Everglades Preparatory Academy High School

2019-20 Schoolwide Improvement Plan

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Everglades Preparatory Academy High School

2251 E MOWRY DR, Homestead, FL 33033

[no web address on file]

Demographics

Principal: Aida Marrero

Start Date for this Principal: 9/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (53%) 2016-17: D (40%) 2015-16: C (42%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	76%

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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

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 postsecondary education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals and opportunities to participate in advanced programs.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Marrero, Aida	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. Work often includes attending school functions after hours, such as basketball games, concerts, plays, parent conferences, and school board meetings. Having a visible presence shows interest and dedication to students. Often problems arise which need immediate attention, such as a student disciplinary issue or a call from a worried parent whose child is struggling in the classroom.
McQueen, Aishia	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Whittle, Steven	Assistant Principal	The Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Daniel, Matthew	School Counselor	As an integral part of a school's instructional leadership team, the special education coordinator is responsible for overseeing programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities. With the goal of facilitating the special education processes that are needed to maximize the growth potential of

Name	Title	Job Duties and Responsibilities
		students with exceptional learning needs, special education coordinators are highly trained and experienced educators with specialized certification.
Sawh, Liza	Teacher, K-12	
Kelts, Amy	Teacher, K-12	
Rodriguez, Roberto	Teacher, K-12	
Compton, Angela	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	134	139	101	119	493
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	1	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	2	3	2	1	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	2	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	82	64	51	265

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	76	7	36	19	138

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
23

Date this data was collected or last updated
Tuesday 9/10/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	3	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	3	4	1	30
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	44	70	49	42	205

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	90	56	0	0	146

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	59%	56%	47%	56%	53%
ELA Learning Gains	51%	54%	51%	42%	51%	49%
ELA Lowest 25th Percentile	45%	48%	42%	21%	45%	41%
Math Achievement	23%	54%	51%	25%	47%	49%
Math Learning Gains	36%	52%	48%	24%	47%	44%
Math Lowest 25th Percentile	47%	51%	45%	24%	45%	39%
Science Achievement	50%	68%	68%	49%	63%	65%
Social Studies Achievement	63%	76%	73%	57%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Number of students enrolled	134 (0)	139 (0)	101 (0)	119 (0)	493 (0)
Attendance below 90 percent	0 ()	1 ()	1 ()	1 ()	3 (0)
One or more suspensions	2 (0)	3 (0)	2 (0)	1 (0)	8 (0)
Course failure in ELA or Math	4 (0)	2 (0)	0 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	68 (0)	82 (0)	64 (0)	51 (0)	265 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	42%	55%	-13%	55%	-13%
	2018	39%	54%	-15%	53%	-14%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	35%	53%	-18%	53%	-18%
	2018	45%	54%	-9%	53%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	47%	68%	-21%	67%	-20%
2018	39%	65%	-26%	65%	-26%
Compare		8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	71%	-10%	70%	-9%
2018	64%	67%	-3%	68%	-4%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	63%	-41%	61%	-39%
2018	22%	59%	-37%	62%	-40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	54%	-30%	57%	-33%
2018	47%	54%	-7%	56%	-9%
Compare		-23%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	39		19	33			36		82	
ELL	24	50	48	14	29	46	36	32		94	71
BLK	30	55		14	26			47		80	
HSP	40	50	45	22	35	48	50	65		92	58
WHT	58	53		42	56						
FRL	40	49	47	22	33	47	47	57		91	52
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	48	43	22	56	54	20	45			
ELL	24	50	58	35	51	53	42	36		62	62
BLK	23	44		17	46		33	44		100	8
HSP	45	60	60	37	53	60	39	67		80	39
WHT	50	46		54	64						
FRL	40	58	56	34	53	58	33	63		82	38

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	18		11	24	27	25			93	23
ELL	16	36	31	21	23	23	30	23		53	
BLK	30	32	10	6	16		27				
HSP	49	42	21	26	25	23	51	57		83	27
WHT	47	46		33	29					82	
FRL	41	39	20	24	23	21	42	52		79	25

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	552
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest 25 percentile in Math showed the least amount of growth with 47% proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math lowest 25th percentile went from 59% proficient in 2018 to 47% proficient in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math lowest 25th percentile

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA lowest 25th percentile made the greatest gains. We utilized the iReady supplemental program, with small group Title 1 instruction using Curriculum Associates LAFS.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The subgroup proficiency scores of students with disabilities fell below 41%. The school leadership team will work to support these students in making additional gains.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Need to increase the proficiency of students with disabilities. Currently 13% are proficient.
2. Need to increase Math Lowest 25th Percentile from 47% to at least 50%
3. Need to increase ELA learning gains from 69% to 74%
4. Need to increase ELA Lowest 25th Percentile from 71% to 74%
5. Need to increase Math Achievement from 71% to 74%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students in the lowest 25th percentile, including students with disabilities
Rationale	Last school year, 47% of the students in the lowest quartile were proficient in Math. This includes students with disabilities. Only 8% of students with disabilities were proficient.

State the measurable outcome the school plans to achieve	With specific intervention and progress monitoring, at least 55% of the lowest quartile will show proficiency in Math. This includes students with disabilities.
Person responsible for monitoring outcome	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy	Students identified in the lowest quartile will receive supplemental instruction based on iReady diagnostic data. Instructional staff will use evidence based instructional materials for remediation and intervention. Students will work to meet their "stretch" goal calculated through the iReady instruction and assessments. Instructional staff will monitor student growth checks and students will keep data notebooks, documenting their progress
Rationale for Evidence-based Strategy	Providing explicit instruction based on formative assessment is a research based, high effect strategy. According to John Hattie's research on the most influential strategies of student achievement, in addition to explicit instruction based on formative assessment, strategies of providing feedback and setting appropriately challenging goals are among some of the highest strategies for having the potential to accelerate student achievement

Action Step	
Description	1. The lowest 25th percentile in Math and ELA will be identified. SWD will be identified. 2. The leadership team will have data chats with the instructional staff to determine the plan of action and schedule supplemental instruction. 3. Instructional staff will meet with students after their first diagnostic and set learning goals with the students. 4. The leadership team will monitor growth checks,

	classroom data and will discuss the progress of this subgroup during data chats. 5. Instructional staff will provide explicit instruction and feedback to the students based on the formative assessments.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1- High Impact Instruction- Ensure that all students receive rigorous, standards-based instruction and supports. Teachers will plan and deliver a lesson that is aligned to the rigor of the standards, reflect the instructional shifts and integrate the FEAPs. Increase participation in AP, DE, and Academies with an increase in industry certification by 5%.

2- Collaborative Culture- Promote, support and sustain a positive school culture that involves all staff and students. Student Engagement will increase as evidenced by a 10% attendance improvement. A focus on learning through goal setting, an increase in a variety of earned privileges, increased use of alternatives to suspension and additional opportunities for students to take assessments with concordant scores to satisfy graduation requirements will be implemented to achieve this goal. Staff Engagement will increase as evidenced by improved attendance rates. Staff will provide each other with increased opportunities for fun at work and administration will increase celebrations of outstanding staff contributions. We will use grade-level data to discuss student needs, plan interventions for students and participate in professional development. *Our school will improve communication systems through calendar meetings, weekly parent phone messages, the use of a text-based app for family and community outreach and a weekly staff newsletter.

3- Data-Driven Decisions- Create, implement and monitor proactive systems and structures that ensure the needs of all students are met.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

EPA faculty diligently work to build positive relationships with families by increasing involvement and efforts to communicate the school's mission and vision, and keep parents informed of their child's progress. Parental involvement is crucial to a student's success. We offer parents and other interested stakeholders involvement through the following: Parent/teacher conferences as needed. An invitation for parents and members of the community to partner as volunteers on the School Advisory Council (SAC). Events- such as Orientation, ChromeBook Handout, Open House, Title I Annual Meeting, Donunts for Dads, Parent Homework Night, Language Arts/Reading Parent Meeting, sports events, awards ceremonies, and an ASPIRE Parent Breakfast, ASPIRE Parent Follow-Up Meeting, and Grade Transition Meeting. Teachers utilize a classroom website, Focus/Parent Portal, Canvas, Google Classroom, Email, and/or Remind 101 to communicate information or assignments to students and

parents. An IRIS alert communicates important alerts. The school website and Facebook Page and the school wide Remind 101 inform parents of school activities and events. The Parent Liaison maximizes involvement in each child's education by informing parents' of their child's educational strategies. EPA implemented a new Intervention and Enrichment course. The class is a stagnant regular 45 minute class period in the 7 period day. This amount of time provides the benefit of being able to offer authentic remediation to students who are struggling in a core subject area, and enrichment for all students. We have a rotating priority week so students have the opportunity to receive remediation in all core subjects. This class time will include Tier III intervention time. Students may request to go to intervention classes for a period of time, even if they are scheduled into enrichment classes. Through this structure, teachers will have smaller groups and establish good rapport with students.

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

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

EPA personnel implement a clearly defined process to determine the social and emotional needs of each student. EPA offers a Friends of Autism class/club to create peer mentors for autistic students to help them develop social skills, such as appropriate social language, and emotional regulation through modeling and interactions. EPA offers an ESE social skills class where students work on their social/emotional/behavioral IEP goals in a structured setting. Students are able to meet with their guidance counselor to discuss issues. Teachers refer students to their guidance counselor for immediate needs and/or concerns. Some students, through the MTSS Behavior Plan, are paired with mentors on campus to "check in" with them on a daily basis concerning school and social needs. EPA guidance department is engaged with students regularly for academic/personal issues including basic counseling services. There is an open door policy for all students. Students are assigned a guidance counselor so they can build a safe relationship with them. New students are introduced to students who can show them around the school. A Reflection Room is provided for students who need a cool down area. The instructor offers assistance and strategies to stay focused and work through any struggles they are having. Teachers can send students to this room as an alternative to discipline actions. Character development is provided to students through our ROAR initiative (Respectful, Open-Minded, Accountable, Ready-to-Learn). Teachers use different techniques to teach students proper behaviors that they may never have been exposed to before. A MFLAC Military counselor is available to insure the well-being of our military population. This counselor is to mentors and counsels military students, making transitions more seamless. Students are able to report anonymously if they do not feel safe, including bullying. The School Resource Officer also has an open door policy with students.

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

In order to support the incoming cohort of elementary students from various feeder schools, EPA hosts an orientation every May. We also provide an opportunity for incoming Autism students to tour the campus , and meet their teachers. All students explore the campus to familiarize themselves with the cafeteria, media center, and computer labs. After touring the campus students are given the opportunity to ask questions to ease their concerns about the transition to middle school. Teachers hosts several fun, educational summer camps that all students including rising 6th graders are able to attend. Also throughout the year EPA and the nearby elementary school hold several events to foster a relationship between the schools. One event that both schools have found successful is the Halloween Vocabulary Parade. While this event is for the whole school and not just the upcoming cohort, it does create a camaraderie between the schools that helps to ease the transition. For the outgoing 8th grade cohort , area high schools send representatives to EPA to help students pick classes and get started on the registration process. EPA also passes along information from high schools about open houses for incoming 9th grade students to visit the high schools with their parents.

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.

Policies ensure that school leaders have access to hire and retain qualified professional and support staff. A process is used to determine needed personal. Sustained fiscal resources are available to fund all positions necessary. Instructional time, material, and fiscal resources are focused on supporting the purpose and direction of EPA. School leaders work to secure resources needed to meet the needs of all students. School leaders demonstrate that these resources are allocated so that all students have equitable opportunities. Efforts toward continuous improvement of instruction and operations include achieving the school's mission and purpose. School leadership consists of one principal, assistant principal and administrative assistant who meet once a week. Administration sets clear expectations for maintaining a safe and healthy learning environment.
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or AtRisk provide financial assistance to educational programs in state operated institutions or community day programs. The program also provides financial assistance , which focus on the transition and academic needs of students returning from correctional facilities. Services are provided to schools through in person and online professional development opportunities. Title III Services are provided through the district for educational materials and support services to improve the education of immigrant and ELLs. Title III funds provide staff development opportunities to attend conferences, trainings, and participate in ESOL endorsement activities. Title X:Homeless Bay District Homeless program personnel are provided through Title X funds and offer homeless families contact to services and resources. Several parents at EPA provide supplies and clothing to help these families. EPA Guidance Counselors serve as a vital link to these families and community resources. Violence Prevention Programs:EPA's policy on "Bullying, Harassment, or Cyberstalking"- reviewed annually by the administrative and instructional staff.

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

EPA offers a Digital Art course to 9th grade. This course is designed to provide an overview of current business and information systems , and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. This course directly prepares students for the demands of high school technology and supports their transition to technology rich college programs and careers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students in the lowest 25th percentile, including students with disabilities	$0.00
		Total:	$57,816.00