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

ELA

1. List prioritized needs statements.

Per the FLDOE School Achievement on Test Report for Grade 3 FAST ELA Reading, 74% of the 3rd grade students earned a Level 1. 100% of the ELL students earned a Level 1. Per the FLDOE School Achievement on Test Report for Grade 4 FAST ELA Reading, 61% of the 4th grade students earned a Level 1. 100% of the ELL students earned a Level 1. Per the FLDOE School Achievement on Test Report for Grade 6 FAST ELA Reading, 53% of the 6th grade students earned a Level 1. 25% of the ELL students earned a Level 1. 75% of our ELL students earned a Level 2.

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

- Students in grades 3, 4, and 6 are considerably below level in phonics which results in reading words inaccurately. - Students also have difficulty with word meanings because they lack background knowledge required by grade-level texts. - Teachers lack time to collaborate to ensure vertical alignment of the standards and skills. - Teachers need additional professional development focused on intervention strategies that are evidenced-based to support students. - There is a gap in parental understanding regarding the specific developmental benchmarks required for a successful grade-level transition.

3. Share possible solutions that address the root causes.

- Purchase specialized phonics or "Science of Reading" curriculum materials - Purchase classroom libraries - Hire a resource teacher to support small group, targeted instruction, in grades 3-5 reading - Provide professional development opportunities - Provide parent trainings that help parents understand developmental benchmarks and strategies to support their child at home

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

• Communication

Glades Academy will increase communication related to ELA via Class Dojo; for example, posting information about reading strategies to practice at home. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based ELA curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Call multipliers can be used to inform parents and guardians of upcoming assessments, mini-assessments and general progress monitoring updates.

- **Parent Training**

Glades Academy will provide training to the parents and guardians on how to access iReady and Khan Academy. The training will also include how to view their child's progress, strengths and needs as well as strategies they can use at home to support their child.

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

- **School**

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the ELA classrooms, ask the instructors questions, receive sample assignments, and information regarding ELA assessments.

- **Students**

The students will actively engage in their targeted ELA intervention groups and ELA tutoring. The students will commit to meeting their iReady goals. The students will work diligently and will attend school daily.

- **Parents**

The parents and guardians will attend teacher conferences to review ELA data and academic progress. Parents and guardians will participate in training related to ELA content such as iReady, Khan Academy, and FAST assessments. They will receive guidance on how to support their child's literacy at home.

- **Staff Training**

Instructional staff will participate in professional developments pertaining to differentiated instruction and facilitating tier 2 and tier 3 interventions. Additionally, they will engage in vendor-specific training such as iReady, Read 180, and Khan Academy. These trainings will include ways that the educators can share information with the parents and guardians regarding ELA strengths, needs and ways to support their child at home to improve the school-to-home connection.

- Accessibility

Glades Academy will increase communication related to ELA via Class Dojo and paper-based means. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based ELA curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Math

1. List prioritized needs statements.

Per the FLDOE School Achievement on Test Report for Grade 4 FAST Mathematics, 86% of the 4th grade students earned a Level 1. 100% of the ELL students scored a 1 on the Grade 4 Mathematics. Per the FLDOE School Achievement on Test Report for Grade 6 FAST Mathematics, 76% of the 6th grade students earned a Level 1. 75% of ELL students scored a level 1 on the Grade 6 mathematics.

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

- Students in grades 4 and 6 have foundational gaps created from the K-3 years. - ELL students have difficulty decoding word problems. - Teachers lack the understanding of how to bridge the "Rigor Gap" between daily classroom work and the state assessment. - Teachers need professional development on how to integrate ELL literacy strategies during math class. - Parents and guardians do not have a conceptual understanding of the math skills.

3. Share possible solutions that address the root causes.

- Purchase evidence-based mathematics curriculum materials - Purchase mathematics manipulatives - Hire a resource teacher to support small group, targeted instruction, in grades 3-5 mathematics - Hire a certified math teacher - Provide professional development opportunities - Provide tutoring for students - Provide parent trainings that help parents understand the mathematics skills strategies to support their child at home

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

- Communication

Glades Academy will increase communication related to math via Class Dojo; for example, posting information about reading strategies to practice at home. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based mathematics curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Call multipliers can be used to inform parents and guardians of upcoming assessments, mini-assessments and general progress monitoring updates.

- Parent Training

Glades Academy will provide training to the parents and guardians on how to access iReady, Khan Academy, and IXL. The training will also include how to view their child's progress, strengths and needs as well as strategies they can use at home to support their child.

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

- School

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the mathematics classrooms, ask the instructors questions, receive sample assignments, and information regarding mathematics assessments.

- Students

The students will actively engage in their targeted mathematics intervention groups and mathematics tutoring. The students will commit to meeting their iReady and IXL goals. The students will attend school daily.

- Parents

The parents and guardians will attend teacher conferences to review mathematics data and academic progress. Parents and guardians will participate in trainings related to mathematics content such as iReady, Khan Academy, IXL, and FAST assessments. They will receive guidance on how to support their child's mathematics progress at home.

- **Staff Training**

Instructional staff will participate in professional developments pertaining to differentiated instruction and facilitating tier 2 and tier 3 interventions. Additionally, they will engage in vendor-specific training such as iReady and Khan Academy. These trainings will include ways that the educators can share information with the parents and guardians regarding mathematics strengths, needs and ways to support their child at home to improve the school-to-home connection.

- **Accessibility**

Glades Academy will increase communication related to mathematics via Class Dojo and paper-based means. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based mathematics curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Science

1. List prioritized needs statements.

Per the PM Unify Test Analysis Report for the Grade 5 Winter Science Diagnostic, 67% of the 5th grade students earned a Level 1. 100% of the ELL students earned a Level 1.

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

- Students lack hands-on lab experiences. - Students do not have background knowledge. - Science teachers need professional development on how to implement literacy skills that support informational reading. - There is limited time for teachers to collaborate across content areas - Parents and guardians lack an awareness of the science content and ways to support their child at home

3. Share possible solutions that address the root causes.

- Hire a science teacher - Provide professional development opportunities - Purchase supplemental science materials to support learning, such as lab kits - Provide real life enrichment opportunities, such as science field trips, that support building background knowledge - Provide parent trainings that help parents understand science content and strategies to support their child at home - Purchasing high-interest, non-fiction texts that build "world knowledge" (science) to increase vocabulary

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

• Communication

Glades Academy will increase communication related to science via Class Dojo; for example, posting information about reading strategies to practice at home. Students and families can request paper-based science curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Call multipliers can be used to inform parents and guardians of upcoming assessments, mini-assessments and general progress monitoring updates.

• Parent Training

Glades Academy will provide training to the parents and guardians on how to access Khan Academy. The training will also include how to view their child's progress, strengths and needs as well as strategies they can use at home to support their child.

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

• School

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the science classrooms, ask the instructors questions, receive sample assignments, and information regarding science assessments.

• Students

The students will actively engage in their targeted differentiated science groups. The students will attend school daily.

- **Parents**

The parents and guardians will attend teacher conferences to review science data and academic progress. Parents and guardians will participate in training related to science content such as iReady, Khan Academy, IXL, and Performance Matters. They will receive guidance on how to support their child's science progress at home.

- **Staff Training**

Instructional staff will participate in professional developments pertaining to differentiated instruction and facilitating tier 2 and tier 3 interventions. Additionally, they will engage in vendor-specific training such as Khan Academy and science curriculum platforms. These trainings will include ways that the educators can share information with the parents and guardians regarding science strengths, needs and ways to support their child at home to improve the school-to-home connection.

- **Accessibility**

Glades Academy will increase communication related to science via Class Dojo and paper-based means. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based science curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Class Dojo Materials will be translated into four languages by request to accommodate ELL families.

Social Studies

1. List prioritized needs statements.

Per the PM Unify Test Analysis Report for the Grade 7 Winter Civics Diagnostic, 64% of the 7th grade students earned a Level 1. 100% of the ELL students earned a Level 1.

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

- Students struggle with comprehending informational texts such as landmark Supreme Court decisions on law, liberty and the interpretations of the U.S. Constitution. - Students lack life experiences to help them connect to social studies content. - Social studies teachers need support differentiated instruction to support the reading challenges of the students. - Social studies need professional development with instructional strategies to meet the needs of ELL students. - Parents and guardians do not have an understanding of the content and tools that they can use to support their child's learning.

3. Share possible solutions that address the root causes.

- Provide professional development opportunities - Provide deeper, richer experiences such as extended Learning opportunities that support building background knowledge - Provide parent trainings that help parents understand social studies content and strategies to support their child at home - Purchasing high-interest, non-fiction texts that build social studies "world knowledge" - Host parent trainings for parents and guardians to share social studies content and ways they can support their child's learning at home

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

• Communication

Glades Academy will increase communication related to social studies via Class Dojo; for example, posting information about reading strategies to practice at home. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based social studies curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Call multipliers can be used to inform parents and guardians of upcoming assessments, mini-assessments and general progress monitoring updates.

• Parent Training

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the ELA classrooms, ask the instructors questions, receive sample assignments, and information regarding ELA assessments.

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

- **School**

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the social studies classrooms, ask the instructors questions, receive sample assignments, and information regarding social studies assessments.

- **Students**

The students will actively engage in their targeted differentiated social studies groups. The students will attend school daily.

- **Parents**

Parents will encourage students to engage in community-based events and school-based events. Students will celebrate local and national holidays that represent community and civic engagement.

- **Staff Training**

Instructional staff will participate in professional developments pertaining to differentiated instruction. Additionally, they will engage in vendor-specific training such as Khan Academy and Savvas. These trainings will include ways that the educators can share information with the parents and guardians regarding social studies strengths, needs and ways to support their child at home to improve the school-to-home connection.

- **Accessibility**

Glades Academy will increase communication related to social studies via Class Dojo and paper-based means. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based social studies curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

Acceleration Success

1. List prioritized needs statements.

Per iReady Diagnostic Report, 9 out of 15 Algebra 1 students performed below grade level.

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

- Students have gaps in the 7th and 8th-grade mathematics standards; this negatively affects the continuity of instruction. - Students have a vocabulary barrier; this deficit impedes their ability to answer a question correctly, even if they have math skills to solve it. - Teachers often misalign the daily classwork to the rigor of the Algebra I EOC; this results in a lack of readiness for the state exam. - Teachers need professional development to analyze data and differentiate instruction to support the learning gaps. - Parents and guardians do not have an awareness or understanding of the learning targets and the strategies to help support their child.

3. Share possible solutions that address the root causes.

- Purchase evidence-based mathematics curriculum materials - Purchase mathematics manipulatives - Hire a certified math teacher - Provide professional development opportunities - Provide tutoring for students - Provide parent trainings that help parents understand the rigor of Algebra I as well as strategies to support their child at home

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

• Communication

Glades Academy will increase communication related to Algebra I via Class Dojo; for example, posting information about reading strategies to practice at home. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based Algebra I curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Call multipliers can be used to inform parents and guardians of upcoming assessments, mini-assessments and general progress monitoring updates.

• Parent Training

Glades Academy will provide training to the parents and guardians on how to access iReady, Khan Academy, and IXL. The training will also include how to view their child's progress, strengths and needs as well as strategies they can use at home to support their child.

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

• School

Glades Academy will offer a fall curriculum night and a winter curriculum night for the parents and guardians to visit the Algebra I classroom, ask the instructors questions, receive sample assignments, and information regarding Algebra I assessments.

• Students

The students will actively engage in their targeted Algebra I intervention groups and Algebra I tutoring. The students will commit to meeting their iReady and IXL goals. The students will attend school daily.

• Parents

The parents and guardians will attend teacher conferences to review Algebra I data and academic progress. Parents and guardians will participate in trainings related to Algebra I content such as iReady, Khan Academy, IXL, and End of Course assessments. They will receive guidance on how to support their child's mathematics progress at home.

• Staff Training

Instructional staff will participate in professional developments pertaining to differentiated instruction and facilitating tier 2 and tier 3 interventions. Additionally, they will engage in vendor-specific training such as iReady and Khan Academy. These trainings will include ways that the educators can share information with the parents and guardians regarding Algebra I strengths, needs and ways to support their child at home to improve the school-to-home connection. In this way, the Algebra I students prepared to meet their mathematics graduation requirement.

• Accessibility

Glades Academy will increase communication related to Algebra I via Class Dojo and paper-based means. ClassDojo provides built-in, automatic translation for messages and story posts into over 130+ languages, allowing teachers and families to communicate in their preferred languages. Students and families can request paper-based Algebra I 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.

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: \$151,338.30

Acct Description	Description					
Paraprofessional	Non-certified personnel will support teachers in providing small-group, differentiated instruction in reading and math for 3-5 students performing below grade level.					
Resource Teacher	Resource Teacher will provide Tier 2 and Tier 3 interventions in reading and math for students in grades 2–3 using both push-in and pull-out support models.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper, ink, composition books, highlighters	1	\$3,315.30	General Supplies	Original	\$3,315.30
Paraprofessional	Non-certified personnel will support teachers in providing small-group, differentiated instruction in reading and math for K–1 students performing below grade level.					
Online subscription	Item	Quantity	Rate	Type	Total	
	iReady (Site License) for intervention and remediation in Reading/English Language Arts (R/ELA) and mathematics for up to 260 students in Kindergarten (K) through (8th) grades.	260	\$46.00	Original	\$11,960.00	

Acct Description	Description				
	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

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: \$2,232.70

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper, sharpies, sticky notes, printer ink	1	\$1,771.00	General Supplies	Original	\$1,771.00
	Math Tracing Workbooks	30	\$5.95	Program Supplies	Original	\$178.50
	ABC Flash Cards	30	\$3.49	Program Supplies	Original	\$104.70
	Reading Tracing Workbooks	30	\$5.95	Program Supplies	Original	\$178.50

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

Inspiring excellence in every student and unlocking their full potential in learning and beyond.

Involvement of Stakeholders

Name	Title
Dr. Pierre Christian	Principal
Fahmida Sheuly	Assistant Principal
Lyonna Parker	Parent Liaison
Fahmida Sheuly	Acting ESE Coordinator
Vincent Fernandez	Reading Coach
Dr. Rosheba Hickman	School Counselor

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.

Glades Academy ensures that all stakeholders are active partners in the creation and revision of the Comprehensive Needs Assessment (CNA), School-wide Plan (SWP), and the Parent and Family Engagement Plan (PFEP) through the following collaborative process: Annual Title I Stakeholder Meetings: During dedicated planning sessions, parents and staff review student achievement data to identify specific academic needs. Stakeholders provide direct input on how Title I funds should be allocated to support these needs, including the selection of parent training topics. Interactive Input Surveys: Multilingual surveys are distributed digitally via Classroom Dojo and in print during school events. This feedback is used to evaluate the effectiveness of the previous year's plan and to tailor the "Home Growth System" and other strategies to meet family needs. The "Home-to-School" Feedback Loop: After participating in trainings (like the Garden Lab), parents provide feedback on the "Home Growth" strategies. This real-world input is used to refine the training methods for the following semester, ensuring the plans remain practical and impactful. 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 2026 and February 2027.

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
Dr. Pierre Christian	Principal
Fahmida Sheuly	Assistant Principal
Lyonna Parker	Parent Liaison
Maria Alba	Academic Consultant
Fahmida Sheuly	Acting 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 October 13th @ 5pm at Glades Academy in the elementary 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. Parents and guardians will also be notified via Classroom Dojo

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 and guardians 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

Building Bridges to Success

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

The staff will learn to implement Comprehensive and Team Parent Conferences. The staff will be trained in data-sharing protocols that translate Palm Beach County diagnostics, progress monitoring data, and foundational reading and math standards into clear, accessible insights for families. The staff will learn how to lead collaborative data reviews with parents and guardians and co-create unified student achievement goals between multi-disciplinary grade-level teams and the home.

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

By replacing generalized progress updates with collaborative, data-driven academic dialogue, family engagement will shift from passive listening to active, targeted instructional support at home. Parents will build the confidence and capacity needed to serve as true academic co-educators. This shared team approach explains school test scores simply. In this way, parents and guardians understand student data. This understanding encourages more families to participate in vital academic reviews, and connects daily home routines directly with classroom learning to help students master core standards faster.

- What will teachers submit as evidence of implementation?

The teachers will submit a signed and dated Glades Academy Collaborative Family Conversation Form following an academic meeting. The form should detail student data, parent input, and the collaborative at-home action plan.

- Month of Training

September 2nd 2026

- Responsible Person(s)

Dr. Christian (Principal), Mr. Vincent Fernandez (Reading Coach), and Dr. Hickman (School Counselor)

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Crossing the Bridge to Success

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

The teachers will learn to facilitate a live, structured walkthrough of the Palm Beach County SIS Parent Gateway for parents and guardians during conferences. The teachers will be trained to guide families through the Palm Beach County SIS Parent Gateway, ensuring parents can independently track real-time attendance, missing assignments, and course grades from home. The teachers will also learn how to help parents translate the live gradebook data from the Palm Beach County SIS Parent Gateway into actionable, targeted academic routines for home learning.

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

By transforming parents from passive observers into active, data-informed partners, student achievement is expected to rise through a measurable reduction in student absences, missing assignments, and increased homework accuracy. Real-time monitoring through the SIS Gateway prevents students from falling behind and increases student attendance. This approach builds authentic, long-term family engagement by giving parents the tools and autonomy to monitor their child's academic progress independently.

- What will teachers submit as evidence of implementation?

During a Glades Academy Collaborative Family Conversation, the teachers and parents / guardians will sign and date a Palm Beach County SIS Parent Gateway Walkthrough checklist to document the parent or guardian's successful navigation of the system.

- Month of Training

February 3rd 2027

- Responsible Person(s)

Ms Sheuly (Assistant Principal) and Mr. Vincent Fernandez (Reading Coach)

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Egrets on the i-Ready Track: Logging In, Tracking Progress, and Spreading Our Wings

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

Parents and guardians will learn how to access, navigate, and monitor the i-Ready Personalized Instruction program from home devices. Parents and guardians will learn to interpret their child's diagnostic placement data and track the specific strategy of checking the i-Ready "My Progress" dashboard weekly. Parents and guardians will be trained to ensure their child meets the target of 45 minutes of weekly reading / math instruction at home. Parents and guardians will learn how to use the "i-Ready Family Center" resources to support specific reading / math deficit skills identified by the diagnostic report.

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

Parents and guardians will use a school Chromebook or their personal smartphone to log into their child's live i-Ready account via the district portal. Guided by the teacher, parents and guardians will navigate to the "My Progress" tab to locate their child's current lesson pass rate, weekly time-on-task, and completed lessons. Parents and guardians will then practice using a provided "i-Ready Home Tracker" sheet to map out a weekly 45-minute home schedule and write down two specific "i-Ready Encouragement Phrases" to say to their child when lessons become challenging.

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

By training the parents and guardians to actively monitor the i-Ready program at home, student achievement is expected to rise through increased lesson pass rates and higher proficiency on school-wide reading / math diagnostics. Consistent, supervised home usage ensures students complete their personalized learning paths, closing foundational reading / math gaps and accelerating overall reading growth.

- Date of Training

Tuesday, September 22nd, 2026 from 5pm - 6pm

- Responsible Person(s)

Dr Christian (Principal), Mr. Vincent Fernandez (Reading Coach), and Ms. Fahmida Sheuly (Acting ESE and ESOL Coordinator)

- Resources and Materials

i-Ready Portal Logins: Student Clever/Launchpad login cards pre-printed by teachers so parents and guardians can immediately access the live dashboard. Projector & Screen: For the teacher to display a live model demonstration of navigating the i-Ready interface. School-Issued Chromebooks/Laptops: A mobile cart of devices for parents and guardians who do not bring smartphones or tablets. Student i-Ready Diagnostic Reports: Individualized, printed copies of each student's latest i-Ready Diagnostic placement results for their parents and guardians to view privately. The "i-Ready Home Tracker" Sheet: A printed calendar grid where parents and guardians physically map out their child's 45-minute weekly home schedule. i-Ready Family Center Quick-Guides: A one-page infographic (available via Curriculum Associates) showing how to read the "My Progress" dashboard, translated into the major languages spoken by your school's demographic. "Encouragement Phrases": A take-home visual reminder listing positive academic tracking phrases parents can use at home. Light refreshment will be served

- Amount (e.g. \$10.00)

\$600.

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Expanding the Colony's Wingspan: Navigating TIDE Data to Help Our Fledglings Soar

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

Parents and guardians will develop State Assessment Data Literacy, learning to navigate the Florida TIDE Family Portal to access their child's current and historical test results. Beyond standard report cards, families will learn how to use their child's unique 6-character access code to download official Individual Student Reports (ISRs) for Florida Assessment of Student Thinking (FAST) performance levels. This training empowers parents and guardians to identify specific areas such as vocabulary or algebraic thinking, where their child may need extra support, using the portal's built-in guides to align home practice with specific state standards. By bridging the gap between classroom data and daily routine, families can transform these insights into targeted, effective support that fuels their child's academic growth.

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

Using school-provided Chromebooks or personal smartphones, parents and guardians will engage in a "State Data Deep Dive." Guided by teachers, parents and guardians will access the portal by entering their child's unique access code, date of birth, and first name. Parents and guardians will practice clicking the "Download Detailed Report" button to open the ISR. In small peer groups, with teacher support, parents and guardians will look at a sample target standard and practice mapping out a home study schedule matching that deficit area, ensuring they leave the session fully capable of accessing state data independently from home.

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

By empowering families to navigate state data with confidence, Glades Academy and parents / guardians can work as partners to boost student success and mastery of Florida's standards. Understanding these specific milestones removes the guesswork, helping families address learning gaps effectively and ensuring that home practice supports the exact skills each child needs to thrive.

- **Date of Training**

Thursday, November 12, 2026 from 5pm - 6pm

- Responsible Person(s)

Ms. Fahmida Sheuly (Assistant Principal) and Mr. Vincent Fernandez (Reading Coach)

- Resources and Materials

Technology: School-provided Chromebooks or tablets Access Credentials: Pre-printed student "Access Code" cards containing each child's unique 6-character alphanumeric code, first name as it appears in the system, and date of birth. Instructional Handouts: A step-by-step "Florida TIDE Portal Navigation Guide" with screenshots and a "FAST Score Interpreter" cheat sheet. Action Plan Templates: A "Home-to-School Achievement Planner" where parents can record identified standards (e.g., Vocabulary, Algebraic Thinking) and a corresponding weekly practice schedule. Light refreshment will be served

- Amount (e.g. \$10.00)

\$600

5. Parent and Family Capacity Building Training #3

- Name of Training

Planting the Seeds of Success: Nurturing Math, Science, Reading, Social Science, and Resiliency in the Home Garden

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

Parents and guardians will learn the "Home Growth System," which turns nature-based activities into learning moments. Teachers will train parents and guardians on four simple strategies: The Garden Lab (Math & Science): Using planting to teach measuring (soil and water) and basic biology (how seeds grow). Nature Narratives (Literacy): Using garden-themed books and "ask-as-you-read" tips to build vocabulary and understanding. Florida's Roots (Social Studies): Using maps to explore where different plants grow across Florida's history and landscape. Resilient Roots (Growth Mindset): Using nature metaphors (like how plants need time and care to bloom) to help children stay positive when schoolwork is tough.

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

To make sure parents and guardians feel ready to use these tools, the training includes: Seed Planting Practice: Teachers will model how to measure soil and water. Parents and guardians will then practice planting a seed while talking through the math and science steps. Garden Storytime Role-Play: Teachers will model how to ask questions during a nature-themed story. Parents and guardians will then practice these techniques with a partner using a picture book. Eco-Map Exploration: Parents and guardians will use a map of Florida to practice identifying different natural regions and how our environment helps life thrive. "Growth" Script Practice: Parents and guardians will receive a list of "encouraging phrases" based on growth and resilience. They will practice using them in situations where a child might feel frustrated with homework.

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

Consistent Home-to-School Strategy: Parents and guardians will gain the ability to turn any household chore or outdoor activity into a learning lab. This consistent reinforcement of "thinking out loud" helps students see academic concepts as real-world tools rather than just schoolwork. Increased Parental Efficacy: By practicing role-play, parents and guardians will leave feeling confident in their ability to guide their child through a "stuck" moment. This reduces homework-related stress and keeps the focus on steady academic progress. Targeted Academic Support: Because parents and guardians are trained to use specific questioning and modeling techniques, the help they provide at home will be higher quality and more aligned with classroom instruction, leading to fewer student misconceptions. Sustained Student Engagement: When parents and guardians apply these interactive strategies, students become more active participants in their own learning. This shift from passive listening to active doing is expected to increase student stamina and performance on complex grade-level tasks. Enhanced Academic Resiliency: By implementing Growth-Mindset language at home, students will develop the emotional stamina needed to persevere through challenging curriculum, leading to higher confidence and improved achievement on end-of-year assessments.

- Date of Training

Tuesday, January 19th, 2027 5pm - 6pm

- Responsible Person(s)

Ms. Fahmida Sheuly (Assistant Principal) and Mr. Vincent Fernandez (Reading Coach)

- **Resources and Materials**

Gardening Supplies: Potting soil, flower/vegetable seeds, small planting pots or biodegradable cups, and measuring tools (measuring cups and spoons) for the Garden Lab simulation. Literacy Materials: A selection of garden-themed picture books and "Questioning Bookmark" handouts that list specific open-ended prompts for the Nature Narratives strategy. Mapping Tools: Printed maps of Florida (or regional local maps) and markers or stickers for parents to practice the Florida's Roots geography activity. Communication Guides: A "Resilient Roots" reference sheet featuring growth-mindset scripts and nature metaphors for the Resilient Roots mindset training. Light refreshment will be served

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

\$600

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, and 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

Glades Academy provides timely information about Title I programs, including tutoring and parent trainings, through the following channels: Essential Documents: The School-Parent Compact, PFEP Summary, "Parent's Right to Know" letters, and Out-of-Field notices are distributed via mail, student folders, and the school website. Digital Outreach: Real-time updates and event reminders are shared via Classroom Dojo, the school Facebook page, and the digital marquee. Evidence and Documentation: The school maintains evidence of communication through dated copies of letters, screenshots of digital posts, photos of the marquee, and signed attendance sheets from all meetings and trainings

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

Mailing Logs/Postmark Samples: Dated proof of the "Parent's Right to Know" and "Out-of-Field" letters being sent. Backpack Flyers: Dated copies of the School-Parent Compact sent home in student folders.

- 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 and Guardian Conference Notes 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.

Student led Conference Flyers and sign-in sheets for the Student led conference IEP Meeting signing sheets

- Description

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

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

Flyer and supporting signing sheet for SAC meeting, Conference Notes showing parent was present

- 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

Glades Academy 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 are translated in the families native language

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

- Parent Communication in different languages - School-Parent Compact translated copies - 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 and 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 - Flyer of service flyers -Having a translator at the meeting highlighting their name in the signing sheet

- **Description**

The proper referrals and/or resources will be made available for any family experiencing homelessness. Clothing and school supplies are also available at Glades Academy 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.**

- 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 BRIDGES at Pahokee.
4. Field trips to local industry businesses.
5. Attending career day at Everglades Preparatory Academy.
6. Volunteer speakers from Palm Beach Sheriff's Office.

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