

Miami-Dade County Public Schools

# Everglades Preparatory Academy High School



2017-18 Schoolwide Improvement Plan

# Everglades Preparatory Academy High School

2251 E MOWRY DR, Homestead, FL 33033

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	83%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	B

*\*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 is pending approval by the Dade County School Board.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Everglades Preparatory Academy High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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. PowerSchool 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 most of the school population which minimizes disruptive behaviors. 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 our 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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. Communication with parents takes place through PowerSchool and progress reports signed by parents are collected. 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, Pearson Realize, Edge, Algebra Nation, or Khan Academy.

**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	7	14	14	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	12	10	8	5	35
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	6	2	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	129	100	74	0	303

**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	89	57	35	1	182

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/431905>.

**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 newsletter



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**

**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
Sawh, Liza	Teacher, K-12
Kelts, Amy	Teacher, K-12
Rodriguez, Roberto	Teacher, K-12
Compton, Angela	Teacher, K-12
Morales, Odelkys	School Counselor

**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), Amy Kelts (Language Arts Lead Teacher/ELA Support), Matthew Daniel (ESE Coordinator), Haydee Reese (ESOL Coordinator), Odelkys Morales (Guidance Counselor) who will schedule and facilitate regular Rtl 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)
- Matthew Daniel (ESE Coordinator)
- Haydee Reese (ESOL Coordinator)
- Cristina Socas (Dean of Students)
- Odelkys Morales (Guidance Counselor)
- Liza Sawh (Language Arts Lead Teacher)
- Amy Kelts (Language Arts Lead Teacher/ELA Support)
- 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)
- Odelkys Morales (Guidance Counselor)
- Liza Sawh (Language Arts Lead Teacher)
- Amy Kelts (Language Arts Lead Teacher/ELA Support)
- Roberto Rodriguez (Math Lead Teacher)
- Angela Compton (Science 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)
- Amy Kelts (Language Arts Lead Teacher/ELA Support)
- Roberto Rodriguez (Math Lead Teacher)
- Angela Compton (Science 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### 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
Sawh, Liza	Teacher, K-12
McQueen, Aishia	Dean
Compton, Angela	Teacher, K-12
Rodriguez, Roberto	Teacher, K-12
Kelts, Amy	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 our ELA support, Ms. Kelts. Ms. Kelts is also carrying out the coaching cycle 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 across content areas and Pearson Realize in ELA. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### 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, promote a positive school culture among all stakeholders, 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 (PARR behavior system), 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 used as a resource. The textbooks are stated adopted. We also use CRRP (Comprehensive research-based reading plan).

#### **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. Pearson Realize levels all the students in English Language Arts from the start of the program and tailors to each individual student's level. Data pulled from assessments in mathematics is used to determine a student's area of improvement and Math Triumphs is used to scaffold instruction. Push-in, 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 mid-year assessments and other 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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. Once students have taken CTE courses they can test and if they pass they can attain certifications for A+1, Dream Weaver, Photoshop, Adobe and In Design.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).



## 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

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

## Strategic Goals Summary

- G1.** Our goal is to increase student achievement by improving students' skills in United States History through data-driven instructional support and differentiated instruction with a focus on Late Nineteenth and Early Twentieth Centuries (1860-1910), raising achievement levels in United States History from 57% to 62%.
- G2.** Our goal is to increase student achievement by improving students' skills in Biology through data-driven instructional support and differentiated instruction with a focus on Molecular and Cellular Biology, raising achievement levels in Biology from 44% to 49%.
- G3.** Our goal is to increase student achievement by improving students' skills in Algebra I and Geometry through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 19% to 24% and in Geometry from 36% to 41%.
- G4.** Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data-driven instructional support and differentiated instruction with a focus on Integration of Knowledge and Ideas and Craft and Structure, raising achievement levels in Language Arts and Reading from 47% to 52%.

## 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 students' skills in United States History through data-driven instructional support and differentiated instruction with a focus on Late Nineteenth and Early Twentieth Centuries (1860-1910), raising achievement levels in United States History from 57% to 62%. **1a**

G096653

### Targets Supported **1b**

Indicator	Annual Target
U.S. History EOC Pass	62.0

### Targeted Barriers to Achieving the Goal **3**

- For United States History, the students had the lowest proficiency in Late Nineteenth and Early Twentieth Centuries (1860-1910). Students have difficulty analyzing vast amounts of information.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- Focus calendar
- After school tutorials
- Gradebook
- CPalms
- Study Island

### 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**

Aimee Leyva

#### **Schedule**

Monthly, from 8/28/2017 to 6/6/2018

#### **Evidence of Completion**

Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations

**G2.** Our goal is to increase student achievement by improving students' skills in Biology through data-driven instructional support and differentiated instruction with a focus on Molecular and Cellular Biology, raising achievement levels in Biology from 44% to 49%. 1a

G096654

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	49.0

**Targeted Barriers to Achieving the Goal** 3

- For Biology, the lowest proficiency was in the category of Molecular and Cellular Biology. The students have the most difficulty analyzing and making sense of all the information given with overall proficiency at 44% and average percent correct at 41% in Molecular and Cellular Biology.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Focus calendar
- After school tutorials
- STEM activities and competitions
- SECME activities and competitions
- Gradebook
- CPalms
- Khan Academy
- Manipulatives
- Lab Supplies
- Problem Based Learning in the Life-Science Classroom

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

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

**Person Responsible**

Aimee Leyva

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

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

**G3.** Our goal is to increase student achievement by improving students' skills in Algebra I and Geometry through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 19% to 24% and in Geometry from 36% to 41%. **1a**

G096655

**Targets Supported** **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	24.0
Geometry EOC Pass Rate	41.0
Math Gains	29.0
Math Lowest 25% Gains	29.0

**Targeted Barriers to Achieving the Goal** **3**

- In Algebra I student struggled most with Algebra and Modeling and in Geometry students struggled most with Modeling with Geometry.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Focus calendar
- Gizmos
- STEM activities and competitions
- SECME activities and competitions
- Gradebook
- CPalms
- Khan Academy
- Algebra Nation
- Manipulatives

**Plan to Monitor Progress Toward G3.** **8**

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

**Person Responsible**

Aimee Leyva

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

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

**G4.** Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data-driven instructional support and differentiated instruction with a focus on Integration of Knowledge and Ideas and Craft and Structure, raising achievement levels in Language Arts and Reading from 47% to 52%. **1a**

G096656

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	52.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	25.0

**Targeted Barriers to Achieving the Goal** **3**

- For English Language Arts, sufficient learning gains and learning gains for the lowest 25% were not made. Students in grade 9 struggled most with Integration of Knowledge and Ideas. Students in grade 10 struggled most with Craft and Structure.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Edge
- Pearson Realize
- 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 G4. 8**

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

**Person Responsible**

Aimee Leyva

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**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 students' skills in United States History through data-driven instructional support and differentiated instruction with a focus on Late Nineteenth and Early Twentieth Centuries (1860-1910), raising achievement levels in United States History from 57% to 62%. **1**

 G096653

**G1.B1** For United States History, the students had the lowest proficiency in Late Nineteenth and Early Twentieth Centuries (1860-1910). Students have difficulty analyzing vast amounts of information. **2**

 B259965

**G1.B1.S1** Teachers can incorporate political cartoons, maps, timelines, pictures, paintings and documents from the late nineteenth and early twentieth centuries for interpreting primary and secondary sources. **4**

 S275377

### Strategy Rationale

Students will be able to analyze and answer document based questions with greater ease and will also reference and research using different sources for the same topic. Strengthening these skills will also strengthen higher order thinking.

### Action Step 1 **5**

Students will use a variety of sources to analyze and synthesize in order to get a better understanding of time periods and social climate in late nineteenth and early twentieth century life.

#### Person Responsible

Aishia McQueen

#### Schedule

Biweekly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, walk throughs, teacher evaluations, student work



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

Administration will check lesson plans and conduct walk throughs and observations to monitor for fidelity of implementation.

**Person Responsible**

Aimee Leyva

**Schedule**

Weekly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Lesson plans, teacher evaluations, projects, and assessments

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

Teachers will have data chats with the students and monitor for effectiveness by having them chart their progress.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Students grades, assessments, data analysis protocols, data chats, student data chats

**G2.** Our goal is to increase student achievement by improving students' skills in Biology through data-driven instructional support and differentiated instruction with a focus on Molecular and Cellular Biology, raising achievement levels in Biology from 44% to 49%. 1

G096654

**G2.B1** For Biology, the lowest proficiency was in the category of Molecular and Cellular Biology. The students have the most difficulty analyzing and making sense of all the information given with overall proficiency at 44% and average percent correct at 41% in Molecular and Cellular Biology. 2

B259966

**G2.B1.S1** Teachers will introduce the concepts of cellular and molecular biology early in the school year and continue to review throughout the year. 4

S275378

### Strategy Rationale

Introducing core content early will allow students to practice real-world, interdisciplinary examples built around themes and societal issues that can include cellular and molecular biology which, in turn, increases student depth of knowledge.

### Action Step 1 5

Students will be given real-world examples around the themes and societal issues that include cellular and molecular biology including genetic diversity loss, cancer, and bioengineering.

#### Person Responsible

Aishia McQueen

#### Schedule

Monthly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, evaluations, observations, student work

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

Science department head along with science teachers will monitor instruction and differentiated strategies will be implemented to address students' needs and review student work to modify instruction as needed.

**Person Responsible**

Aimee Leyva

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Lesson plans, evaluations. student work, informal and formal assessments

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

Science department head along with the science teachers will use data will to participate in data chats with students. Selected lab reports will be reviewed for effective implementation of the strategy.

**Person Responsible**

Aimee Leyva


**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Formal, informal and interim assessments, student data chats, Data Analysis Protocols

**G2.B1.S2** Teachers will incorporate argumentation sessions in their lessons aimed at increasing student engagement. 4

 S275379

### Strategy Rationale

Providing students with a guiding question and requiring them to discuss and defend claims will allow them to engage with the content at a deeper level.

### Action Step 1 5

Teachers will incorporate inquiry-based instruction to facilitate student depth of knowledge through labs and hands-on activities with an emphasis on the cross cutting concepts of cellular and molecular biology.

#### Person Responsible

Aishia McQueen

#### Schedule

Biweekly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, student lab journals, evaluations, observations

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

Student lab journals will be reviewed by staff and administration for implementation of the strategy.

#### Person Responsible

Angela Compton

#### Schedule

Every 3 Weeks, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Student lab journals, student data, lesson plans, evaluations

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

Student data will be analyzed and used to differentiate instruction and provide remediation or enrichment where needed.

### **Person Responsible**

Aimee Leyva

### **Schedule**

Monthly, from 8/28/2017 to 6/6/2018

### **Evidence of Completion**

Student data, data chats, data analysis protocols, evaluations, observations

**G2.B1.S3** Teachers will implement problem-based learning sessions guided by the National Association of Science Teachers' publication Problem Based Learning in the Life-Science Classroom. 4

 S275380

### **Strategy Rationale**

Regularly implemented problem-based learning sessions will increase student depth of knowledge and engagement in the area of cellular and molecular biology. This strategy can also be applied to all reporting categories.

## Action Step 1 5

Teachers will implement problem-based learning sessions in their lesson plans, focusing on genetics and heredity.

### **Person Responsible**

Aishia McQueen

### **Schedule**

Every 3 Weeks, from 8/28/2017 to 6/6/2018

### **Evidence of Completion**

Lesson plans, student work, evaluations, observations

**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

Science lead teacher and science department will meet monthly to discuss problem-based learning session strategies. Administration will also check lesson plans.

**Person Responsible**

Aishia McQueen

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Lesson plans, evaluations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Administration will meet with teachers to discuss, review, and analyze student data.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Data analysis protocols, student data, formal assessments, informal assessments

**G3.** Our goal is to increase student achievement by improving students' skills in Algebra I and Geometry through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 19% to 24% and in Geometry from 36% to 41%. 1

G096655

**G3.B1** In Algebra I student struggled most with Algebra and Modeling and in Geometry students struggled most with Modeling with Geometry. 2

B259967

**G3.B1.S1** Teachers will use the UPSC (understand, plan, solve, check) model with students and ask students to analyze the reasoning behind conclusions. 4

S275381

### Strategy Rationale

Students need to strengthen their skills in reasoning and rationalizing solutions in order to truly understand modeling concepts.

### Action Step 1 5

Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans, assessments, and projects.

#### Person Responsible

Aishia McQueen

#### Schedule

Weekly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, student work, walkthroughs, evaluations, observations

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

Administration will review and analyze lesson plans using a lesson plan checklist to provide effective feedback.

#### Person Responsible

Aimee Leyva

#### Schedule

Monthly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, lesson plan checklists, student work

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

Lesson plans will be reviewed and analyzed with each informal walkthrough.

**Person Responsible**

Aimee Leyva

**Schedule**

Every 3 Weeks, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Lesson plans, lesson plan checklists

**G3.B1.S2** Teachers will incorporate visuals, such as graphs, and technology into lessons for students to draw and validate conclusions. 4

 S275382

**Strategy Rationale**

Students need to know how to interpret data as presented in a graph, draw conclusions, and validate those conclusions as part of the modeling standards.

**Action Step 1** 5

Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I and Geometry.

**Person Responsible**

Aishia McQueen

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Lesson plans, observations, evaluations, use of Khan Academy, use of Gizmos, student data



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

Administration will review and analyze teacher lesson plans using a lesson plan checklist to provide effective feedback.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Lesson plans, lesson plan checklists, student work

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Lesson plans will be reviewed and analyzed with each informal walkthrough.

**Person Responsible**

Aimee Leyva

**Schedule**

Every 3 Weeks, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Lesson plans, lesson plan checklists

**G4.** Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data-driven instructional support and differentiated instruction with a focus on Integration of Knowledge and Ideas and Craft and Structure, raising achievement levels in Language Arts and Reading from 47% to 52%. 1

G096656

**G4.B1** For English Language Arts, sufficient learning gains and learning gains for the lowest 25% were not made. Students in grade 9 struggled most with Integration of Knowledge and Ideas. Students in grade 10 struggled most with Craft and Structure. 2

B259968

**G4.B1.S1** Teachers will assist students in analyzing words, phrases, figurative meaning, and tone as it relates to the purpose of the content. 4

S275383

### Strategy Rationale

Students will need to continuously use context clues, break down words into prefixes and suffixes, and learn etymology, etc. to become more proficient with word meanings as it affects the purpose of a text.

### Action Step 1 5

Teachers will have students conduct close readings of different texts and ask them to make annotations focused on the use of words, phrases, figurative language, and tone.

#### Person Responsible

Aishia McQueen

#### Schedule

Biweekly, from 8/28/2017 to 6/6/2018

#### Evidence of Completion

Lesson plans, observations, evaluations, student work

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

The MTSS/RtI team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback and review lesson plans.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Lesson Plans, Assessments, Student Work

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Administration will analyze data to evaluate the effectiveness of the close reading strategy.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Summative: Results of District and State assessments, formal assessments (Edge and Pearson Realize)

**G4.B1.S2** Teachers will assist students in analyzing and determining supporting evidence for validity of reasoning presented in diverse media formats. 4

 S275384

### **Strategy Rationale**

Students will need to analyze information as presented in multiple formats to locate evidence to support the argument or counterargument presented by the author.

### **Action Step 1** 5

Students will analyze and synthesize informational text presented in multiple media formats using reading application strategies and higher order thinking skills.

#### **Person Responsible**

Aishia McQueen

#### **Schedule**

Monthly, from 8/28/2017 to 6/6/2018

#### **Evidence of Completion**

Observations, interim and informal assessment reports, Pearson Realize, Lesson Plans, Student Work

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Teachers will present students informational texts using various formats and have them analyze these formats in writing with evidence to support their claims.

#### **Person Responsible**

Aimee Leyva

#### **Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

#### **Evidence of Completion**

Lesson plans, observations, evaluations, student work, student data

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Student data will be analyzed to determine effectiveness of instructional strategy and modify delivery of instruction as needed.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Informal and formal assessments, evidence based writing, student work, observations

**G4.B1.S5** Teachers will have small group and differentiated instruction to target subgroups. 4

 S275387

**Strategy Rationale**

Research has shown that students learn better in small group settings and one-on-one, especially ELL or ESE students.

**Action Step 1** 5

Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.

**Person Responsible**

Aishia McQueen

**Schedule**

Every 3 Weeks, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Lesson Plans, Assessment Data, Data Analysis Protocol, Student Data Chats, Student Work

**Plan to Monitor Fidelity of Implementation of G4.B1.S5** 6

MTSS/Rtl team and administration will review data analysis protocols and student groupings to assure they are data based.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Data Analysis Protocols

**Plan to Monitor Effectiveness of Implementation of G4.B1.S5** 7

Administration will conduct data chats with teachers to analyze student data.

**Person Responsible**

Aimee Leyva

**Schedule**

Monthly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Data Analysis Protocols, Data Chats, Student Data Chats

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M398081	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/28/2017	Mid-Year Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/6/2018 monthly
G2.MA1 M398088	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/28/2017	Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/6/2018 biweekly
G3.MA1 M398093	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/28/2017	Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/6/2018 biweekly
G4.MA1 M398112	Informal and Formal assessments, observations, goal setting and data chats will be collected and...	Leyva, Aimee	8/28/2017	Interim Assessments, Teacher Made and Summative Assessments, Data Chat Forms, Goal Setting Charts, Teacher Evaluations	6/6/2018 biweekly
G1.B1.S1.MA1 M398079	Teachers will have data chats with the students and monitor for effectiveness by having them chart...	Leyva, Aimee	8/28/2017	Students grades, assessments, data analysis protocols, data chats, student data chats	6/6/2018 monthly
G1.B1.S1.MA1 M398080	Administration will check lesson plans and conduct walk throughs and observations to monitor for...	Leyva, Aimee	8/28/2017	Lesson plans, teacher evaluations, projects, and assessments	6/6/2018 weekly
G1.B1.S1.A1 A369589	Students will use a variety of sources to analyze and synthesize in order to get a better...	McQueen, Aishia	8/28/2017	Lesson plans, walk throughs, teacher evaluations, student work	6/6/2018 biweekly
G2.B1.S1.MA1 M398082	Science department head along with the science teachers will use data will to participate in data...	Leyva, Aimee	8/28/2017	Formal, informal and interim assessments, student data chats, Data Analysis Protocols	6/6/2018 monthly
G2.B1.S1.MA1 M398083	Science department head along with science teachers will monitor instruction and differentiated...	Leyva, Aimee	8/28/2017	Lesson plans, evaluations. student work, informal and formal assessments	6/6/2018 biweekly
G2.B1.S1.A1 A369590	Students will be given real-world examples around the themes and societal issues that include...	McQueen, Aishia	8/28/2017	Lesson plans, evaluations, observations, student work	6/6/2018 monthly
G3.B1.S1.MA1 M398089	Lesson plans will be reviewed and analyzed with each informal walkthrough.	Leyva, Aimee	8/28/2017	Lesson plans, lesson plan checklists	6/6/2018 every-3-weeks
G3.B1.S1.MA1 M398090	Administration will review and analyze lesson plans using a lesson plan checklist to provide...	Leyva, Aimee	8/28/2017	Lesson plans, lesson plan checklists, student work	6/6/2018 monthly
G3.B1.S1.A1 A369593	Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans,...	McQueen, Aishia	8/28/2017	Lesson plans, student work, walkthroughs, evaluations, observations	6/6/2018 weekly
G4.B1.S1.MA1 M398094	Administration will analyze data to evaluate the effectiveness of the close reading strategy.	Leyva, Aimee	8/28/2017	Summative: Results of District and State assessments, formal assessments (Edge and Pearson Realize)	6/6/2018 monthly
G4.B1.S1.MA1 M398095	The MTSS/RtI team will monitor school-wide data to ensure that instructional strategies are...	Leyva, Aimee	8/28/2017	Lesson Plans, Assessments, Student Work	6/6/2018 monthly
G4.B1.S1.A1 A369595	Teachers will have students conduct close readings of different texts and ask them to make...	McQueen, Aishia	8/28/2017	Lesson plans, observations, evaluations, student work	6/6/2018 biweekly
G2.B1.S2.MA1 M398084	Student data will be analyzed and used to differentiate instruction and provide remediation or...	Leyva, Aimee	8/28/2017	Student data, data chats, data analysis protocols, evaluations, observations	6/6/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1 M398085	Student lab journals will be reviewed by staff and administration for implementation of the...	Compton, Angela	8/28/2017	Student lab journals, student data, lesson plans, evaluations	6/6/2018 every-3-weeks
G2.B1.S2.A1 A369591	Teachers will incorporate inquiry-based instruction to facilitate student depth of knowledge...	McQueen, Aishia	8/28/2017	Lesson plans, student lab journals, evaluations, observations	6/6/2018 biweekly
G3.B1.S2.MA1 M398091	Lesson plans will be reviewed and analyzed with each informal walkthrough.	Leyva, Aimee	8/28/2017	Lesson plans, lesson plan checklists	6/6/2018 every-3-weeks
G3.B1.S2.MA1 M398092	Administration will review and analyze teacher lesson plans using a lesson plan checklist to...	Leyva, Aimee	8/28/2017	Lesson plans, lesson plan checklists, student work	6/6/2018 monthly
G3.B1.S2.A1 A369594	Teachers will incorporate visuals, supplemental materials, and interactive technology in order to...	McQueen, Aishia	8/28/2017	Lesson plans, observations, evaluations, use of Khan Academy, use of Gizmos, student data	6/6/2018 biweekly
G4.B1.S2.MA1 M398096	Student data will be analyzed to determine effectiveness of instructional strategy and modify...	Leyva, Aimee	8/28/2017	Informal and formal assessments, evidence based writing, student work, observations	6/6/2018 monthly
G4.B1.S2.MA1 M398097	Teachers will present students informational texts using various formats and have them analyze...	Leyva, Aimee	8/28/2017	Lesson plans, observations, evaluations, student work, student data	6/6/2018 biweekly
G4.B1.S2.A1 A369596	Students will analyze and synthesize informational text presented in multiple media formats using...	McQueen, Aishia	8/28/2017	Observations, interim and informal assessment reports, Pearson Realize, Lesson Plans, Student Work	6/6/2018 monthly
G2.B1.S3.MA1 M398086	Administration will meet with teachers to discuss, review, and analyze student data.	Leyva, Aimee	8/28/2017	Data analysis protocols, student data, formal assessments, informal assessments	6/6/2018 monthly
G2.B1.S3.MA1 M398087	Science lead teacher and science department will meet monthly to discuss problem-based learning...	McQueen, Aishia	8/28/2017	Lesson plans, evaluations	6/6/2018 monthly
G2.B1.S3.A1 A369592	Teachers will implement problem-based learning sessions in their lesson plans, focusing on genetics...	McQueen, Aishia	8/28/2017	Lesson plans, student work, evaluations, observations	6/6/2018 every-3-weeks
G4.B1.S5.MA1 M398098	Administration will conduct data chats with teachers to analyze student data.	Leyva, Aimee	8/28/2017	Data Analysis Protocols, Data Chats, Student Data Chats	6/6/2018 monthly
G4.B1.S5.MA1 M398099	MTSS/Rtl team and administration will review data analysis protocols and student groupings to...	Leyva, Aimee	8/28/2017	Data Analysis Protocols	6/6/2018 monthly
G4.B1.S5.A1 A369597	Teachers will group students based on data from state and district assessments keeping groups...	McQueen, Aishia	8/28/2017	Lesson Plans, Assessment Data, Data Analysis Protocol, Student Data Chats, Student Work	6/6/2018 every-3-weeks



## V. Professional Development Opportunities

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

**G3.** Our goal is to increase student achievement by improving students' skills in Algebra I and Geometry through data-driven instructional support and differentiated instruction with a focus on Modeling, raising achievement levels in Algebra I from 19% to 24% and in Geometry from 36% to 41%.

**G3.B1** In Algebra I student struggled most with Algebra and Modeling and in Geometry students struggled most with Modeling with Geometry.

**G3.B1.S2** Teachers will incorporate visuals, such as graphs, and technology into lessons for students to draw and validate conclusions.

### PD Opportunity 1

Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I and Geometry.

#### Facilitator

Roberto Rodriguez

#### Participants

Math Teachers

#### Schedule

Biweekly, from 8/28/2017 to 6/6/2018

**G4.** Our goal is to increase student achievement by improving students' skills in Language Arts and Reading through data-driven instructional support and differentiated instruction with a focus on Integration of Knowledge and Ideas and Craft and Structure, raising achievement levels in Language Arts and Reading from 47% to 52%.

**G4.B1** For English Language Arts, sufficient learning gains and learning gains for the lowest 25% were not made. Students in grade 9 struggled most with Integration of Knowledge and Ideas. Students in grade 10 struggled most with Craft and Structure.

**G4.B1.S1** Teachers will assist students in analyzing words, phrases, figurative meaning, and tone as it relates to the purpose of the content.

#### **PD Opportunity 1**

Teachers will have students conduct close readings of different texts and ask them to make annotations focused on the use of words, phrases, figurative language, and tone.

##### **Facilitator**

Amy Kelts

##### **Participants**

All core teachers

##### **Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**G4.B1.S2** Teachers will assist students in analyzing and determining supporting evidence for validity of reasoning presented in diverse media formats.

#### **PD Opportunity 1**

Students will analyze and synthesize informational text presented in multiple media formats using reading application strategies and higher order thinking skills.

##### **Facilitator**

Amy Kelts

##### **Participants**

All Content Area Teachers

##### **Schedule**

Monthly, from 8/28/2017 to 6/6/2018

**G4.B1.S5** Teachers will have small group and differentiated instruction to target subgroups.

**PD Opportunity 1**

Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.

**Facilitator**

Amy Kelts

**Participants**

ELA Teachers

**Schedule**

Every 3 Weeks, from 8/28/2017 to 6/6/2018

## 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	<b>Students will use a variety of sources to analyze and synthesize in order to get a better understanding of time periods and social climate in late nineteenth and early twentieth century life.</b>				<b>\$0.00</b>
2	G2.B1.S1.A1	<b>Students will be given real-world examples around the themes and societal issues that include cellular and molecular biology including genetic diversity loss, cancer, and bioengineering.</b>				<b>\$903.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	7060 - Everglades Preparatory Academy High School	UniSIG		\$903.00
			<i>Notes: Instructional Materials &amp; Supplies - Science manipulatives - students will utilize science manipulatives to minimize the identified barrier to proficiency - biology curriculum mastery class pack, 2 x \$100 = \$200, biology review class pack, 2 x \$100 = \$200, Heredity pack 2 x \$180 = \$360, classification kit 1 x \$100 = \$100, plus shipping &amp; handling \$43, total \$903</i>			
3	G2.B1.S2.A1	<b>Teachers will incorporate inquiry-based instruction to facilitate student depth of knowledge through labs and hands-on activities with an emphasis on the cross cutting concepts of cellular and molecular biology.</b>				<b>\$12,862.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	7060 - Everglades Preparatory Academy High School	UniSIG		\$12,862.00
			<i>Notes: Non Cap Furniture, Fixtures and Equipment - students will utilize lab supplies to minimize the identified barrier to proficiency - standard student microscopes (electrical), 50 x \$245 = \$12,250, plus shipping &amp; handling \$612, total \$12,862</i>			
4	G2.B1.S3.A1	<b>Teachers will implement problem-based learning sessions in their lesson plans, focusing on genetics and heredity.</b>				<b>\$3,977.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	7060 - Everglades Preparatory Academy High School	UniSIG		\$3,977.00
			<i>Notes: Instructional Materials &amp; Supplies - Science supplies - students will utilize lab supplies to minimize the identified barrier to proficiency - 3 D frog dissection models, 3 x \$128 = \$384, dissection kits, 50 x \$15 = \$750, dissection frogs, 2 x \$343 = \$686, dissection pans or trays, 50 x \$7 = \$350, human histology slide sets, 1 x \$368 = \$368, disease causing organism slides, 2 x \$150 = \$300, pellets to dissect, 2 x \$220 = \$440, trippensee planetarium, 2 x \$195 = \$390, trundle wheel 2 x \$60 = \$120, plus shipping &amp; handling \$189, total \$3,977</i>			
5	G3.B1.S1.A1	<b>Teachers will incorporate opportunities for writing and explanation of reasoning in lesson plans, assessments, and projects.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$500.00
			<i>Notes: Instructional Staff Training, Professional Services - One-Day math training on effective mathematics instruction in order to increase student achievement by improving skills in mathematics through data-driven instructional support and differentiated instruction</i>			
	6400	120-Classroom Teachers	7060 - Everglades Preparatory Academy High School	UniSIG		\$4,500.00
			<i>Notes: Instructional Stipend - for teachers attending the math training, estimate 15 teachers @ \$300 each = \$4,500</i>			
<b>6</b>	<b>G3.B1.S2.A1</b>	<b>Teachers will incorporate visuals, supplemental materials, and interactive technology in order to maintain student engagement and improve student understanding of modeling in Algebra I and Geometry.</b>				<b>\$149,372.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	7060 - Everglades Preparatory Academy High School	Title, I Part A		\$38,230.50
			<i>Notes: Intensive Math Teachers</i>			
	5100	510-Supplies	7060 - Everglades Preparatory Academy High School	UniSIG		\$7,088.00
			<i>Notes: Instructional Materials &amp; Supplies - Math manipulative supplies - students will utilize math manipulatives to minimize the identified barrier to proficiency - dry erase mats, set of 10, 3 x \$14 = \$42, protractors, set of 100, 1 x \$32 = \$32, compasses, set of 10, 3 x \$17 = \$51, clear 3-d geometry solids, set of 10, 3 x \$75 = \$225, 120 Texas Instruments Scientific Calculators, set of 30, 4 x \$550 = \$2,200, Texas Instruments graphing calculators, set of 10, 3 x \$1,400 = \$4,200, plus shipping &amp; handling \$338, total \$7,088</i>			
	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$2,495.00
			<i>Notes: Instructional Staff Training, Professional Services - One-Day Epson Brightlink Projector training to increase effective integration of technology in the classroom, \$2,495</i>			
	6400	120-Classroom Teachers	7060 - Everglades Preparatory Academy High School	UniSIG		\$4,500.00
			<i>Notes: Instructional Stipend - Teachers attending Epson training, estimate 15 teachers @ \$300 each = \$4,500</i>			
	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$2,300.00
			<i>Notes: Instructional Staff Training, Professional Services - One-Day Google Chrome Classroom &amp; Go Guardian Teacher training to increase effective integration of technology in the classroom, \$2,300</i>			
	6400	120-Classroom Teachers	7060 - Everglades Preparatory Academy High School	UniSIG		\$4,500.00
			<i>Notes: Instructional Stipend - Teachers attending the Chrome Classroom &amp; Go Guardian Teacher training, estimate 15 teachers @ \$300 each = \$4,500</i>			

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	5100	644-Computer Hardware Non-Capitalized	7060 - Everglades Preparatory Academy High School	UniSIG		\$68,153.00
			<i>Notes: Instructional Non Cap Computer Hardware - Chromebooks for students in the classroom to integrate technology in the curriculum, 247 chromebooks x \$269 = \$66,443, plus shipping &amp; handling \$1,710, total \$68,153</i>			
	5100	640-Furniture, Fixtures and Equipment	7060 - Everglades Preparatory Academy High School	UniSIG		\$10,744.00
			<i>Notes: Technology - Related Non Cap Furniture, Fixtures &amp; Equipment - 7 chromebook carts x \$545 = \$3,815, 12 MobiLAB charging cabinets to lock and store chromebooks in the classroom x \$389 = \$4,668, plus shipping &amp; handling \$2,261, total \$10,744</i>			
	5100	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$1,729.00
			<i>Notes: Instructional Professional Services - White glove service to set up chromebooks, 247 chromebook set up x \$7 = \$1,729</i>			
	5100	360-Rentals	7060 - Everglades Preparatory Academy High School	UniSIG		\$9,633.00
			<i>Notes: Instructional Software Annual Licenses - 247 chrome management license x \$26 = \$6,422 and 247 GoGuardian licenses x \$13 = \$3,211, total \$9,633</i>			
<b>7</b>	<b>G4.B1.S1.A1</b>	<b>Teachers will have students conduct close readings of different texts and ask them to make annotations focused on the use of words, phrases, figurative language, and tone.</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$1,500.00
			<i>Notes: Instructional Staff Training, Professional Services - One-Day language art training on My Perspectives curriculum in order to increase student achievement by improving skills in language art ad reading through data-driven instructional support and differentiated instruction</i>			
	6400	120-Classroom Teachers	7060 - Everglades Preparatory Academy High School	UniSIG		\$4,500.00
			<i>Notes: Instructional Stipend - Teachers attending My Perspective training, estimate 15 teachers @ \$300 each = \$4,500</i>			
<b>8</b>	<b>G4.B1.S2.A1</b>	<b>Students will analyze and synthesize informational text presented in multiple media formats using reading application strategies and higher order thinking skills.</b>				<b>\$92,511.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	7060 - Everglades Preparatory Academy High School	Title, I Part A		\$76,461.00
			<i>Notes: Intensive Reading Teachers</i>			
	5100	520-Textbooks	7060 - Everglades Preparatory Academy High School	UniSIG		\$8,600.00

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		<i>Notes: Textbooks - Edge A,B,C curriculum by National Geographic to support intensive reading, 30 student texts (A,B &amp; C levels)per grade level = 90 books x \$91 = \$8,190, plus shipping &amp; handling \$410, total \$8,600</i>				
	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$2,950.00
		<i>Notes: Instructional Staff Training, Professional Services - One-Day ELA training on Edge curriculum in order to increase student achievement by improving skills in language art ad reading through data-driven instructional support and differentiated instruction</i>				
	6400	310-Professional and Technical Services	7060 - Everglades Preparatory Academy High School	UniSIG		\$4,500.00
		<i>Notes: Instructional Stipend - Teachers attending Inside training, estimate 15 teachers @ \$300 each = \$4,500</i>				
<b>9</b>	<b>G4.B1.S5.A1</b>	<b>Teachers will group students based on data from state and district assessments keeping groups fluid and changing based on student needs.</b>				<b>\$54,206.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	7060 - Everglades Preparatory Academy High School	UniSIG	1.0	\$54,206.00
		<i>Notes: Instruction &amp; Curriculum Development, Instructional Coach (Benefits for this position will be paid by other funds)</i>				
					<b>Total:</b>	<b>\$324,831.50</b>