

Everglades Preparatory Academy



2016-17 Schoolwide Improvement Plan

Everglades Preparatory Academy

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evergladesprep.com

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-12 | Yes | 86% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | Yes | 99% |

School Grades History

| Year | 2017-18 | 2013-14 | 2008-09 | 2007-08 |
|-------|---------|---------|---------|---------|
| Grade | | I | - | - |

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Everglades Preparatory Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 careers, while providing dropout prevention and academic intervention service through alternative education.

b. Provide the school's vision statement.

Everglades Preparatory Academy will work with our families and the community to provide an environment that challenges our students in reaching their learning potentials that the achievement gap can be eliminated, while preparing our students to be college and career ready.

2. School Environment

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

Everglades Preparatory Academy begins the school year with a Parent/ Student retreats where the parents and families are invited to meet the staff, teachers, to learn school policies and procedures, and to ask questions. Parent meetings and training are held throughout the year. We encourage our parents to give us feedback through various means: written/surveys, school meetings, phone calls, and/or in person. EPA will schedule activities targeted to parents and the community, such as, our Career Day, Parent Nights, and Curriculum Night.

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

Everglades Preparatory Academy staff members will create an environment that is conducive to learning, while each will be strategically assigned to duties before, during and after school. Incentives will be used to reward appropriate behaviors that support the school-wide behavioral expectations. We will continue to seek input from our parents regarding our programs, policies, procedures, and will be supportive of our students' academic successes. EPA has clubs and activities that help students feel safe and respected before, during, and after school.

c. 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 has developed a school wide discipline plan that includes a multi-tiered support system. The multi-tiered support system consist of warning(s), behavioral interventions techniques , parent letter, pre-parent conferences, and home visits by school personnel if behavior continues to be a distraction during instructional time. The Student Code of Conduct for Secondary Students is incorporated in

EPA's school wide behavioral plan.

d. 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 staff use accommodations according to the individual student needs, to ensure the social-emotional needs of all students are being met, by providing counseling, mentoring, and student/family support groups. Also, the following will be implemented and provided:

1. Set up personalized goals and strategies, so that students can find success.
2. Use role-playing situations.
3. Use seating arrangement to encourage social interaction.

These accommodations will assist staff with effectively monitoring student social-emotional needs.

3. Early Warning Systems

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

a. 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 local and District wide high school throughout the year. Listed below are EPA's early warning indicators used in its system.

1. Attendance (5 or more absences of any type per. nine weeks)
2. Excessive tardiness (5 or more absences of any type per. nine weeks)
3. Reading/ Math course failure.
4. FCAT: Level 1
5. Dropout Prevention Data (Withdrawals, academic outcomes and attendance)

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 22 | 21 | 32 | 86 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 2 | 11 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 33 | 29 | 10 | 87 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 25 | 29 | 28 | 90 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 34 | 31 | 28 | 109 | |

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

EPA will continue to encourage and motivate the students. Mentors will be assigned and small groups for students with more than two indicators.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We would like to have 75% of current parents to regularly attend parent meetings and other school related activities.

2. 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.

We have partners that have offered to support our school in a variety of ways. EPA administration and its leadership team have met with key partners to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase student achievement

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------|---------------------|
| Stephens, Edna | Principal |
| Earsley, Linda | Assistant Principal |

b. Duties

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

The leadership team includes:

- A. Principal
- B. Assistant Principal
- C. Teachers
- D. ESE Specialist

The following are the roles and responsibilities of our leadership team and their practice shared decision making duties.

Principal- Coordinate and oversee the decision making process to ensure integrity and consistency. The principal will attend leadership meetings and District wide departmental meetings which will provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels.

Assistant Principal- Assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

ESE Specialist- Identifies students with individual and special needs. Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The ESE Specialist may also assist with monitoring the fidelity of instruction and intervention implementation.

Teacher- Identifies professional development needs to create a professional learning environment. Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates.

Teacher-Conducts progress monitoring of identified students ensuring that enough detail is recorded and the implementation of the instructional/intervention plan is presented to the team for review and input.

2. 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 school take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of our students.

To ensure teacher support systems and small group and individual needs are met, the Leadership Team:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices.
3. Review progress monitoring data to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance.
4. Communicate school-wide data and facilitate problem solving within the content/grade level.

Our Title I funds are used to support parent involvement activities, tutoring initiatives, instructional materials and supplies, and a part-time parent liaison position.

Title I, Part C - Migrant

Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. We provide clothes, 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 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, The Benjamin School and City of Pahokee, City of South Bay and City of Belle Glade.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| 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 |

b. Duties

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

a. Evaluation of last year's school improvement plan

Board members provided feedback, analyzed and assess all pertinent school data that affects student achievement, and evaluated progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP. The SIP plan was approved by the Board.

b. Development of this school improvement plan

Development of the SIP consist of analyzing and assessing all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, and reviewing school performance data on:

1. Attendance
2. Academics
3. Discipline
4. Career Pathway

c. Preparation of the school's annual budget and plan

EPA Board members and Accountant prepare and submit the annual school's budget which support strategy implementation and/or professional development.

2. 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.

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------|-----------|
| Stephens, Edna | Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

EPA leadership team implemented a computer based Reading program school-wide. The team provides leadership for the implementation of the goals, strategies, and actions steps related to reading and writing on the SIP.

Members include:

Principal

Assistant Principal

Reading Teacher

Teachers

ESE specialist

D. Public and Collaborative Teaching

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

1. 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.

EPA Built a Collaborative Culture Through Regularly Scheduled Meetings with Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- Shared mission, vision, values, goals

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

Job/Recruitment Fairs occur in June-July under the oversight of Administration. Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Professional Plan.

- * All teachers will receive a gas stipend for the 2016-2017 school year. (Principal responsible)
- * Teachers are eligible for retirement after the first year.
- * Vacancies are reported to the PB School district Human Resources Department, newspaper, and Teacher teacher. com (Assistant Principal)
- * EPA participates in the job fair
- * On going Professional development such as EDW, APEX, Reading Plus, Content area training, and District professional development.

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

Teachers will conduct collaborative planning activities for classroom management and instruction. District based mentors are provided to teachers new to teaching. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

Principal will conduct classroom walk-throughs on a consistent basis.

- * Teachers and administrators met during the pre-school planning days to conduct mentoring activities and have a retreat.
- * Principal will use the Marzano evaluation process.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. EPA purchase current instructional materials in order for each student to have a textbook or other instructional materials as a major tool in core courses and instruction. EPA has adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards.

b. Instructional Strategies

1. 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. This plan is prescriptive by student needs and intervention, which is aligned to their learning rate and performance. Teachers and school support staff will also work with small groups at increasing levels of intensity to differentiate instruction based on the needs of each student

2. 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: After School Program

Minutes added to school year: 240

Students will be allowed to stay after school Tuesday-Thursdays from 3:15pm-5:15pm and Pullout Reading School twice a week. During this session, students will work on core academic instruction using APEX and Reading Plus on-line learning system.

Strategy Rationale

EPA will be providing tutoring opportunities for students who are in need of academic support in core classes. We also provide remediation for students struggling in math and/or reading.

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. Informal observations of student learning as well as attendance will be used to determine effectiveness.

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. Also, EPA will meet with feeder schools to assist students transition into 9th grade, through planning sessions with feeder school department.

b. College and Career Readiness

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

Annually, EPA will hold a school wide Parent/Student orientation with present and incoming students to discuss the schools policies and procedures, as well as the Academic and Career planner worksheet. This worksheet will be a tool teachers and/or staff will use during advance college and career counseling. Students will receive career and technical presentations from Palm Beach State College , Lincoln College , ASVAB and Job Corp .

2. 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. Many of these programs will help guide and establish a student for postsecondary readiness.

3. 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 to help them see the relationships both cross-curricular and within subjects to establish relevance to their future. During Parent meetings, parent conferences and home visits we engage students/parents in conversations regarding their post-secondary plans. Teachers and counselors will review charts tracking their graduation requirements.

4. 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 provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- College and Career Fair- EPA students are given the opportunity to learn more about potential employers and the available opportunities.
- ACT and SAT prep classes and testing dates will be provided to students and parents.
- ASVAB- Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Ready to Work- Students in 11th and 12th grade have the opportunity to complete two assessments in the areas of math and reading. After completing the assessments students are given their scores and the correlating skills , which makes them more marketable.
- Senior Night- All seniors and their parents are encouraged to attend senior night, where they receive valuable information about graduation requirements and their senior year.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we collaborate with and train our parents, then student achievement will increase in all areas.
- G2.** If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase.
- G3.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we collaborate with and train our parents, then student achievement will increase in all areas. 1a

G084027

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| ELA Achievement District Assessment | 35.0 |
| Writing Achievement District Assessment | 35.0 |
| FSA ELA Achievement | 35.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Liaison
- Parent Retreat
- Title I Funds

Plan to Monitor Progress Toward G1. 8

Student Assessments

Person Responsible

Edna Stephens

Schedule

Monthly, from 9/12/2016 to 5/11/2017

Evidence of Completion

Analyzed student data

G2. If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase. 1a

G084028

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 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Liaison
- Teachers

Plan to Monitor Progress Toward G2. 8

Collect attendance, and evaluations from parents.

Person Responsible

Linda Earsley

Schedule

Monthly, from 9/15/2016 to 5/18/2017

Evidence of Completion

Collect attendance and evaluation.

G3. 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

G084029

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 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Apex Online
- Journey Reading Program
- Reading Plus
- Triumph Learning

Plan to Monitor Progress Toward G3. 8

Collect data related to students attendance and achievement.

Person Responsible

Edna Stephens

Schedule

Weekly, from 9/15/2016 to 5/18/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we collaborate with and train our parents, then student achievement will increase in all areas. 1

G084027

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

B223273

G1.B1.S1 To develop a collaborative parent school model. 4

S235569

Strategy Rationale

To increase parent awareness

Action Step 1 5

Individual Conferences will be held monthly with parents to analyze student data.

Person Responsible

Linda Earsley

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Parent Surveys and meeting feedback.

Action Step 2 5

Parent liaison will provide parent training and communicate the graduation requirements, how to apply for college and financial aid.

Person Responsible

Linda Earsley

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Agendas, Evaluations, Sign-in sheets, Schedule

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

Monitor agendas and schedule

Person Responsible

Edna Stephens

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Meeting Notes

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

Parent Surveys/Evaluations

Person Responsible

Edna Stephens

Schedule

Monthly, from 9/8/2016 to 5/11/2017

Evidence of Completion

Analysis of parent evaluation feedback

G2. If we conference with and train parents related to academic requirements for graduation, then student achievement and graduation rate will increase. 1

G084028

G2.B1 Parents lack the understanding of new standards, assessments, and graduation requirements. 2

B223274

G2.B1.S1 Provide on-going parent communication and trainings to provide college readiness support.

4

S235570

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 9/15/2016 to 5/18/2017

Evidence of Completion

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

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 9/15/2016 to 5/18/2017

Evidence of Completion

Calendar of events, parent contact log, invitations/flyers

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

Provide calendar of events/ training.

Person Responsible

Linda Earsley

Schedule

Monthly, from 9/15/2016 to 5/18/2017

Evidence of Completion

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

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

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

Person Responsible

Edna Stephens

Schedule

Monthly, from 9/15/2016 to 5/18/2017

Evidence of Completion

Notes from meeting with Mrs. Stephens.

G3. 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

G084029

G3.B1 Limited availability of instruction time and technology available at home. 2

B223275

G3.B1.S1 Target students that are at risk of not graduating by providing tutorial. 4

S235571

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 8/31/2016 to 4/28/2017

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 8/31/2016 to 4/28/2017

Evidence of Completion

Receipts, invoices, canceled checks, bank statements

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Create a tutorial schedule for students, staff and parents.

Person Responsible

Edna Stephens

Schedule

Quarterly, from 8/31/2016 to 4/28/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Weekly reporting of students needing tutorial.

Person Responsible

Edna Stephens

Schedule

Weekly, from 8/31/2016 to 4/28/2017

Evidence of Completion

Weekly reports to principal.

G3.B1.S2 Provide professional development on APEX to support implementation of the APEX program.

4

 S235572

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 11/15/2016

Evidence of Completion

Agenda, sign-ins, handouts

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will monitor the workshop

Person Responsible

Edna Stephens

Schedule

On 11/15/2016

Evidence of Completion

Sign-in sheet and agenda

Plan to Monitor Effectiveness of Implementation of G3.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 11/29/2016 to 5/31/2017

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.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|----------------|-------------------------------|---|---------------------|
| 2017 | | | | | |
| G3.B1.S2.MA1 M308970 | Administration will monitor the workshop | Stephens, Edna | 11/15/2016 | Sign-in sheet and agenda | 11/15/2016 one-time |
| G3.B1.S2.A1 A303736 | Provide teachers with APEX training. | Stephens, Edna | 11/15/2016 | Agenda, sign-ins, handouts | 11/15/2016 one-time |
| G3.B1.S1.MA1 M308967 | Weekly reporting of students needing tutorial. | Stephens, Edna | 8/31/2016 | Weekly reports to principal. | 4/28/2017 weekly |
| G3.B1.S1.MA1 M308968 | Create a tutorial schedule for students, staff and parents. | Stephens, Edna | 8/31/2016 | Sign-in sheets, tutorial schedule, lesson plans, student sign-ins | 4/28/2017 quarterly |
| G3.B1.S1.A1 A303734 | Students will be provided with additional instructional support by attending afterschool and... | Stephens, Edna | 8/31/2016 | Schedule, student sign-in, teacher sign-in | 4/28/2017 weekly |
| G3.B1.S1.A2 A303735 | Provide students with materials for classroom and tutorial. | Stephens, Edna | 8/31/2016 | Receipts, invoices, canceled checks, bank statements | 4/28/2017 monthly |
| G1.MA1 M308963 | Student Assessments | Stephens, Edna | 9/12/2016 | Analyzed student data | 5/11/2017 monthly |
| G1.B1.S1.MA1 M308961 | Parent Surveys/Evaluations | Stephens, Edna | 9/8/2016 | Analysis of parent evaluation feedback | 5/11/2017 monthly |
| G1.B1.S1.MA1 M308962 | Monitor agendas and schedule | Stephens, Edna | 9/8/2016 | Meeting Notes | 5/11/2017 monthly |
| G1.B1.S1.A1 A303730 | Individual Conferences will be held monthly with parents to analyze student data. | Earsley, Linda | 9/8/2016 | Parent Surveys and meeting feedback. | 5/11/2017 monthly |
| G1.B1.S1.A2 A303731 | Parent liaison will provide parent training and communicate the graduation requirements, how to... | Earsley, Linda | 9/8/2016 | Agendas, Evaluations, Sign-in sheets, Schedule | 5/11/2017 monthly |
| G2.MA1 M308966 | Collect attendance, and evaluations from parents. | Earsley, Linda | 9/15/2016 | Collect attendance and evaluation. | 5/18/2017 monthly |
| G3.MA1 M308971 | Collect data related to students attendance and achievement. | Stephens, Edna | 9/15/2016 | Winter diagnostics, Pre/Post test in English, Math, Science and History, attendance sheets, and data binder. | 5/18/2017 weekly |
| G2.B1.S1.MA1 M308964 | Meet with Mrs. Stephens to review the presentation prior to date of presentation. | Stephens, Edna | 9/15/2016 | Notes from meeting with Mrs. Stephens. | 5/18/2017 monthly |
| G2.B1.S1.MA1 M308965 | Provide calendar of events/ training. | Earsley, Linda | 9/15/2016 | Calendar of events, agendas, sign-in sheets, evaluations, and handouts. | 5/18/2017 monthly |
| G2.B1.S1.A1 A303732 | Provide materials for parent trainings on curriculum and graduation requirements. | Stephens, Edna | 9/15/2016 | Invitations/flyers, agendas, sign-in sheets, call multiplier | 5/18/2017 monthly |
| G2.B1.S1.A2 A303733 | Parent Liaison will plan and implement a family engagement program focusing on graduation... | Earsley, Linda | 9/15/2016 | Calendar of events, parent contact log, invitations/flyers | 5/18/2017 weekly |
| G3.B1.S2.MA1 M308969 | Teachers will be able to test students and analyze the data to determine if the APEX program is... | Stephens, Edna | 11/29/2016 | The evidence will consist of bi-weekly student educational progress data sheets which will be analyzed by the teacher to determine program effectiveness. | 5/31/2017 biweekly |

V. Professional Development Opportunities

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

G3. 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.

G3.B1 Limited availability of instruction time and technology available at home.

G3.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 11/15/2016

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|---|-----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Individual Conferences will be held monthly with parents to analyze student data. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Parent liaison will provide parent training and communicate the graduation requirements, how to apply for college and financial aid. | | | | \$3,390.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6150 | 100-Salaries | 3398 - Everglades Preparatory Academy | Title I, Part A | | \$3,390.00 |
| | | | Notes: Linda Earsley - Salary | | | |
| 3 | G2.B1.S1.A1 | Provide materials for parent trainings on curriculum and graduation requirements. | | | | \$150.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6150 | 510-Supplies | 3398 - Everglades Preparatory Academy | Title I, Part A | | \$150.00 |
| | | | Notes: Supplies - paper clips, paper, post-its, chart paper | | | |
| 4 | G2.B1.S1.A2 | Parent Liaison will plan and implement a family engagement program focusing on graduation requirements, academics, and school activities. | | | | \$0.00 |
| 5 | G3.B1.S1.A1 | Students will be provided with additional instructional support by attending afterschool and Saturday tutorial. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5900 | 100-Salaries | 3398 - Everglades Preparatory Academy | | | \$2,000.00 |
| | | | Notes: Tutors - Salaries & Benefits | | | |
| 6 | G3.B1.S1.A2 | Provide students with materials for classroom and tutorial. | | | | \$664.15 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5900 | 510-Supplies | 3398 - Everglades Preparatory Academy | Title I, Part A | | \$664.15 |
| | | | Notes: Supplies - paper, post-its, binders, composition books | | | |
| 7 | G3.B1.S2.A1 | Provide teachers with APEX training. | | | | \$0.00 |
| Total: | | | | | | \$6,204.15 |