



## Everglades Preparatory Academy

360 E MAIN ST, Pahokee, FL 33476

evergladesprep.com

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	84%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	100%

### School Grades History

Year	2014-15	2013-14	2008-09	2007-08
Grade	I*	I	-	-

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Everglades Preparatory Academy is to offer students and parents a non-traditional, smaller, innovative and challenging learning environment to meet the unique and diverse needs of its community. The goal of EPA is to provide a welcoming, supportive, interactive and technology-rich secondary program that will prepare each student for post-secondary education and a successful career while providing dropout prevention and academic intervention service through alternative education.

##### Provide the school's vision statement

We believe all children can reach their learning potential and the achievement gap can be eliminated.

#### School Environment

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

Everglades Preparatory Academy learns about its student cultures through attending multicultural workshops such as African American history, Latino culture studies and the History of the Holocaust. By infusing the different culture relationships are built between teachers, students and families.

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

Everglades Preparatory Academy staff and teachers will create an environment that is conducive to learning. Incentives will be used to reward appropriate behaviors that support the school-wide behavioral expectations.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

EPA utilizes pre-parent conferences, behavioral interventions techniques and home visits by school personnel if behavior continue to be a distraction during instructional time. The Student Code of Conduct for Secondary Students is incorporated in EPA's schoolwide behavioral plan.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

EPA ensures the socio-emotional needs of all students are being met by providing counseling, mentoring and student/family support groups.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The majority of the students are Level 1. They are not motivated and their self-esteem is extremely low. Students migrate in and out of school throughout the year.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191040>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

EPA will coordinate and integrate partnerships with the local community. Our partners will be recognized during our meetings. This partnership will afford EPA and its students several Educational, Vocational/ Technical, and Career opportunities which will enhance student academics throughout the year.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Stephens, Edna	Principal
Earsley, Linda	Assistant Principal

**Duties**

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

Jeffery Colavvechio- Identifies students with individual and special needs.  
 Linda Earsley - Access and in-puts data into the EDW data-base.  
 Phyllis Handford - identifies professional development needs to create a professional learning environment.  
 Lisha AbdusSalaam - Conducts progress monitoring of identified students.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Teachers and staff will develop a data-based process (using EDW and in-house data) to monitor and implement effective strategies as relates to instruction, teacher support, small group, and individual student needs.  
 Our Title I funds are used to support parent involvement activities, tutoring initiatives, instructional and professional development materials and supplies, and a part-time parent liaison position.  
 Title I, Part C - Migrant  
 Migrant liaison proves services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. We provide cloths, food, and personal hygiene items to families in need.  
 Title I, Part D  
 District receives funds to support the Education Alternative Outreach program. Services are coordinated with District Drop-Out Prevention programs.  
 Title II  
 District receives supplemental funds for improving basic education programs and technology for classrooms. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.  
 Title II  
 Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.  
 Title X- Homeless  
 District Homeless Social Worker and school provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Assign a McKinney-Vento Contact to work directly with the district's McKinney-Vento Program (MVP) team to collaboratively address educational, social-emotional, and physical needs of students experiencing homelessness.

Violence Prevention Programs  
 Single School Culture and Appreciation for Multicultural Diversity  
 Nutrition Programs  
 School Food Service provides free breakfast for all student Everglades Preparatory Academy.  
 Business partners - We partner with Florida Crystals, Anquan Boldin Foundation, Palm Beach State College, One Blood, and City of Pahokee and City of Belle Glade.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Edna Stephens	Principal
Emilia Fanjul	Business/Community
Angela Pope	Business/Community
Robin Azqueta	Business/Community
Vivian White	Business/Community
Leigh Woodham	Business/Community
Christopher McDermott	Business/Community
Marvin Pitts	Business/Community
Joseph Galardi	Business/Community

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Board members provided feedback and the SIP plan was approved.

*Development of this school improvement plan*

\* Reviewing school performance data on:

1. Attendance
2. Academics
3. Discipline

\* To make recommendations for school improvement.

\*To give feedback on final product.

*Preparation of the school's annual budget and plan*

EPA Board members and Accountant prepare the annual school's budget and plan.

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

We are a charter school, therefore, we do not have separate school improvement funds.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership:

Name	Title
Stephens, Edna	Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Implementing a computer based Reading program school-wide. Implementing a Saturday tutoring program. Reading throughout the school second period for 55 minutes.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. (Note: BPIE- Domain: Leadership and Decision Making Indicator #17)

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

- \* All teachers will receive a gas stipend for the 2015-2016 school year. (Principal responsible)
- \* Vacancies are reported to the PB School district Human Resources Department and Teacherteacher.com (Assistant Principal)
- \* On going Professional development such as EDW, APEX, Content area training, and District professional development.

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

- \* Principal will conduct classroom walk-throughs on a consistent basis.
- \* Teachers and administrators met during the pre-school planning days to conduct mentoring activities.
- \* Principal will use the Marzano evaluation process.
- \* Teachers will conduct collaborative planning activities for classroom management and instruction.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

EPA ensures its core instructional programs and materials are aligned to Florida's standards by using District approved materials (Item specifications and Benchmarks).

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Teachers plan collaboratively using data to provide individualized instructional plan. Instruction is prescriptive by individual needs.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 3,360

Students will be allowed to attend a Saturday School session twice a month. During this session, students will work on core academic instruction using the APEX and Reading Plus on-line learning system.

**Strategy Rationale**

Students are performing below their grade level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Stephens, Edna, edna.stephens@palmbeachschools.org

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

Data will be collected through the data assessment component of the APEX and Reading Plus learning system.

**Strategy:** Weekend Program

**Minutes added to school year:** 120

On- line -Apex Learning

**Strategy Rationale**

Students will be able to earn additional credits for graduation.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Stephens, Edna, edna.stephens@palmbeachschools.org

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

Progress Reports are available .Teachers are able to analyze data and make recommendations for students Data Chats.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## Student Transition and Readiness

### PreK-12 Transition

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

EPA will provide individual academic plans and assist students with establishing attainable goals.

### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Each student is counseled on their course targets and goal setting for the school year. Students will receive career and technical presentations from Palm Beach State College , Lincoln College , ASVAB and Job Corp .

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

The school administrator encourages students to take dual enrollment courses, SAT and ACT preparation classes and participate in other career related activities.

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

We will encourage students to dual enroll in college classes. We will engage students and parents in conversations regarding their post-secondary plans. Teachers and counselors will review charts tracking their graduation requirements.

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

EPA will assist students with career/educational outreach effort by scheduling field trips and career/ educational awareness activities.

## Needs Assessment

### Problem Identification

## Data to Support Problem Identification

### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase.
  
- G2.** If we provide professional development for teachers to integrate rigor into Reading, Math, Science, English and Social Science instruction, then students will achieve academic success needed to meet graduation requirements.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase. 1a

G070059

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Bio I EOC Pass	55.0

**Resources Available to Support the Goal** 2

- Parent Liaison

**Targeted Barriers to Achieving the Goal** 3

- Parents lack the understanding of new standards, assessments, and graduation requirements.

**Plan to Monitor Progress Toward G1.** 8

Collect attendance, and evaluations from parents.

**Person Responsible**

Linda Earsley

**Schedule**

Monthly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Collect attendance and evaluation.

**G2.** If we provide professional development for teachers to integrate rigor into Reading, Math, Science, English and Social Science instruction, then students will achieve academic success needed to meet graduation requirements. 1a

G070060

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
Bio I EOC Pass	55.0

**Resources Available to Support the Goal** 2

- Apex Online
- Journey Reading Program
- Reading Plus

**Targeted Barriers to Achieving the Goal** 3

- Limited availability of instruction time and technology available at home.

**Plan to Monitor Progress Toward G2.** 8

Collect data related to students attendance and achievement.

**Person Responsible**

Edna Stephens

**Schedule**

Weekly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Winter diagnostics, Pre/Post test in English, Math, Science and History, attendance sheets, and data binder.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase. **1**

 G070059

**G1.B1** Parents lack the understanding of new standards, assessments, and graduation requirements. **2**

 B182342

**G1.B1.S1** Provide on-going parent communication and trainings to provide college readiness support.

**4**

 S194053

### Strategy Rationale

Parents and students need to understand requirements needed to graduation and prepare for college and/or technical school.

### Action Step 1 **5**

Provide materials for parent trainings on curriculum and graduation requirements.

#### Person Responsible

Edna Stephens

#### Schedule

Monthly, from 9/30/2015 to 5/31/2016

#### Evidence of Completion

Invitations/flyers, agendas, sign-in sheets, call multiplier

**Action Step 2** 5

Parent Liaison will plan and implement a family engagement program focusing on graduation requirements, academics, and school activities.

**Person Responsible**

Linda Earsley

**Schedule**

Weekly, from 8/13/2015 to 4/29/2016

**Evidence of Completion**

Calendar of events, parent contact log, invitations/flyers

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

Provide calendar of events/ training.

**Person Responsible**

Linda Earsley

**Schedule**

Monthly, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Calendar of events, agendas, sign-in sheets, evaluations, and handouts.

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

Meet with Mrs. Stephens to review the presentation prior to date of presentation.

**Person Responsible**

Edna Stephens

**Schedule**

Monthly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Notes from meeting with Mrs. Stephens.

**G2.** If we provide professional development for teachers to integrate rigor into Reading, Math, Science, English and Social Science instruction, then students will achieve academic success needed to meet graduation requirements. 1

G070060

**G2.B1** Limited availability of instruction time and technology available at home. 2

B182343

**G2.B1.S1** Target students that are at risk of not graduating by providing tutorial. 4

S194054

### Strategy Rationale

Additional support needed for students at risk of failing.

### Action Step 1 5

Students will be provided with additional instructional support by attending afterschool and Saturday tutorial.

#### Person Responsible

Edna Stephens

#### Schedule

Weekly, from 9/10/2015 to 4/29/2016

#### Evidence of Completion

Schedule, student sign-in, teacher sign-in

### Action Step 2 5

Provide students with materials for classroom and tutorial.

#### Person Responsible

Edna Stephens

#### Schedule

Monthly, from 8/17/2015 to 1/29/2016

#### Evidence of Completion

Receipts, invoices, canceled checks, bank statements

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

Create a tutorial schedule for students, staff and parents.

**Person Responsible**

Edna Stephens

**Schedule**

Quarterly, from 9/8/2015 to 4/29/2016

**Evidence of Completion**

Sign-in sheets, tutorial schedule, lesson plans, student sign-ins

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

Weekly reporting of students needing tutorial.

**Person Responsible**

Edna Stephens

**Schedule**

Weekly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

Weekly reports to principal.

**G2.B1.S2** Provide professional development on APEX to support implementation of the APEX program.

4

 S194055

### Strategy Rationale

Teachers need support to learn how to interrupt data provided by APEX.

### Action Step 1 5

Provide teachers with APEX training.

#### Person Responsible

Edna Stephens

#### Schedule

On 12/31/2015

#### Evidence of Completion

Agenda, sign-ins, handouts

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will monitor the workshop

#### Person Responsible

Edna Stephens

#### Schedule

On 12/31/2015

#### Evidence of Completion

Sign-in sheet and agenda

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Teachers will be able to test students and analyze the data to determine if the APEX program is effective.

**Person Responsible**

Edna Stephens

**Schedule**

Biweekly, from 9/30/2015 to 5/31/2016

**Evidence of Completion**

The evidence will consist of bi-weekly student educational progress data sheets which will be analyzed by the teacher to determine program effectiveness.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide materials for parent trainings on curriculum and graduation requirements.	Stephens, Edna	9/30/2015	Invitations/flyers, agendas, sign-in sheets, call multiplier	5/31/2016 monthly
G2.B1.S1.A1	Students will be provided with additional instructional support by attending afterschool and Saturday tutorial.	Stephens, Edna	9/10/2015	Schedule, student sign-in, teacher sign-in	4/29/2016 weekly
G2.B1.S2.A1	Provide teachers with APEX training.	Stephens, Edna	9/14/2015	Agenda, sign-ins, handouts	12/31/2015 one-time
G1.B1.S1.A2	Parent Liaison will plan and implement a family engagement program focusing on graduation requirements, academics, and school activities.	Earsley, Linda	8/13/2015	Calendar of events, parent contact log, invitations/flyers	4/29/2016 weekly
G2.B1.S1.A2	Provide students with materials for classroom and tutorial.	Stephens, Edna	8/17/2015	Receipts, invoices, canceled checks, bank statements	1/29/2016 monthly
G1.MA1	Collect attendance, and evaluations from parents.	Earsley, Linda	9/30/2015	Collect attendance and evaluation.	5/31/2016 monthly
G1.B1.S1.MA1	Meet with Mrs. Stephens to review the presentation prior to date of presentation.	Stephens, Edna	9/30/2015	Notes from meeting with Mrs. Stephens.	5/31/2016 monthly
G1.B1.S1.MA1	Provide calendar of events/ training.	Earsley, Linda	9/14/2015	Calendar of events, agendas, sign-in sheets, evaluations, and handouts.	5/31/2016 monthly
G2.MA1	Collect data related to students attendance and achievement.	Stephens, Edna	9/30/2015	Winter diagnostics, Pre/Post test in English, Math, Science and History, attendance sheets, and data binder.	5/31/2016 weekly
G2.B1.S1.MA1	Weekly reporting of students needing tutorial.	Stephens, Edna	9/30/2015	Weekly reports to principal.	5/31/2016 weekly
G2.B1.S1.MA1	Create a tutorial schedule for students, staff and parents.	Stephens, Edna	9/8/2015	Sign-in sheets, tutorial schedule, lesson plans, student sign-ins	4/29/2016 quarterly
G2.B1.S2.MA1	Teachers will be able to test students and analyze the data to determine if the APEX program is effective.	Stephens, Edna	9/30/2015	The evidence will consist of bi-weekly student educational progress data sheets which will be analyzed by the teacher to determine program effectiveness.	5/31/2016 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Administration will monitor the workshop	Stephens, Edna	9/14/2015	Sign-in sheet and agenda	12/31/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** If we provide professional development for teachers to integrate rigor into Reading, Math, Science, English and Social Science instruction, then students will achieve academic success needed to meet graduation requirements.

**G2.B1** Limited availability of instruction time and technology available at home.

**G2.B1.S2** Provide professional development on APEX to support implementation of the APEX program.

### **PD Opportunity 1**

Provide teachers with APEX training.

#### **Facilitator**

APEX Learning facilitators

#### **Participants**

All teachers

#### **Schedule**

On 12/31/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide materials for parent trainings on curriculum and graduation requirements.</b>				<b>\$400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3398 - Everglades Preparatory Academy	Title I Part A		\$400.00
<i>Notes: Supplies for parent trainings include paper (copy and color), folders, chart paper, pencils, pamphlets, display rack, binders</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Parent Liaison will plan and implement a family engagement program focusing on graduation requirements, academics, and school activities.</b>				<b>\$3,131.09</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3398 - Everglades Preparatory Academy	Title I Part A		\$3,131.09
<i>Notes: Salary and benefits for part time parent liaison</i>						
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Students will be provided with additional instructional support by attending afterschool and Saturday tutorial.</b>				<b>\$3,799.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3398 - Everglades Preparatory Academy	Title I Part A		\$3,799.00
<i>Notes: Salary and benefits for tutors</i>						
<b>4</b>	<b>G2.B1.S1.A2</b>	<b>Provide students with materials for classroom and tutorial.</b>				<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3398 - Everglades Preparatory Academy	Title I Part A		\$600.00
<i>Notes: Supplies for classroom and tutorial include copy paper, filler paper, folders, pencils, highlighters composition books, ink</i>						
<b>5</b>	<b>G2.B1.S2.A1</b>	<b>Provide teachers with APEX training.</b>				<b>\$876.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3398 - Everglades Preparatory Academy	Title I Part A		\$600.00
<i>Notes: APEX Consultant</i>						

<b>Budget Data</b>					
			3398 - Everglades Preparatory Academy	Title I Part A	\$276.15
			<i>Notes: Supplies to support APEX professional development include binders, paper, ink, pens, chart paper, folders</i>		
<b>Total:</b>					<b>\$8,806.24</b>