

The School District of Palm Beach County

Everglades Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Everglades Preparatory Academy

360 E MAIN ST BLDG C, Pahokee, FL 33476

evergladesprep.com

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/15/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Everglades Preparatory Academy is to offer students and parents a non-traditional, smaller, innovative and challenging learning environment to meet the unique and diverse needs of its community.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Earsley, Linda	Principal	Principal Earsley oversees the development, execution and results of the School Improvement Plan. Principal Earsley establishes a SIP Leadership Team designed to ensure the needs of all student subgroups are addressed and that there is fiscal responsibility with the use of funds and alignment with Title I and other federal/state funded subgroups. Principal Earsley serves as the instructional leader ensuring a highly qualified instructional staff and promoting access to professional development opportunities that lead to improved instruction, collegiality and overall student achievement.
Stewart, Julie	Assistant Principal	As the Assistant Principal, Julie Stewart, supports Principal Earsley in her monitoring, evaluation and adjustments of the SIP plans and goals as needed to ensure alignment with the Title I Plan; fiscal responsibility, staff performance and student achievement.
Mendenhall, Nicole	ELL Compliance Specialist	As the ELL Contact, Ms. Mendenhall ensures EPA compliance with ELL district/state and federal requirements including assessing eligibility for ELL services and coordinating professional learning opportunities for instructional staff. The ELL Contact ensures that parents/families of ELL students are provided with timely information regarding their rights and services. The ELL contact ensures that all instructional staff are aware of the accommodations and strategies needed for each student and that this information is updated on all platforms such as ELlevation and TIDE for testing.
Colavecchio, Jeffrey	Teacher, ESE	As the ESE Contact, Mr. Colavecchio ensures EPA's compliance with IDEA and ensures that all ESE students are provided with a free and appropriate education under the law as required by their IEP. The ESE contact ensures that parents/families receive proper notification of meetings and are involved in the development of their child's IEP and transitional services as needed. The ESE contact ensures that all instructional staff are aware of the accommodations and strategies needed for each student and that this information is updated on all platforms such as EdPlan and TIDE for testing.
Franco, Jennifer	School Counselor	As the Certified School Counselor, Ms. Jennifer Franco ensures that students have access to academic counseling and career planning; as well as support for their social and emotional well-being. The Certified School Counselor collaborates with the School-Based Team, Caring First, parents/guardians and other community partners to ensure that students have equitable access to having their needs met.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

EPA's School Improvement Leadership Team and Title I Team include the Principal, Assistant Principal, ELL Contact, ESE Contact, Certified School Counselor, Board Member and at least one parent. EPA completes the annual Title I Comprehensive Needs Assessment Survey by gathering data from school-based staff, community members, parents and students. Through feedback surveys and meeting discussions EPA's SIP/Title I Leadership team developed the Schoolwide Plan and School Improvement Plan to meet the needs of the students in all subgroups during the 2023-2024 school year. It was noted that increased parent engagement was a critical factor in the success of the Schoolwide Plan and School Improvement Plan in the 2023-2024 school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

EPA's SIP/Title I School Leadership Team will regularly monitor that the plans are being implemented with fidelity and leading to success in both instructional performance and student achievement. The SIP/Title I Leadership team will ensure that appropriate evidences are maintained to document success. The SIP is a living document and will be refined/edited if the SIP/Title I Leadership Team identifies areas of weakness in the plan upon implementation or an increased need for resources to be reallocated to meet the needs of a particular subgroup based on on-going assessment data. The SIP/Title I Leadership Team will work closely with the SIP and Title 1 District support specialists to ensure timely and fiscally responsible implementation of SIP/Title I Resources. When a misalignment is recognized the team will work to conduct a root cause analysis and develop action steps toward improvement. The EPA SIP/Title I Leadership Team will maintain a culture of collegiality and shared decision making throughout the course of the school year. Monitoring methods will include lesson plan reviews, data analysis, classroom walkthroughs, student attendance data, student/teacher/administrative data chats, professional development and formal evaluations.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification	CSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	10	10	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	9	9	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	8	8	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	10	10	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	10	10

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	6	52	50	3	55	51	0		
ELA Learning Gains				17			13		
ELA Lowest 25th Percentile									
Math Achievement*	5	38	38	2	42	38	0		
Math Learning Gains				25			18		
Math Lowest 25th Percentile				40					
Science Achievement*	4	68	64	0	43	40	0		
Social Studies Achievement*	3	67	66	9	53	48	4		
Middle School Acceleration					46	44			
Graduation Rate	81	90	89	94	65	61	86		
College and Career Acceleration	27	71	65	17	69	67	26		
ELP Progress		40	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	126
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	81

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	207
Total Components for the Federal Index	9
Percent Tested	93
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	4	1
ELL	0	Yes	1	1
AMI				
ASN				
BLK	20	Yes	4	4
HSP	4	Yes	3	3

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	21	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL				
AMI				
ASN				
BLK	20	Yes	3	3
HSP	9	Yes	2	2
MUL				
PAC				
WHT				
FRL	21	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	6			5			4	3		81	27	
SWD	0			0			0	0			4	
ELL	0			0							2	
AMI												
ASN												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
BLK	12			4			6	0		20	6	
HSP	0			7			0	8			4	
MUL												
PAC												
WHT												
FRL	4			6			5	3		27	6	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	3	17		2	25	40	0	9		94	17	
SWD				0	29					83	30	
ELL												
AMI												
ASN												
BLK	0	0		0	35		0	15		90	16	
HSP	6	29		5	13		0	0				
MUL												
PAC												
WHT												
FRL	3	17		2	26		0	10		93	18	

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	0	13		0	18		0	4		86	26	
SWD	0	0						0		82		
ELL												
AMI												
ASN												
BLK	0	6		0	27		0	0		86	23	
HSP	0	23		0			0	10				
MUL												

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
PAC												
WHT												
FRL	0	13		0	18		0	4		86	27	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	4%	50%	-46%	50%	-46%
08	2023 - Spring	0%	47%	-47%	47%	-47%
09	2023 - Spring	8%	48%	-40%	48%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	10%	65%	-55%	55%	-45%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	46%	-46%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	48%	-41%	50%	-43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	50%	-50%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	63%	-58%	63%	-58%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	62%	-60%	63%	-61%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA had the lowest performance (32%) but the highest learning gains (9%). Lack of consistent student attendance was the main contributing factor (class tardies, early release, etc.) to ELA having lower performance. All EPA teachers would benefit from having additional training in how to implement appropriate accommodations and strategies for ESE, ELL and Migrant students. However; implementing the gradual release model and intensive supports has been challenging due to inconsistent student attendance. Hiring certified teachers has been challenging; however, during the 2023-2024 school year, all teachers are certified and have at least three years experience or more.

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

Both ELA (23%-32%) and math (38%-44%) showed gains. EPA has hired all certified instructional staff that have experience. This has resulted in gains in both ELA and Math and no declines. However, students in all targeted subgroups- ESE, ELL and Migrant are still performing below the district and state level. Factors that contribute to this include additional training needed for teachers in how to effectively and consistently provide accommodations and implement strategies that support the needs of ESE, ELL and Migrant students. Teachers also need additional training in the BEST Standards for reading and math. Teachers/students would benefit from cross-curricular lesson plan and utilizing standard templates for writing instruction throughout the campus.

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.

Both ELA and Math showed a significant gap between the school and state average. However, both ELA and Math data shows that our student achievement is trending positively towards closing the gap. For EPA, the ELA percentage was 17.5% and the state average was 54%; a difference of 36.5%. For math the average was 25% for EPA and the state average was 58.2%; a difference of 33.2%.

The greatest factor that contributed to this gap was student attendance. Students that do not consistently attend school missed key instructional lessons (class tardies, early release, etc.)

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

ELA showed the most improvement going from 23% to 32%. The ELA department implemented the BEST Standards, engaged students in their own progress monitoring, used the gradual release model for instruction, used paper-based learning activities, teacher-made resources that are aligned to the BEST standards, and student portfolios. EPA also held quarterly parent conferences to discuss student progress and individualized plans of action for each student.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance is the main area of concern. This includes tardies, early release and absences. In addition, most students that register at Everglades Prep Academy come in with an academic deficit and have consistently scored level 1 and 2 in the area of reading and math at their prior academic institution. Many students are also overage for grade and are in need of credit recovery courses. 20.6% of EPA's student population is migrant; resulting in fluctuating attendance based on seasonal crops.

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

The highest priorities for EPA are to 1) ensure that student attendance is consistent (class tardies, early release, etc.) 2) teachers use data to drive instruction 3) students receive remedial supports through intensive tutoring 4) ELL and ESE students' needs are met with appropriate strategies and accommodations. EPA admin and staff will work to ensure that attendance (1) increases via calling parents/guardians when students are not in school, referring students to School-Based Team and conducting home visits as necessary. EPA admin and staff will engage in collegial planning and team huddles (2) weekly to ensure that instruction is based on current data (FAST Progress Monitoring Data, SAT/ACT data, PM Unfy Data- FSQs and USAs, etc.). EPA admin and teachers will conduct data chats with Teachers will conduct remedial tutorial services (3) after school for students in target groups such as migrant, lowest 25%, and ESE. EPA Admin and staff will work closely with the ELL and ESE (4) district support specialists to ensure compliance with procedural guidelines and implementation of strategies and accommodations on campus. EPA Admin and staff will engage in professional learning related to ESE/ELL strategies and accommodations.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Consistent student attendance is identified as a crucial for student achievement for all subgroups. Student attendance is a significant concern across all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As evidenced by quarterly reviews, EPA will increase its student attendance rate for all subgroups by 3% at each quarterly check; resulting in an overall attendance rate increase from 75% to 87%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All students will be placed on an attendance contract, students with attendance concerns will be referred to the School-Based Team for problem-solving, parent/guardian conferences will be held quarterly to discuss academic progress and attendance, teachers will maintain accurate daily attendance logs and enter this data into TeacherEase, the student information portal, which will alert parents/guardians to their child's absences. Administration will follow the truancy policy of the School District of Palm Beach. The parent liaison will be charged with following up with students that have attendance concerns, building relationships with their parent/guardians and conducting home visits as needed. The parent liaison will maintain a log of phone calls and home visits.

Person responsible for monitoring outcome:

Linda Earsley (linda.johnson-earsley@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A parent liaison will be assigned to monitor attendance for those students identified as habitually absent or truant. The parent liaison will conduct home visits and review attendance data with parents/guardians and work to develop plans of action to increase attendance and student stamina for learning during the school day.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data from attendanceworks.org indicates that having a parent liaison to track and monitor attendance can positively impact overall student attendance and build school/student/family relationships.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

EPA teachers will take daily attendance. This attendance data will be synthesized and analyzed monthly. Students with unsatisfactory attendance will be placed on an attendance contract and will be referred to

the School-Based Team for review and problem solving. The EPA parent liaison will conduct home visits, make parent phone calls, and incentivize student attendance. Attendance consequences will be based on a tiered system. Students that have three (3) consecutive days absent within a quarter will receive an email/phone call home. Students that accumulate five (5) consecutive days within a quarter will be required to have a parent/guardian conference. Students that accumulate 7-10 unexcused absences within a quarter, consecutive or not, will be placed on an attendance contract and be in danger of being withdrawn.

EPA admin and staff will collaborate with the Department of Safe Schools to implement school-wide PBS strategies that include a focus on attendance.

Person Responsible: Linda Earsley (linda.johnson-earsley@pbcharterschools.org)

By When: Attendance will increase from a monthly average of 75% to 87% by May 2024 and will be reviewed quarterly to ensure we are on track towards a positive trend.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

EPA will achieve at least 3% learning gains in ELA and math by June 2024.

100% of EPA students are categorized as Economically Disadvantaged.

20.6% of EPA students are categorized as Students with Disabilities.

20.6% of EPA students are Migrant.

ELA-

During the 2021-2022 school year, students scored as follows as it relates to ELA:

Level 1- 90.6% Total Students; 90.6% Economically Disadvantaged; 87% SWDs; 93% Migrant; 84.6% Black; 94.4% Hispanic

Level 2- 6.3% Total Students; 6.3% Economically Disadvantaged; 8.3% SWDs; 0% Migrant; 15.4% Black; 0% Hispanic

Level 3- 3.1% Total Students; 3.1% Economically Disadvantaged; 4.2% SWDs; 6.7% Migrant; 0 % Black; 5.5% Hispanic

Math-

During the 2021-2022 school year students scored as follows as it relates to math:

Level 1- 97.9% Total Students; Economically Disadvantaged 97.8%; 100% SWDs; 92.3% Migrant; 100% Black; 95% Hispanic

Level 2- 0% Total Students; Economically Disadvantaged 0%; 0% SWDs; 0.0% Migrant; 0% Black, 0% Hispanic

Level 3- 2.1% Total Students; Economically Disadvantaged 2.2%; 0% SWDs; 7.7% Migrant; 0% Black, 5% Hispanic

There is a significant gap between the performance of students at EPA and the District and State.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, EPA will achieve a 3% learning gain in ELA, moving from 32% to 35% and 3% learning gain in math moving from 44% to 47%; as it relates to the total student population.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA:

Learning gains will be monitored by quarterly data chats with students/teachers/parents, progress monitoring tools such as FSQs, USAs, FAST Reading, SAT/ACT, NoRed Ink (grammar), Top Score (writing) and ReadingPlus data.

Math:

Learning gains will be monitored by quarterly data chats with students/teachers/parents, progress monitoring tools such as FSQs, USAs, FAST Math , SAT/ACT, Mathia and Delta Math.

Person responsible for monitoring outcome:

Julie Stewart (julie.stewart@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

EPA will provide Intensive tutorials in reading and math targeting migrant students, ELL/ESE students and the lowest 25%. Teachers will implement learning via the gradual release model ensuring that students have the opportunity for direct instruction, practice with peers, individual practice and informal and formal assessments.

ELA:

Students will maintain a Student Portfolio of their work samples and learning resources to use as guidance. EPA students will use ReadingPlus weekly with a goal of increasing their usage and conducting data chats with students to understand how their ReadingPlus usage correlates to their reading performance.

Math:

Manipulatives will be used with a focus on scientific calculators approved for testing. Many expressed that they were not familiar with calculator functions.

ESE/ELL Accommodations are listed for all students in a collective, confidential drive for staff access.

All students requiring intensive supports (tier 2 or 3) are reviewed to the School-Based Team for problem solving. The School-Based Team includes administration, the lead teacher, certified school counselor, all instructional staff, the BIA, district school psychologist and ELL/ESE/Migrant district support specialists as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All of the targeted subgroups for ESE, ELL and Migrant students are impacted by the early warning signs of being level 1 and/or level 2 in reading and/or math. Intensive, differentiated instruction through tutorials, small groups, manipulatives and the gradual release model allow for teachers to have one/one, small group interaction with students that meets their specific needs in a low-risk environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

EPA staff will identify targeted students- ESE, ELL, and migrant students not on track for graduation by September. EPA staff will review student progress monitoring data during School-Based Team Meetings and with the consultation of district support specialists in ESE, ELL and Migrant. EPA staff will engage the parent/guardians of all ESE/ELL and migrant students in progress monitoring meetings no later than the end of September. ELA will implement after school tutorials at least 3 days per week beginning in September and/or to target specific tests such as the upcoming SAT/ACT. Migrant students will participate in tutorials 3 times per week up to 60 hours. ELL and ESE students will be provided appropriate accommodations during testing. ELL and ESE students will be provided with and practice using these accommodations during regular class time. The attendance of ESE, ELL, and migrant students will be monitored.

Person Responsible: Julie Stewart (julie.stewart@pbcharterschools.org)

By When: Learning gains of 3% in reading/math will be reached by FAST Progress Monitoring 3 in May 2024. A positive trend should be evident during progress monitoring 2.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Principal Earsley selected the members of the EPA SIP Leadership team to work in collaboration with school and district stakeholders, as well as the EPA board to ensure that school improvement funds are allocated and utilized based on the needs of EPA students. The EPA SIP Leadership team attends support sessions provided by the district's Title I and School Improvement Department specialists; along with other federal/state programming district departments to ensure appropriate use of resources as evidenced by on-going monitoring and documentation.

The School Improvement Plan is carefully reviewed and approved by the School Advisory Council, the Charter Office Team, and the Office of School Improvement to ensure an alignment between the Title I Schoolwide Plan and School Improvement Plan and other grant-funded plans or allocations; ultimately leading to continuous school improvement.

Resources and allocations for EPA will be focused on:

1. Parent Liaison to support consistent student attendance leading to more access to instructional time.
2. Professional development to support instructional leadership. Teachers and support staff will attend on-going professional development related to ESE, ELL, Migrant, MTSS and PBS. Teachers will participate in professional development sessions specific to their curriculum area via virtual webinars, district-provided professional development, one-one coaching via consultants, conferences and curriculum support from the lead teacher and administration.
3. High quality substitutes to cover teachers who are engaging in professional development.
4. Regular review and support meetings will be scheduled with the district ESE, ELL, Migrant, MTSS and PBS support specialists to ensure compliance and feedback regarding EPA's practices.
5. Supplies will be purchased to support instruction.
6. Technology that enhances engagement in the classroom. Teachers will receive mobile presentation carts that allow for interactive engagement between the teachers and students.
7. Collegial planning will occur no less than twice per week.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

EPA's School Improvement Plan will be posted on the school's website and distributed to families and students via the student/parent information portal entitled TeacherEase. EPA's SIP will also be shared and reviewed with parents/families at Parent and Family Engagement meetings throughout the school year. A summary of the SIP will be available to parents in at least 4 languages. EPA parents, guardians and stakeholders will have input into the SIP during the Comprehensive Needs Assessment Title I process in the Spring; and throughout the school year. The goals written in the SIP will be a standing agenda item on all faculty and staff agendas and parent meetings; to ensure that EPA is constantly revisiting the goals and ensuring that there is a positive trend towards reaching them.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Everglades Preparatory Academy builds positive relationships with parents, families and other community stakeholders via monthly Parent and Family Engagement Meetings. Meetings are held both in person and virtually to accommodate parent/guardian schedules. Parents and guardians are invited to quarterly progress report meetings to review their child's academic progress. EPA also utilizes postage to mail students/families their academic progress including SBT/ESE meeting notifications and academic data such as attendance and testing data. EPA utilizes a Parent Liaison to communicate with parents/guardians and conduct home visits as necessary to ensure consistent student attendance. Students that are in need of additional resources and support to create a healthy home-school balance are referred to the school counselor for support in finding additional resources and may be referred to Caring First to find additional resources and community agencies.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

EPA will implement after school tutorials at least three times a week beginning in September. EPA teachers will conduct data chats at least quarterly with their students. EPA administration will conduct data chats at least quarterly with teachers. Teachers will use progress monitoring tools such as the FAST Math and Reading Progress Monitoring (3 sessions), SAT/ACT, and FSQs and USAs in Performance Matters to assess their students progress and make instructional decisions. EPA will have an active School-Based Team that meets weekly to problem-solve students' academic, attendance and behavioral concerns. EPA students will have access to a certified school counselor who will assist with college and career readiness plans and collaborate with outside agencies such as CareerSource, branches of the military, local businesses and post secondary schools such as Palm Beach State.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

EPA works in collaboration with the School District of Palm Beach County's Migrant Education, ELL Education, McKinney Vento Department, ESE Education Department and the Department of Safe Schools. EPA is amending its charter to include the CTE career pathway, Agritechnology; which is based on the industry needs of the rural community where EPA is located. EPA collaborates with community partners such as Families First, CareerSource, Florida Crystals and Palm Beach State TRIO and Junior Achievement to encourage and promote college and career readiness. EPA hosts an annual career fair in the spring to expose students to post secondary options for both education and work.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

EPA has a certified school counselor on staff. EPA utilizes Caring First to identify appropriate resources for students in need of services. EPA collaborates with district support specialists in the areas of ESE, ELL, Migrant Education, PBS/Safe Schools and MTSS. EPA's school counselor participates in the district's weekly meeting for school counselors and attends district-provided trainings. Students that need support services can self refer as needed; and/or parents/guardians and EPA staff can refer. The EPA Certified School Counselor hosts social-emotional skill groups based on the needs of students. EPA also works with several community organizations that provide mentoring support such as Student ACEs, Palm Beach State TRIO, Junior Achievement and military branches such as the U.S. Army and Marines.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

EPA students are supported by Palm Beach State TRIO and receive assistance with FAFSA completion and application submission. EPA administers the ASVAB and allows military recruiters to visit campus. EPA students participate in activities such as the annual career fair and college tours. CareerSource actively supports EPA students in job-skills training and job placement through their summer youth internship programs. EPA partners with Student ACEs which provides after school tutoring and mentoring services for students in the Glades area. Beginning in the 2023-2024 school year, EPA is amending its charter to implement the CTE career pathway, Agritechnology; which is based on the local workforce needs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

EPA has a fully functioning School-Based Team and provides tiered support to students in need of behavioral supports. EPA implements progressive discipline strategies and seeks to become a model PBS school in the future. EPA is working collaboratively with the Department of Safe Schools to ensure CHAMPs training for all staff and PBS training to begin full scale implementation of PBS strategies on the EPA campus. The School-Based Team meets weekly to problem solve academic, behavioral and attendance concerns. All instructional staff, administration, the ELL and ESE contact, and Certified School Counselor participate as part of the team. The district ESE support specialist, school psychologist and contracted SLP participate as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers complete an individualized professional development plan by October 1st of each school year. Administration conducts informal walkthroughs regularly and provides both formal and informal feedback. All teachers participate in weekly professional development activities via Team Huddles. Teachers also receive individualized professional development via the lead teacher and campus instructional experts, district professional development opportunities, conferences, and virtual webinars as needed. All new teachers, within their first three years of teaching, are paired with a clinical educator and complete the Beginning Teacher Program as applicable. EPA admin and staff engage in on-going collegial planning that results in improved instructional performance and student achievement as evidenced by teacher evaluations and student achievement data that continues to trend positively.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$50,724.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3398 - Everglades Preparatory Academy	UniSIG	1.0	\$46,000.00
			Notes: Salary for Parent Liaison: will work to bridge the communication between school and home by helping families get the information, help and support they need to ensure their child's academic and social success in school. 1.0 FTE x \$46,000. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$3,519.00
			Notes: Benefits for Parent Liaison: \$46,000 * 7.65% benefits = \$3,519. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$545.00
			Notes: Supplies for parent engagement: Paper, Ink (Black and color) = \$545. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$660.00
			Notes: Postage for Parent meeting invitation, testing data and progress monitoring reports. 10 rolls x \$66 = \$660.00. SDPBC Code 397 - Charter School Reimbursement.			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$20,526.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$654.80
			<i>Notes: Instructional Supplies: Pens, pencils, paper, Ink (black and color). Total = \$654.97 SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$4,390.00
			<i>Notes: Mobile Device: Mobile Smart Board to be used to enhance instruction in Math and Reading. Total = 1 x \$4,390. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG	0.08	\$4,440.00
			<i>Notes: Teachers will provide tutorial services in ELA, Math, Social Studies and Science for students in grades 8-121 afterschool. Certified teacher salaries - 4 teachers x 3 day per week x 1 hour x 10 weeks x \$37 per hour = \$4,440. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$340.00
			<i>Notes: Benefits for Tutoial: \$4,440 * 7.65% benefits = \$340. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$2,068.80
			<i>Notes: Staff will attend the Florida Charter School conference to receive updates on state statutes related to school-based instruction and curriculum and leadership development to coach and mentor teachers. Out-of-County Travel: \$300 registration x \$134 transportation x \$400 lodging x \$200 per diem = \$1,034 x 2 attendees = \$2,068.80. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$1,134.40
			<i>Notes: Staff will attend Just Read Florida Conference to receive literacy instructional strategies. Out-of-County Travel: \$400 registration x \$134.40 transportation x \$400 lodging x \$200 per diem = \$1,134.40. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$6,965.00
			<i>Notes: PD Substitutes to allow staff to attend training and provide instructional coaching and train the trainer supports. Salary: 35 days x \$199 per day = \$6,965. SDPBC Code 397 - Charter School Reimbursement.</i>			
	5100	390	3398 - Everglades Preparatory Academy	UniSIG		\$533.00
			<i>Notes: BBenefits for PD Subs = \$6,965 * 7.65% benefits = \$533. SDPBC Code 397 - Charter School Reimbursement.</i>			
Total:						\$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No