will be offered both in person and virtually we will provide parents with the zoom link for them to participate virtually if necessary. Parent trainings will be offered both in person and virtually that way all parents have the option. Parent conferences throughout the school year parents have the options of attending in person, via phone, or virtually as well. We will offer Senior meetings both in the morning and in the afternoon to accommodate parent schedules.

• 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

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, ramps, and provide accommodations that are need and that will address the needs of our families. Whether it be translators, preferential seating, or large print handouts.

• 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, migrant list from SIS , 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

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

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

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) Tier 1: Universal Support (All Students)Who it covers: 80% to 90% of all students in the general education classroom. What it is: High-quality, evidence-based core instruction and schoolwide behavioral expectations. How it works: Teachers use differentiated instruction and proactive classroom management so that most learners thrive without extra help. Tier 2: Targeted Support (Some Students)Who it covers: 10% to 15% of students who need more than Tier 1 alone. What it is: Supplemental, small-group instruction focused on specific skill gaps. How it works: Sessions happen a few times a week for a short duration (like 8 to 12 weeks) alongside regular core instruction. Progress is tracked with data to see if the student improves. Tier 3: Intensive Support (Few Students)Who it covers: 1% to 5% of students with the most intensive or ongoing needs. What it is: Highly individualized, deep intervention delivered frequently. How it works: Students get very small group or one-on-one help tailored to specific challenges. This tier remains part of general education and acts before or alongside special education referrals. 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

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 Edgenuity Learning to provide additional course recovery and course content. Everglades Preparatory Academy offers CTE courses that allows our students to attain certifications to be used in the world of work. We currently offer Barbering, Culinary, and intro to Robotics. We also work closely with our business partners to help attain internships and sometimes actually get placed with the partnerships.

Post-Secondary Opportunities and Workforce Readiness

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

1. Transition to Elementary School

Not Applicable.

Professional Learning

1. Professional Learning

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 3:00pm 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

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?