

Miami-Dade County Public Schools

Everglades Preparatory Academy High School



2016-17 Schoolwide Improvement Plan

Everglades Preparatory Academy High School

2251 E MOWRY DR, Homestead, FL 33033

[no web address on file]

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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	D

**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

N/A

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 High School

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 High School is to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging academic program supported by technology, on-site learning experiences via local businesses and the opportunity to tie classroom learning with the real world of work.

b. Provide the school's vision statement.

The vision of Everglades Preparatory Academy High School is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for post-secondary education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals and opportunities to participate in advanced programs.

2. School Environment

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

The small school size lends itself to facilitate knowing your students and building a more family like community. The students and parents get to meet the teachers and administration before school starts during orientation. Open house is held in September. Facebook page is maintained updated as well as other social media. Edline provides teachers with their own web pages which are updated regularly. Parents and students have access to the student portal on MDCPS to check grades. Student assemblies during the first week of school are held to communicate expectations and establish a relationship. Teachers participate in 5 days of pre-planning activities which involve team building and communication of expectations and professional development.

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

The middle school students have a separate entrance from the high school students. Procedures for arrival and dismissal are communicated to students and parents. Teachers are assigned to posts before or after school to ensure student safety. There are essential safety procedures such as locked classroom doors and exterior exits along with security monitoring throughout the day. Emergency procedures are practiced throughout the school year. Students can report incidents of safety or concern to their teachers or administrators. There is also an anonymous "bully box" to report incidents of bullying. Classroom rules and expectations are clearly posted in all classrooms.

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.

The Dean of Discipline has a positive rapport with the most of the school population since she also worked with them at the elementary school most students came from. Point system is used for challenging students. Positive behavior system that focuses on the students doing the right thing and recognition of students of the month. The school follows a school wide policy of PARR Participation

Attitude Respect and Responsibility that allows for progressive consequences coupled with parent communication prior to detentions or any other more severe discipline action.

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.

The school wide Positive Behavior Support - PARR is a positive behavior system that focuses on students doing the right thing. Recognition is given to those students. Before progressive consequences are given, the teacher speaks with the student and the parent. When progressive consequences have to be given, administrators speak with the student, as well as the guidance counselor. We have a plethora of athletic programs and clubs which focus on students' interests and allow mentoring and community service opportunities. New teachers attend meetings during orientation in which they receive training specifically on this system and how to implement it. They also get additional help directly from the Dean and administration throughout the entire year.

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.

At Everglades Preparatory Academy High School we strive to improve attendance regularly. The Multi-Tiered System of Supports (MTSS) team at the school meets monthly to review the data and problem solving system as it relates to students' attendance to maximize the success of all students. We have attendance contests, rewards and discuss the importance of being at school daily with the parents and students.

Attendance is reviewed daily as teachers are required to review the daily bulletin. Attendance letters are sent out to parents. Homerooms with perfect attendance are rewarded with continental breakfasts. There is also an attendance committee in place. Parent conferences are also held to develop attendance plan and contracts put in place. Perfect attendance certificates are distributed at honor roll assemblies.

Conferences are held with students and parents for suspensions. Guidance counselor also meets with students to discuss infraction and avoidance. The positive behavior support system is in place. There is also an informal behavior plan in place that deals with a point system and behavior contracts.

For course failure we have frequent Rtl committee meetings to review student progress. Look at informal reports from pinnacle. Guidance counselor also does CAP advisory. Communicate with parents through EDLINE and get progress reports signed by parents. PMP meetings are held throughout school year, letters are sent home and copies handed to students. Implementation of interventions such as pull-out, after school tutoring, homework help and ELL tutoring are in place and available to Tier 2 and 3 students. Intensive courses for math and reading are offered. For the Tier III students, parent conferences are held and free school tutoring is strongly adhered to. We have on-going progress monitoring on a weekly basis. Students have access to the computer lab after school for programs such as reading plus, Achieve 3000, Mathletics and/or Reflex Math.

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	19	18	16	17	70	
One or more suspensions	0	0	0	0	0	0	0	0	0	8	6	5	2	21	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	10	21	3	5	39	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	99	83	76	41	299	
	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	64	16	33	20	133	

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

Teachers meet as a grade level and discuss students progress and PMP's. Letters are sent home and phone calls to parents are made to inform about lack of academic progress. Conferences are held with students, parents, teachers and administrators. Guidance counselor advises students academically. Pull-out tutoring is implemented and after school homework help and additional after school tutoring as well. Small tiered groups and on-on-one attention in the core content areas is also on-going. The RtI/MTSS model is also used to provide high quality instruction and intervention matched to student needs, by using learning rate over time and level of performance to make important educational decisions to guide instruction throughout the year.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314481>.

2. Description

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

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.

Through our academies, clubs, athletic sponsors, parent volunteers and PTSO we have built and are sustaining partnerships with the local community. They help with school events, are guest speakers and offer our students community service opportunities as well. We have a partnership with the newsleader which is the Homestead newspaper. We also have an Executive Director of Internships which is reaching out to more community members and strengthening the relationships we currently have.

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
Leyva, Aimee	Principal
Socas, Cristina	Dean
McQueen, Aishia	Assistant Principal
Daniel, Matthew	Administrative Support
Reese, Haydee	Administrative Support

b. Duties

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

Tier 1(Leadership Team)

• Aimee Leyva (Principal), Margarita Curiel (Assistant Principal), Ibis Paneca (Coach), Matthew Daniel (ESE Coordinator), Haydee Reese (ESOL Coordinator), Andrea Fuller (guidance counselor) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Aimee Leyva (Principal)
- Margarita Curiel (Assistant Principal)
- Ibis Paneca (Coach)
- Matthew Daniel (ESE Coordinator)
- Haydee Reese (ESOL Coordinator)
- Cristina Socas (Dean of Students)
- Andrea Fuller (Guidance Counselor)
- Liza Sawh (Language Arts Lead Teacher)
- Roberto Rodriguez (Math Lead Teacher)
- Angela Compton (Science Lead Teacher)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

- Matthew Daniel (ESE Coordinator)
- Haydee Reese (ESOL Coordinator)
- Andrea Fuller (guidance counselor)

- Liza Sawh (Language Arts Lead Teacher)
- Roberto Rodriguez (Math Lead Teacher)

Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

- Aimee Leyva (Principal)
- Margarita Curiel (Assistant Principal)
- Matthew Daniel (ESE Coordinator)
- Haydee Reese (ESOL Coordinator)
- Cristina Socas (Dean of Students)
- Liza Sawh (Language Lead Teacher)
- Roberto Rodriguez (Math Lead Teacher)

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
8. Implementing the Florida Continuous Improvement Plan (FCIM).

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Aimee Leyva	Principal
Miguel Baquero	Teacher
Ana Abella	Education Support Employee
Aime Vazquez	Parent
Nelida Santiago	Parent
Jessica Carcerano-Wheeler	Teacher
Paula Soto	Teacher
Gabriela Suarez	Teacher
Anthony Santiago	Student
Joseph Veltz	Business/Community
John Farias	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

Review last year's SIP and post-assessment data such as FAIR, FCAT, FSA, and EOCs. Review if SIP goals were met and what could have been done differently as part of the FCIM.

b. Development of this school improvement plan

Based on last year's meetings which were held monthly, SAC members made recommendations to the school administration for implementation of this year's SIP.

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

Develop a needs assessment of items and services that will help in implementing strategies and interventions.

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

School improvement funds will be used to fund teacher projects in reading, math, science and social studies. Teachers will request funds and EESAC will approve them quarterly.

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

Yes

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
Leyva, Aimee	Principal
Socas, Cristina	Dean
Tercero, Zeneida	Instructional Coach
Sawh, Liza	Teacher, K-12
McQueen, Aishia	Dean
Paneca, Ibis	Instructional Coach
Compton, Angela	Teacher, K-12
Rodriguez, Roberto	Teacher, K-12

b. Duties

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

The major initiatives will be to increase reading and writing proficiency across all content areas. Classic novels are being read in all reading classes. The teachers are provided with a multitude of resources and pacing guides with links to CPalms by the reading coach. Coaching cycle is being carried out with all ELA teachers. Lesson plan templates are already in place and evidence based writing has been incorporated in all plans for all subject areas. The Literacy Leadership Team will help implement Florida state standards and Achieve 3000 across content areas. The team will monitor instruction, specifically looking for rigor and intervention will be matched to student needs. The team will meet regularly to set goals, plan and evaluate the programs and instruction based on data results. Data will be analyzed to see if the level of performance is increasing to help make important educational decisions to guide instruction.

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.

To encourage positive working relationships we have peer recognition by doing "shout-outs" at our faculty meetings. We recognize special projects and accomplishments of our colleagues. We collaborate during grade level, department and planning meetings, and data chats. We have team building activities prior to the beginning of the school year and throughout as well. Teachers also work together on several committees.

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

Regular meetings with new teachers and NESS program(new education support system). Partnering new teachers with veteran teachers. Soliciting referrals from current employees. Offer teachers leadership opportunities through our Next to Lead Program(program for professionals to expand leadership skills). Recruit through job fairs, word of mouth, ads and online. To retain teachers we give annual raises, benefit plan, competitive salaries, professional development opportunities, and the next to lead program.

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

Regular meetings with new teachers. Mentor teachers must hold a valid professional teaching certificate; Minimum of three years of successful teaching experience; and certified at the same level (e.g. primary,

intermediate, etc.) or in the subject area as the new teacher. Mentor teachers will be matched to beginning teachers who are new to the school, grade level or department. Mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. New teacher orientation before the school year begins. Beginning of the year professional development to explain the handbook, policy and procedures, ethics, classroom management, ESOL and SPED students in the classroom. We have the new education support system (NESS).

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.

By following pacing guides the school ensures that its instructional programs and materials are aligned to Florida's standards. CPALMS is aligned to the pacing guides and used as a resource. The textbooks are stated adopted. We also use CRRP(Comprehensive research-based reading plan). Our reading and math coaches also help with curriculum maps.

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.

Data is used to drive instruction in DI groups as well as whole group instruction and pacing. Tier II and Tier III groups are developed using data and to develop the strategies and interventions that will be used with them. Data is also used to evaluate success of Tier I, Tier II and Tier III instruction. Examples of this consist of offering either enrichment or remedial materials based on data results. Achieve 3000 and Mathletics levels all the students from the start of the program and tailors to each individual student's level. Pull-out, and after school tutoring are also based on the proficiency level of each student's data results, what their strengths and weaknesses are.

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: Extended School Day

Minutes added to school year: 5,400

Extended Learning Program Instruction in core academic subjects and supplemental as well. Enrichment activities that contribute to a well-rounded education, monthly designated times for teacher collaboration, planning and professional development. Other strategies include, reviewing lesson plans weekly, frequent walk throughs, increase rigor, have lesson plan templates, infuse technology, monitor data and differentiated instruction and have evidence based writing activities across the curriculum.

Strategy Rationale

Additional instructional time to facilitate differentiated instruction. Ensure that lessons have rigor, are carried out with fidelity, teaching is bell to bell, pacing guide is being followed and have centers built in to meet individual student needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Leyva, Aimee, aleyva@evergladesprep.com

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

Reports from Mathletics, Achieve 3000 and interims will be analyzed. Student data is collected bi weekly and analyzed to determine effectiveness. Students and teachers will set monthly goals in each subject area. Lesson plan review checklist is also implemented along with Observe 4 Success reports based on teacher's observations.

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.

For the incoming students we have orientation along with meet and greets. We offer career and academy fairs, and school tours. For the outgoing students the guidance counselor reviews cohort graduation requirements and meets with them to facilitate subject selection. We have career and academy fairs for them also. They are taken on field trips for college tours and fairs. Internships within the community are also set up for them.

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.

Everglades Preparatory Academy's design as an academy school takes into account the individual interests of students. This design serves as the foundation for the framework of the three academies. The elective classes are also organized by academy, Law Studies, Environmental and Marine Science, and Finance and Business, which further personalizes the learning experience through project-based learning activities which are cross curricular. As part of the academy course of study, career portfolios are developed by each student based on their major area of interest. We also have CTE courses STEM, and SECME activities that helps link the students to the community, businesses and industries. We also have guest speakers from the community, career day, college fairs, career research and business leadership classes to promote career awareness. Internships within the community also help establish partnerships.

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

The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster standards assessed on the state exam. Students in yearbook and journalism courses apply the content learned in their language arts classes. Everglades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. Students in the course perform research in many areas to include both the social and applied sciences; their findings are submitted for judging in the Science Fair Competition. In addition to Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (SECME) and STEM.

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the The National Council of Teacher of Mathematics Standards, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and Instructional Focus Calendar, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Everglades Preparatory Academy will maintain its partnership with community organizations, student/teacher internships with local colleges and service learning, and parents, through the PTSO.

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

To integrate career and technical education with academic courses, technology essentials are directly taught. STEM and SECME activities and competitions are also held. We offer journalism classes, computer education courses, and integrate technology in our lessons.

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.

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. Our goal is to increase student achievement by improving student's skills in analyzing and synthesizing through the development of problem solving strategies applicable to all content areas.

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. Our goal is to increase student achievement by improving student's skills in analyzing and synthesizing through the development of problem solving strategies applicable to all content areas. 1a

G087588

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	76.0
AMO Reading - ELL	
AMO Math - African American	
Algebra II EOC Pass Rate	40.0

Targeted Barriers to Achieving the Goal 3

- For English Language Arts, students have the greatest difficulty with analyzing and synthesizing information without guidance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Edge
- Achieve 3000
- After school tutorials
- Gizmos
- Mathletics
- STEM Activities and Competitions
- SECME Activities and Competitions
- Gradebook
- CPalms
- Focus Calendar
- Khan Academy
- Algebra Nation
- Manipulatives
- Lab Supplies

Plan to Monitor Progress Toward G1. 8

Informal and Formal assessments, observations, goal setting and data chats will be collected and reviewed to monitor progress.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

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. Our goal is to increase student achievement by improving student's skills in analyzing and synthesizing through the development of problem solving strategies applicable to all content areas. 1

 G087588

G1.B1 For English Language Arts, students have the greatest difficulty with analyzing and synthesizing information without guidance. 2

 B232820

G1.B1.S6 Teachers have evidence based reader responses in the lesson plan template. 4

 S245780

Strategy Rationale

This forces teachers to plan for an evidence based reader response for all lessons.

Action Step 1 5

Teachers will have students close read and answer questions in writing.

Person Responsible

Aishia McQueen

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, observations, teacher evaluations, student portfolios

Action Step 2 5

Students will analyze and synthesize informational text using reading application strategies.

Person Responsible

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, observations, teacher evaluations, student portfolios

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Reading coach and administration will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student work, portfolios, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Reading coach will monitor student data. The coach will be used to assist them with planning, instructional delivery and strategy implementation.

Person Responsible

Aishia McQueen

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, summative, teacher made and interim assessments will be analyzed.

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					
G1.MA1 M331557	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	McQueen, Aishia	8/29/2016	Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/8/2017 biweekly
G1.B1.S6.MA1 M331549	Reading coach will monitor student data. The coach will be used to assist them with planning,...	McQueen, Aishia	8/29/2016	Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, summative, teacher made and interim assessments will be analyzed.	6/8/2017 monthly
G1.B1.S6.A1 A318280	Teachers will have students close read and answer questions in writing.	McQueen, Aishia	8/29/2016	Lesson plans, observations, teacher evaluations, student portfolios	6/8/2017 biweekly
G1.B1.S6.A2 A318281	Students will analyze and synthesize informational text using reading application strategies.		8/29/2016	Lesson plans, observations, teacher evaluations, student portfolios	6/8/2017 biweekly
G1.B1.S6.MA1 M331550	Reading coach and administration will monitor student progress and teacher fidelity of the...	McQueen, Aishia	8/29/2016	Student work, portfolios, lesson plans	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. Our goal is to increase student achievement by improving student's skills in analyzing and synthesizing through the development of problem solving strategies applicable to all content areas.

G1.B1 For English Language Arts, students have the greatest difficulty with analyzing and synthesizing information without guidance.

G1.B1.S6 Teachers have evidence based reader responses in the lesson plan template.

PD Opportunity 1

Teachers will have students close read and answer questions in writing.

Facilitator

Jenny Miranda

Participants

All content area teachers

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

PD Opportunity 2

Students will analyze and synthesize informational text using reading application strategies.

Facilitator

Jenny Miranda

Participants

All reading and language teachers

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

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.S6.A1	Teachers will have students close read and answer questions in writing.				\$79,521.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	7060 - Everglades Preparatory Academy High School	Title I, Part A		\$25,800.00
			Notes: Math and Reading Intervention			
		100-Salaries	7060 - Everglades Preparatory Academy High School	Title I, Part A		\$45,689.25
			Notes: Reading Coach, Math Coach, and Intensive Reading Teachers			
		510-Supplies	7060 - Everglades Preparatory Academy High School	Title I, Part A		\$8,032.50
			Notes: Lab kits and science supplies			
2	G1.B1.S6.A2	Students will analyze and synthesize informational text using reading application strategies.				\$0.00
Total:						\$79,521.75