
Title I Comprehensive Schoolwide Plan
EVERGLADES PREPARATORY ACADEMY (3398)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on InSight #2, 65% of the students (57 total) who completed the Reading Plus InSight #1 and #2 assessments are five or more years below grade level.

2. List the root causes for the needs assessment statements you prioritized.

At least 75% of the student population reads below grade level according to reading data such as ReadingPlus, FSA/BEST and SAT/ACT scores. This leads to large class sizes in reading and makes it difficult for the teacher to attend to small group instruction. Additionally, during the SY23 school year, Everglades Preparatory Academy was not able to secure a certified reading teacher to teach the intensive reading classes. Over 33% of EPA students are classified as Exceptional Student Education students needing additional accommodations to support their learning. EPA will use Title I funds to provide frequent and updated information to parents regarding their child's academic progress via personalized mailers and after school training opportunities.

3. Share possible solutions that address the root causes.

Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified reading teachers via Carnegie Learning. EPA will seek to hire at least one intensive reading teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of reading and exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support ELA?

? Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) o Student present at meeting to walk through the programs and data ? Family data chat Access to the Student and Family State Testing Portal, TeacherEase Student and Parent Portal, Progress reports, data chats, mailers, parent conferences.

- **Parent Training**

? Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will... EPA instructors will provide optional "office hours" and appropriate interventions to support students in need of additional instructional support. o Parent walk-up meetings o Small groups with students ? EPA instructors will engage parents regularly through progress reports, parent conferences and other parental involvement opportunities. o Parent walk-up meetings ? EPA administrators need to have honest conversations with parents about student progress. o Students not attending class

- **Students**

? Students will... ? I will be prepared and ready for learning daily. ? If I am absent from class, I will complete any missed assignments within the required time frame. I understand that I am allowed one day per absence to complete make-up assignments. ? I will ensure that I am in an appropriate learning space with limited distractions (noise, people, etc.) while completing homework or projects at home. ? I will not engage in distracting behaviors that will negatively impact my teacher's ability to teach or the learning of myself/others during instruction. This includes adhering to the expectation that my cell phone/headphones are off and not visible during instruction.

- **Parents**

Parents will... ? I will assist my child in ensuring that they arrive to school on (setting the alarm, going to bed early, logging into/attending class on time). ? I will contact the school if my child/children are not able to attend school due to illness or other reason(s) and ensure that they complete any missed assignments within the required time frame. Students are allowed one day per absence to complete make- up assignments. ? I will engage with my child/children's teachers regularly regarding their academic, behavioral and social-emotional progress. ? I will ensure that there is an area in my home that has limited distractions (noise, people, etc.) for my child to complete homework and other assignments while off-campus. ? I will participate in parent involvement activities provided by the school including the monthly Parent and Family Engagement Meetings and scheduled parent/guardian conferences.

- Staff Training

? Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) o Strategies to cite text-based evidence o Writing frameworks o Communicate reading data

- Accessibility

? Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on Algebra 1 Midterm, 35% (total 55 students) took the Midterm Exam; the average score was 21%. Based on Geometry Midterm, 76% (total 38 students) took the Midterm Exam; the average score was 18%.

2. List the root causes for the needs assessment statements you prioritized.

Everglades Preparatory Academy math data via Carnegie Learning, FSA/BEST EOC data and SAT/ACT indicates that most students are below grade level in math. At least 75% of the student population reads below grade level according to reading data such as ReadingPlus, FSA/BEST and SAT/ACT scores. This leads to a large number of students taking core math classes as credit recovery. Over 33% of EPA students are classified as Exceptional Student Education students needing additional accommodations to support their learning.

3. Share possible solutions that address the root causes.

Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified math teachers via Carnegie Learning. EPA will seek to hire at least one additional intensive math teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support Math?

- Communication

Access to the Student and Family State Testing Portal, TeacherEase Student and Parent Portal, Progress reports, data chats, mailers, parent conferences.

- Parent Training

? Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) o BEST Standards Training

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

School will... Math Instructors will provide optional “office hours” and appropriate interventions to support students in need of additional instructional support. o Parent walk-up meetings o Small groups with students ? Math instructors will engage parents regularly through progress reports, parent conferences and other parental involvement opportunities. o Parent walk-up meetings ? Math administrators need to have honest conversations with parents about student progress. o Students not attending class

- Students

Students will... ? I will be prepared and ready for learning daily. ? If I am absent from class, I will complete any missed assignments within the required time frame. I understand that I am allowed one day per absence to complete make-up assignments. ? I will ensure that I am in an appropriate learning space with limited distractions (noise, people, etc.) while completing homework or projects at home. ? I will not engage in distracting behaviors that will negatively impact my teacher’s ability to teach or the learning of myself/others during instruction. This includes adhering to the expectation that my cell phone/headphones are off and not visible during instruction.

- **Parents**

Parents will... ? I will assist my child in ensuring that they arrive to school on (setting the alarm, going to bed early, logging into/attending class on time). ? I will contact the school if my child/children are not able to attend school due to illness or other reason(s) and ensure that they complete any missed assignments within the required time frame. Students are allowed one day per absence to complete make- up assignments. ? I will engage with my child/children's teachers regularly regarding their academic, behavioral and social-emotional progress. ? I will ensure that there is an area in my home that has limited distractions (noise, people, etc.) for my child to complete homework and other assignments while off-campus. ? I will participate in parent involvement activities provided by the school including the monthly Parent and Family Engagement Meetings and scheduled parent/guardian conferences.

- **Staff Training**

? Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) o BEST Standards Training

- **Accessibility**

? Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

EPA science data indicates that a significant amount of students perform below grade level on state and national science assessments.

2. List the root causes for the needs assessment statements you prioritized.

EPA students have had limited exposure based on their rural location. A significant number of EPA students are below grade level in the areas of math and reading. Everglades Preparatory Academy math data via Carnegie Learning, FSA/BEST EOC data and SAT/ACT indicates that most students are below grade level in math. At least 75% of the student population reads below grade level according to reading data such as ReadingPlus, FSA/BEST and SAT/ACT scores. This leads to a large number of students taking core math classes as credit recovery. Over 33% of EPA students are classified as Exceptional Student Education students needing additional accommodations to support their learning.

3. Share possible solutions that address the root causes.

EPA will provide students with increased opportunities for experiential learning. Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified math/reading teachers via Carnegie Learning. EPA will seek to hire at least one additional intensive math teacher/reading teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of reading across the curriculum and exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support Science?

• Communication

School will... Science Instructors will provide optional "office hours" and appropriate interventions to support students in need of additional instructional support. o Parent walk-up meetings o Small groups with students ? Science instructors will engage parents regularly through progress reports, parent conferences and other parental involvement opportunities. o Parent walk-up meetings ? Science administrators need to have honest conversations with parents about student progress. o Students not attending class

• Parent Training

? Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) ? FSA Standards

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will... Math Instructors will provide optional “office hours” and appropriate interventions to support students in need of additional instructional support. o Parent walk-up meetings o Small groups with students ? Math instructors will engage parents regularly through progress reports, parent conferences and other parental involvement opportunities. o Parent walk-up meetings ? Math administrators need to have honest conversations with parents about student progress. o Students not attending class? School will...provide innovative field trip opportunities for students and exposure to experiential learning. School will collaborate with organizations such as PBC 4H to assist in providing experiential learning activities.

- **Students**

Students will... ? I will be prepared and ready for learning daily. ? If I am absent from class, I will complete any missed assignments within the required time frame. I understand that I am allowed one day per absence to complete make-up assignments. ? I will ensure that I am in an appropriate learning space with limited distractions (noise, people, etc.) while completing homework or projects at home. ? I will not engage in distracting behaviors that will negatively impact my teacher’s ability to teach or the learning of myself/others during instruction. This includes adhering to the expectation that my cell phone/headphones are off and not visible during instruction. Students will...participate in innovative field trips and experiential learning .

- **Parents**

Parents will... ? I will assist my child in ensuring that they arrive to school on (setting the alarm, going to bed early, logging into/attending class on time). ? I will contact the school if my child/children are not able to attend school due to illness or other reason(s) and ensure that they complete any missed assignments within the required time frame. Students are allowed one day per absence to complete make- up assignments. ? I will engage with my child/children’s teachers regularly regarding their academic, behavioral and social-emotional progress. ? I will ensure that there is an area in my home that has limited distractions (noise, people, etc.) for my child to complete homework and other assignments while off-campus. ? I will participate in parent involvement activities provided by the school including the monthly Parent and Family Engagement Meetings and scheduled parent/guardian conferences. Parents will...enforce their child’s school attendance and participation in field trips and experiential learning opportunities.

- **Staff Training**

? Participate in DIL meetings provided by the district

- **Accessibility**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

23/37 or 62% percent of EPA students who attempted the U.S. History EOC earned a level 1 score on their previous assessment. Only 6/37 students (16%) at EPA have earned a passing score on the U.S. History EOC, level 3 or above considered mastery.

2. List the root causes for the needs assessment statements you prioritized.

3. Share possible solutions that address the root causes.

Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified math and reading teachers via Carnegie Learning. EPA will seek to hire at least one additional intensive math teacher and intensive reading teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of math, reading and exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Access to the Student and Family State Testing Portal, TeacherEase Student and Parent Portal, Progress reports, data chats, mailers, parent conferences.

- Parent Training

? Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) o Standards training

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

? School will...provide high quality curriculum/lessons that include experiential learning opportunities.

- Students

? Students will...participate fully in high quality lessons that include experiential learning and attend class regularly.

- Parents

? Parents will...enforce their child's school attendance and monitor progress via TeacherEase.

- Staff Training

? Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) o Participate in district DII trainings o Consultant support

- Accessibility

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

To date no students are eligible for accelerated opportunities such as dual enrollment.

2. List the root causes for the needs assessment statements you prioritized.

A significant number of EPA students are below grade level in the areas of math and reading and are currently working towards credit recovery which makes them ineligible for accelerated learning options such as dual enrollment.

3. Share possible solutions that address the root causes.

EPA will use Title I funds to increase parent and student awareness in accelerated learning opportunities via flyers, mailers, phone calls, the TeacherEase Student and Parent Portal, and onsite and virtual presentation opportunities by community partners such as Palm Beach State. Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified math and reading teachers via Carnegie Learning. EPA will seek to hire at least one additional intensive math teacher and intensive reading teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of math, reading and exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

Access to the Student and Family State Testing Portal, TeacherEase Student and Parent Portal, Progress reports, data chats, mailers, parent conferences. Virtual and face/face meetings provided by Palm Beach State regarding dual enrollment opportunities.

• Parent Training

? Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) o Trainings provided by Palm Beach State regarding dual enrollment/ FAFSA/enrollment o Trainings/Parent Meetings specific to juniors/seniors

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

? School will...provide students with high quality instruction and exposure to learn about accelerated opportunities such as dual enrollment with Palm Beach State.

- **Students**

? Students will...attend orientations and awareness meetings to learn more about accelerated learning options.

- **Parents**

? Parents will...encourage their child to learn about and participate in accelerated learning opportunities.

- **Staff Training**

? Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Acceleration) ? Trainings provided by Palm Beach State regarding dual enrollment/ FAFSA/enrollment ? Trainings/Parent Meetings specific to juniors/seniors

- **Accessibility**

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

81% Graduate Rate.

2. List the root causes for the needs assessment statements you prioritized.

A significant number of EPA students are below grade level in the core areas of reading and math and have difficulty meeting the math and reading graduation requirement via the FSA, SAT, ACT and/or BEST. Most EPA students are working towards credit recovery coursework.

3. Share possible solutions that address the root causes.

EPA will use Title I funds to increase parent and student awareness regarding graduation requirements via flyers, mailers, phone calls, the TeacherEase Student and Parent Portal, and onsite and virtual presentation opportunities by community partners such as Palm Beach State. Everglades Preparatory Academy will use a portion of Title 1 Funds to provide in school tutorial services by certified math and reading teachers via Carnegie Learning. EPA will seek to hire at least one additional intensive math teacher and intensive reading teacher in the SY24 school year. EPA will use Title I funds to provide professional development in the area of math, reading and exceptional student education to all instructional and support staff as appropriate.

4. How will school strengthen the PFEP to support Graduation Rate?

• **Communication**

Access to the Student and Family State Testing Portal, TeacherEase Student and Parent Portal, Progress reports, data chats, mailers, parent conferences.

• **Parent Training**

Trainings specific to graduation requirements and post secondary options.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- School

School will...continue to progress monitor, review data and provide high quality educational opportunities

- Students

Students will...monitor their academic progress and participate in all opportunities offered by EPA.

- Parents

? Parents will...monitor their child's progress and support the school in their efforts.

- Staff Training

Trainings specific to graduation requirements and post secondary options.

- Accessibility

Other (i.e. Communication, Physical Accessibility, Homeless/Migrant Families) o Parent meeting with partners present ? Student ACEs ? Palm Beach State, Belle Glade Campus ? SDPBC's Migrant Education Department/Support Specialists ? SDPBC's McKinney Vento Department/Support Specialists ? CareerSource of Belle Glade ? Palm Beach County Youth Services

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards based, and meaningful instruction through whole and small groupings including extended learning opportunities.

Budget Total: \$35,925.25

| Acct Description | Description | | | | | | | | | |
|----------------------|---|--|-----------------|-------------|--------------------|--------------|-----------------|------------------|--------------|--------------|
| Supplies | Item | | Quantity | Rate | Supply Type | | | Type | Total | |
| | Shipping | | 1 | \$0.25 | General Supplies | | | Original | \$0.25 | |
| | Composition books | | 201 | \$0.75 | General Supplies | | | Original | \$150.75 | |
| | Pencils (pre-sharpened) | | 19 | \$18.00 | General Supplies | | | Original | \$342.00 | |
| Out-of-system Tutors | Item | | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
| | Non-certified Academic tutor to provide push-in and pullout support to Level 1 and Level 2 students in ELA and Math Grades 8-12. - Tentative start date August 2023 | | 2 | \$17.00 | 5 | 7.5 | 24 | Non-Certified | Original | \$30,600.00 |
| Online subscription | Item | | | | | | Quantity | Rate | Type | Total |
| | Newsela will be used to support Literacy, Science and Social Studies instruction for 135 students grades 8-12 | | | | | | 1 | \$2,491.25 | Original | \$2,491.25 |

Action Step: Parent Engagement

Enhance students' academic and social-emotional development by improving school-home communication and conducting academically focused, relevant and meaningful parent building capacity training.

Budget Total: \$1,074.00

| Acct Description | Description | | | | | | | |
|-------------------------|---|--|-----------------|-------------|--------------------|-------------|--------------|--------------|
| Postage | Item | | | | Quantity | Rate | Type | Total |
| | Postage to mail quarterly notifications for parent trainings and events to 75 families. | | | | 5 | \$63.00 | Original | \$315.00 |
| Supplies | Item | | Quantity | Rate | Supply Type | Type | Total | |
| | Paper-mate black ink pens (pk of 12) | | 10 | \$7.00 | General Supplies | Original | \$70.00 | |
| | Dry erase markers (pk of 6) | | 9 | \$10.00 | General Supplies | Original | \$90.00 | |
| | Paper-mate blue ink pens (pk of 12) | | 17 | \$7.00 | General Supplies | Original | \$119.00 | |
| | Copy paper | | 12 | \$40.00 | General Supplies | Original | \$480.00 | |

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$13,444.00

| Acct Description | Description | | | | | | |
|-------------------------|---|--|-----------------|-------------|--------------------|-------------|--------------|
| Supplies | Item | | Quantity | Rate | Supply Type | Type | Total |
| | Post-it sticky chart (pack of 6) | | 12 | \$107.00 | General Supplies | Original | \$1,284.00 |
| | Color Ball Point Pens (Black and Blue) | | 24 | \$12.00 | General Supplies | Original | \$288.00 |

| Acct Description | Description | | | | | |
|-------------------------|---------------------------|-----------------|-------------|--------------------|--------------|--------------|
| | Item | Quantity | Rate | Supply Type | Type | Total |
| | Mead Leagal Pad (pk of 6) | 12 | \$22.00 | General Supplies | Original | \$264.00 |
| | Markers (14 count) | 36 | \$10.00 | General Supplies | Original | \$360.00 |
| | Ring Binder (pk of 2) | 36 | \$28.00 | General Supplies | Original | \$1,008.00 |
| | Copy paper | 10 | \$24.00 | General Supplies | Original | \$240.00 |
| Educational consultants | Item | Quantity | Rate | Type | Total | |
| | Virtual Tutoring Services | 1 | \$10,000.00 | Original | \$10,000.00 | |

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The Everglades Preparatory Academy Title 1 strives to build relationships that create real family engagement for every child, every family, and every teacher. We believe that effective schools are a direct result of schools, students, and families working together. At Everglades Preparatory Academy, we are committed to collaborating with parents/caregivers to provide a safe and nurturing learning environment, one in which all students can learn and achieve their goal of receiving a high school diploma. As such, we believe that the involvement of parents/caregivers is vital to achieving our mission, which is working together to ensure that all students are college, career, or workplace ready after successfully receiving their high school diploma.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

| Name | Title |
|-------------------|---|
| Linda J. Earsley | Principal |
| Julie Stewart | Administrative Title I Contact- Assistant Principal |
| Nicole Mendenhall | Lead Teacher- ELA Instructor |
| Jennifer Franco | Certified School Counselor |
| Kareen Reid | Math Instructor |
| Sheila Bynes | Administrative Assistant |
| Vivian White | Board Member- Parent Liaison |

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Everglades Preparatory Academy invites all parents, teachers, administrators and community members to participate in the writing and development of the School-Wide Plan. EPA actively recruits and select members based on who's willing and demographics that are reflective of the student body.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

EPA will involve stakeholders (school family and the school community) in the design, implementation and evaluation of the School Wide Plan (SWP) through our annual Title I Parent Meeting which will be held October 5, 2023 and monthly Title 1/Parent and Family Engagement meetings. Stakeholders will also be invited to provide input at the Parent and Family Engagement meeting and during or CNA process held in March 2024.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

EPA Parents/Families are asked for their input into how Title I funds should be spent. Parents/families requested increased notification of campus happenings and activities. As a result supplies and postage for quarterly notifications for parent trainings were requested.

| Name | Title |
|-------------------|---|
| Linda J. Earsely | Principal |
| Julie Stewart | Administrative Title I Contact- Assistant Principal |
| Vivian White | Board Member- Parent Liaison |
| Nicole Mendenhall | Lead Teacher- ELA Teacher |
| Kareen Reid | Math Teacher |
| Jennifer Franco | Certified School Counselor |
| Sheila Bynes | Administrative Assistant |

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held on Thursday, October 5, 2023 at 9am and 3pm. Both a morning and afternoon session will be held to accommodate parent/families schedules.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified via the school website, TeacherEase (Student and Parent Portal), Call Multiplier, and Title I Annual Meeting Agenda Flyer.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Agenda, Title I Annual Meeting PPT, Sign In Sheet, PFEP and School and Parent Compact

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

APEX Training

- What specific strategy, skill or program will staff learn to implement with families?

EPA will staff will learn how to use the functions within APEX that engage parents/families such as the coaching feature.

- What is the expected impact of this training on family engagement?

As a result of the training teachers will know how to better engage parents/families with their child's APEX progress.

- What will teachers submit as evidence of implementation?

APEX Progress Reports, APEX contact logs

- Month of Training

August/September 2023

- Responsible Person(s)

Julie Stewart, APEX Professional Developer

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Online survey to parents/guardians and students

- Number of Participants

6

- What were teachers able to do as a result of the training?

As a result of the training teachers will better be able to hold their students accountable for APEX course completion and provide progress data as evidence.

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

APEX Progress reports and call logs will show evidence.

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

TeacherEase Student and Parent Portal

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be trained to better use the TeacherEase portal to communicate with parents/families and students; using updated features such as attendance tracker.

- What is the expected impact of this training on family engagement?

Teachers will communicate better with parents/families and students. Students will attend school more regularly due to the accountability features such as attendance monitoring and grades.

- What will teachers submit as evidence of implementation?

TeacherEase Communication logs- attendance, grades, messages

- Month of Training

August/September 2023

- Responsible Person(s)

Julie Stewart, TeacherEase Provided PD

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Online survey

- Number of Participants

8

- What were teachers able to do as a result of the training?

Increase their utilization of TeacherEase communication features.

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

Increased student attendance, improved grades, increased parent/guardian communication

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

APEX Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/families will understand how to better assist their children with APEX course completion and assist in monitoring their progress.

- Describe the interactive hands-on component of the training.

Parents/guardians will log into APEX and participate in a demo of the program.

- What is the expected impact of this training on student achievement?

Increased satisfactory course completion of APEX courses.

- Date of Training

August 24, 2023 at 6:00pm- Virtual

- Responsible Person(s)

Julie Stewart, Teachers

- Resources and Materials

Laptops, assigned APEX courses, handouts as applicable

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

2. Reflection/Evaluation of Training #1

- Name of Training

Survey

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding Florida Graduation Requirements

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/families will have a thorough understanding of graduation requirements and how to master those requirements.

- Describe the interactive hands-on component of the training.

Parents/families will be provided with their child's graduation report. Parents//families will review their child's graduation report and academic history with their child. Parents/students will make academic plans based on this review.

- What is the expected impact of this training on student achievement?

Each parent/family will be able to read a graduation report, understand the graduation requirements and how to check the graduation requirements and create a plan of action with their child towards academic progress, graduation. Students will be on track towards graduation as a result.

- Date of Training

September 7, 2023 at 6:00pm- Virtual

- Responsible Person(s)

Julie Stewart, Teachers

- Resources and Materials

PPT, TeacherEase Platforms, Individual parent/families cell phones to install the app

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

APEX Training

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding Florida Graduation Requirements- Senior Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents/families will have a thorough understanding of graduation requirements and how to master those requirements.

- Describe the interactive hands-on component of the training.

Parents/families will be provided with their own child's graduation report. Parents/families will review their child's graduation report and academic history with their child. Parents/students will make academic plans based on this review.

- What is the expected impact of this training on student achievement?

Each parent/family will be able to read a graduation report, understand the graduation requirements and how to check the graduation requirements to create a plan of action with their child towards academic progress, graduation. Students will be on track towards graduation as a result.

- **Date of Training**

November 16, 2023 at 6:00pm - Virtual

- **Responsible Person(s)**

Administration, Teachers

- **Resources and Materials**

FDOE Graduation Requirements Flyer, FDOE Website, Graduation Reports for each student, folder for each student, sample academic plan created by student and parent.

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

0.00

6. Reflection/Evaluation of Training #3

- **Name of Training**

Understanding Florida Graduation Requirements- Senior Night

- **Number of Participants**

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

SDPBC ELL Department

- Describe how agency/organization supports families.

EPA will collaborate with the district ELL Department to provide training to the staff, parents and families at Everglades Preparatory Academy. Additionally, ELL support staff will be requested to be on site at Parent and Family Meetings to assist/support ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, calendar invites, meeting documentation- flyers, presentations, pictures, sign in sheets.

- Frequency

At least three times per year.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Beach State TRIO

- Describe how agency/organization supports families.

Palm Beach State TRIO program will support parents/families with completing the FAFSA, understanding college entrance requirements and funding opportunities. Palm Beach TRIO is scheduled to be on campus no less than 3 times this year to support families/students in completing all elements of college exploration, applications and acceptance and schedule at least on Palm Beach State campus tour.

- Based on the description list the documentation you will provide to showcase this partnership.

Dates of program attendance by students/parents, sign in sheets, handouts.

- Frequency

At least twice per year.

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

SDPBC- Migrant Education Department

- Describe how agency/organization supports families.

The Migrant Department provides training to the staff, families and parents at Everglades Preparatory Academy. Additionally, migrant support staff will be on site at Parent and Family Meetings to assist/support migrant families.

- Based on the description list the documentation you will provide to showcase this partnership.

Trainings for parents on site. Documentation includes sign in sheets, handouts, materials, etc. picture of migrant staff assisting families.

- Frequency

On-going

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

EPA will communicate with parents and families via the school website, flyers, GoogleMeet, Call Multiplier, and via TeacherEase. TeacherEase is the primary parent/student communication tool. Communication will be translated into Spanish, Haitian Creole, and Portuguese.

- List evidence that you will upload based on your description.

TeacherEase Announcements, Call Multiplier Script, Flyers, Social Media Posts, Invitations, Out of Field Letters, Parents Right to Know Letters, School and Parent Compact, Student Handbook.

- Description

EPA will host at least two parent and family engagement events that directly address curriculum and proficiency levels. At least one event will be specific to graduating seniors. Information will be sent home via website, flyers, and TeacherEase.

- List evidence that you will upload based on your description.

TeacherEase Announcements, Sample Letters , Flyers, Agendas, Sign In Sheets

- Description

Parent and family engagement events that directly address curriculum and proficiency levels; curriculum nights, Title 1 Meetings, Title I Annual Meeting, parent/teacher conferences, IEP meetings, progress reports, report cards, and assessment results. The school will develop PPT presentations that detail the BEST standards and progress monitoring requirements aligned with the new FAST Testing.

- List evidence that you will upload based on your description.

progress reports, assessment results (Diagnostic) etc., Title 1 Annual sign in sheet, parent-teacher conference notes (as needed)

- Description

EPA will advise parents/families of their right to participate in decision-making related to the education of the children through announcements via TeacherEase, at the Annual Title I Meeting, through invitations to SBT and IEP meetings.

- List evidence that you will upload based on your description.

SBT Meeting Invitations, ESE Meeting Invitations, TeacherEase Announcements.

- Description

Meetings will be scheduled at flexible, various times to accommodate the needs of parents/families. Small parent and family meetings may be held on campus when appropriate or necessary.

- List evidence that you will upload based on your description.

Sign In sheets, meeting agendas, Title I Parent and Family Engagement Meetings Schedule, Parent conferences calendar that shows planned and rescheduled meetings to accommodate parent/family needs, a PPN to show notice of meeting/rescheduled meeting.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All documents will be translated into Spanish, Haitian Creole, French and Portuguese.

- List evidence that you will upload based on your description.

translated compacts, PFEP summaries, flyers, letters

- Description

EPA will provide accessible parking spaces for families with physical limitations, meeting held close to the entrance, provide seating near the entrance for parents and families with disabilities in addition limited to oral and visual supports as needed.

- List evidence that you will upload based on your description.

Photos of accessible parking spaces, etc.

- Description

EPA will meet with migratory families as a subgroup and ensure that they are aware of their rights and information under the law. Information will be sent home to parents in regards to Migrant services and rights, specifically including tutorial services.

- List evidence that you will upload based on your description.

Migrant Services Flyers translated into Spanish and Creole, Annual Title I Meeting Slide, Sign In Sheet, Agenda

- **Description**

EPA will conduct a student questionnaire to gain information in regards to our homeless students. We will meet with those students as one-on one to ensure that they are aware of their rights and information. Also, we will collaborate with the District Homeless/MVP Department for additional resources.

- **List evidence that you will upload based on your description.**

Training for staff documentation, Families will be provided with a flyer and link to the online questionnaire. Questionnaire will also be included in the student application packet. Information redacted copies of the Student Residency Questionnaire.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

School has chosen to be exempt from this area.

- **Brief Description**

School has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

School has chosen to be exempt from this area.

- Brief Description

School has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

School has chosen to be exempt from this area.

- Brief Description

School has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Everglades Preparatory Academy build students' social-emotional skills via: 1. School-wide implementation of Positive Behavior Interventions and Support (PBIS) otherwise known as School-wide Positive Behavior Support. Students are taught the pillars of Panther P.R.I.D.E. which include (P) Purpose, (R) Respect, (I) Integrity, (D) Discipline and Determination and (E) Excellence. Each week, teachers select a Student of the Week. These students receive an incentive such as extra credit, a homework pass, etc. Students that exhibit elements of Panther P.R.I.D.E. are also given tickets that can be redeemed for snacks, etc. Students are also eligible to participate in campus activities based on their adherence to the pillars of Panther PRIDE. 2. Each teacher has signed up to be a "Graduation Coach" for at least 2-3 seniors. They will coach the seniors towards graduation. 3. Students participate in programs such as Student ACEs, Palm Beach County Youth Services, etc.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Everglades Preparatory Academy implements SBT/MTSS. Teachers regularly discuss the 3 tiers (Tier 1- Core, Tier 2- Supplemental, Tier 3- Intensive) Team Huddles/School-Based Team Meetings to determine how we can support the students at the Core and then develop tiered interventions to support those students who need additional supplements and /or intensive supports. Teachers refer students to the SBT Leader for discussion/problem-solving during SBT meetings. Student progress is tracked using progress monitoring tools for both academics, behavior and attendance. Supplemental supports include academic tutoring and mentoring for behavior/attendance. Each student that is below a 2.0 or is in intensive reading is referred to SBT. Students that exhibit on-going discipline issues are referred to SBT. Mandatory referrals include homelessness, pregnancy, and foster care. The SBT utilizes interventions available internally and collaborates with community organizations as necessary. All members of the School-Based Team have the opportunity to attend monthly training to ensure compliance with SBT requirements.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Everglades Preparatory Academy strives to provide a well-rounded education. Teachers and administrators use data to drive instruction. This data includes but is not limited to FAST Progress Monitoring Data, FSA data, SAT/ACT, ReadingPlus, Delta Math, Performance Matters FSQs and USAs, and teacher-created alternative assessments. All lessons are developed in alignment with the BEST Standards and all teachers actively use CPalms as a resource to ensure that their lessons are aligned and relevant. Teachers are also supported by district curriculum specialists and follow the Scope and Sequence designed for their content area. Everglades Preparatory Academies seeks collaborative partnerships that can provide exposure and information to our students such as Student ACEs, Palm Beach State, CareerSource, and Families First. Everglades Preparatory ensures that students needs are met according to their 504/IEP Plan. Everglades Preparatory Academy utilizes APEX Learning to provide additional course recovery and course content.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Staff has built student awareness of and readiness for post-secondary opportunities and the workforce pathway to rigorous coursework, relevance, and engagement of the high school curriculum and college/military awareness programs. This pathway will include students who have traditionally faced barriers to successful post-secondary transitions. EPA is also in the process of developing a CTE career pathway in the area of Agritechnology. EPA Career Pathway—promotes dual/college enrollment and better job skills through collaborations among colleges, public schools, and businesses. This pathway utilizes career and technical courses, job shadowing, workshops, and counseling to assist students who have average academic performance with their career plans and applications. EPA collaborates with CareerSource Palm Beach County, Student ACEs, Project Lift and the Environmental Resource Management Department of Palm Beach County to provide job shadowing, training and placement opportunities. EPA hosts an Annual College and Career Day.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Everglades Preparatory Academy coordinates and provides professional development opportunities for teachers through Team Huddles, Collaborative Planning, Data Analysis Meetings, coaching/mentoring, modeling, etc. Teachers meet once per week from 2:45pm to 4:00pm to engage in professional development. District curriculum support specialists are utilized to provide content area support. The SIP Team conduct classroom walkthroughs and observations to support student achievement. Teachers engage in peer observations and PLCs. Everglades Preparatory Academy collaborates with Glades Academy as applicable. Everglades Preparatory Academy implements the SDPBC's Educator Support Program; when applicable.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Recruiting and retaining excellent teachers is critically important for the success of Everglades Preparatory Academy (EPA) future. Fortunately, decades of research on the factors that contribute to attracting and keeping teachers in the classroom can guide strategies to meet this challenge. To improve the recruitment and retention of excellent teachers:

1. EPA has invested in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.
2. EPA has surveyed its teachers to assess the quality of the teaching and learning environment and to guide improvements.
3. EPA has incentivized professional development strategies and the redesign of the school's culture to provide for greater collaboration. Systematic and sustained collaboration among teachers requires changes in scheduling and resource allocation so that teachers have the time necessary for productive collaboration, which improves teacher efficacy and retention.

Everglades Preparatory Academy's process for recruiting new teachers when one is needed is by: Hiring Team: Principal, Assistant Principal, Lead Teacher, ESE Coordinator, Other Staff Members as appropriate.

- Phase 1: Advertise position on Indeed
- Phase 2: Screen potential candidates based on their application submissions- cover letters, resumes, experience, and certifications
- Phase 3: Contact the potential candidates to determine level of interest in the position.
- Phase 4: If interested, schedule a 5–10-minute video call with the potential candidate. It is important to me to ensure that my personality “vibes” with the potential candidate and whether or not the candidate would be able to “fit in to” the overall culture of the school.
- Phase 5: If interested in continuing the conversation, schedule a time for the candidate to meet with the principal
- Phase 6: Vet the potential candidate by contacting their references.
- Phase 7: If there is continued interest, ask the candidate to submit a sample lesson plan and if able, teach a sample lesson.

Interview Questions typically asked:

1. What interested you in applying to Everglades Preparatory Academy?
2. How do you feel you can provide “value-added” to Everglades Preparatory Academy?
3. How have you/would you, use data to drive your instruction?
4. What is your greatest strength?
5. What is your greatest opportunity for growth?
6. How do you like to receive feedback about your instructional/professional practice?