
Title I Comprehensive Schoolwide Plan
EVERGLADES PREPARATORY ACADEMY (3398)

ELA

1. List prioritized needs statements.

Per the FLDOE Longitudinal report, the 8th-grade students made a 4-point gain on the PM 2 for reading. The 9th-grade students did not make any gains on the PM2. The 10th-grade students made a 3-point gain on the PM2. Per the Reading Plus Insight #1, all 8th-grade students are three or more years below grade-level reading proficiency. On the Reading Plus InSight #1, 78% of the 9th-grade students are three or more years below grade level reading proficiency. The Reading Plus InSight #1 results also showed that 96% of the 10th-grade students are three or more years below grade-level reading proficiency.

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

The 8th, 9th, and 10th-grade students come to Everglades Preparatory Academy significantly below grade level in reading. Due to space limitations, from August through December, the two reading teachers did not have full-sized classrooms for reading instruction. The teachers had 15-25 students in a class. Therefore, the teachers had limited space to implement the rotational model. It was also challenging for them to meet with small groups. Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles.

3. Share possible solutions that address the root causes.

The students reading significantly below grade level should be in a class designed for phonics support/instruction. They need phonics instruction using a researched-based program utilizing technology and resources. They should also have a lower class size. The students who are not reading significantly below grade level would be in a reading class that focuses on comprehension skills. All teachers should participate in professional development regarding reading across the curriculum. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home.

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

- Communication

EPA will utilize TeacherEase, the student and family information portal that includes academic, behavioral and attendance data. EPA will ensure that all parents/guardians have an updated an active account during the school registration process.

- **Parent Training**

EPA will increase the opportunities for parents and families to participate in training to include at least one parent/guardian training per quarter (total of 4) with at least one being related to ELA/Reading Curriculum. EPA will incentivize parent/family attendance at trainings.

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

- **School**

EPA will provide quarterly curriculum nights related to ELA, updated academic progress information via TeacherEase and Google Classroom, and engage students in rigorous and relevant ELA instruction across the curriculum.

- **Students**

EPA students will attend class regularly and engage in activities that are rigorous and relevant.

- **Parents**

EPA parents/guardians will participate in quarterly curriculum nights, review their child's academic progress regularly via TeacherEase and Google Classroom, and participate in or request parent conferences as needed.

- **Staff Training**

EPA will provide ELA/reading strategies training to all staff to ensure reading and writing across the curriculum is implemented. EPA intensive reading teachers will specifically participate in phonics and comprehension professional development.

- **Accessibility**

EPA will ensure that there are flexible opportunities for parents/families to engage in training by offering trainings in the morning and afternoon. EPA will record training information to be sent out to parents/families via TeacherEase after each training to ensure that parents/families have the opportunity to receive the information in more than one platform. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Math

1. List prioritized needs statements.

Math- 8th Graders FRL- 100% of the students at EPA are considered FRL. Out of 17 students tested (PM2), one (6%) of students scored a level 3. 5 (29%) scored a level 2. Eleven (65%) of the students scored a level 1. SWDs -Out of 2 students tested, 1 student made learning gains, moving from a level 1 to a level 2. One student, who was a level regressed from a scale score 200 to 183. ELL- Out of 4 students tested, no ELL students made significant level gains toward mastery. Black/African American - Out of the 9 students tested during PM2 there was a minimal regression in math amongst this demographic, from 71% earning a level 1 to 78% earning a level 1. Hispanic - 67% of this demographic earned a level 2 during PM2, this is a 34% increase from PM1.

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

Math Reference Sheets: With the implementation of digital tests, the reference sheets are accessible online but are no longer required to be printed and provided for students. Therefore many schools choose not to provide a hard copy, so unless the students have been explicitly taught to use the online reference sheet, most never even open it. Calculator Skills: Calculators are not permitted for state testing until eighth grade, so most schools don't spend time instructing calculator skills in grades K-7. It is important that math teachers begin teaching students to use them efficiently and effectively starting in 8th grade - preferably during the 1st two weeks of school. Gaps in Elementary & Middle School Math Skills: The current pupil progression plan recommends promoting students from grades 3 through 9 even if their math PM3 score is zero. While Math iii is recommended, if a student requires Reading iii, there is no additional time requirement or recommendation in the daily elementary schedule for 15-30 minutes of Immediate Intensive MATH Instruction. As a result, many of our students who struggle in reading never get additional support in math until middle school or high school, when they must face the Algebra 1 EOC Graduation Requirement without a strong math foundation. Lack of resources and technology prohibit our students from receiving specific remediation in math. Teachers would benefit from professional development in how to provide differentiated instruction and accommodating the needs of all learners. EPA would benefit from additional instructional staff. EPA parents have limited resources, access and capacity to support their students at home.

3. Share possible solutions that address the root causes.

Math Reference Sheets : Provide the reference sheet in Google Classroom & in math notebook. Teach students how and when to use the reference sheet for daily assignments. Create activities that require students to use the reference sheet to complete. All teachers should participate in professional development regarding math curriculum. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home. EPA would benefit from additional staff. Calculator Skills: Assess current calculator skills at the start of the school year. Teach calculator skills lessons. Provide calculators for every student. Share the TI-30 emulator link for students to use online or on their phone. Gaps in Elementary & Middle School Math Skills: Offer a summer program or Saturday program to fill gaps in foundational skills. Require students to attend math tutoring during lunch once a week. Create a big brother/big sister type program to allow upperclassmen to earn volunteer hours by helping 8th & 9th graders with math foundational skills. Partner with local businesses or other organizations to create real world math learning opportunities.

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

- **Communication**

EPA will increase communication related to math via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based math curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families.

- **Parent Training**

EPA will increase parent involvement and training by offering quarterly curriculum family nights to include math curriculum.

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

- **School**

EPA will provide rigorous and relevant math content that is aligned to the BEST standards. EPA will provide quarterly curriculum nights that engage parents around the curriculum and online resources available to students.

- **Students**

EPA students will attend school regularly and participate in teacher-created rigorous and relevant instruction in math.

- **Parents**

EPA parents/guardians will participate in quarterly curriculum nights, review academic progress on TeacherEase and Google Classroom, and request or participate in parent conferences as needed.

- **Staff Training**

EPA staff will participate in training to provide cross-campus awareness of online platforms for math instruction and practice, including the Edmentum and Carnegie Learning.

- **Accessibility**

EPA will increase communication related to math via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based math curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families. Opportunities for parents/guardians to engage with school staff can also be provided at alternative times such as morning and evening. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Science

1. List prioritized needs statements.

When looking at the science scores, 31% of biology students tested scored below district levels of proficiency. In regards to 8th grade students, 42% of 8th grade students tested below district proficiency levels.

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

Root causes for the below level performance in science can be attributed to attendance, limited reading proficiency in the area of comprehension as it relates to reading informational texts and understanding science vocabulary. Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles. The lack of additional staff reduces our students capacity to master science content/curriculum.

3. Share possible solutions that address the root causes.

Possible solutions would be to provide engaging activities, lessons that increase attendance; provide intensive reading tutorials for students using informational texts and academic vocabulary. All teachers should participate in professional development regarding science. Students would benefit from intensive tutorials. Parents would benefit from training related how to assist their student with resources and technology at home. EPA would benefit from additional staff.

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

- **Communication**

EPA will increase communication via Google Classroom and Teacher Ease. EPA will increase opportunities for parent/guardian involvement by offering quarterly curriculum nights and activities related to science.

- **Parent Training**

EPA will provide opportunities for parents/guardians to receive training to gain awareness of the online resources available to students.

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

- **School**

EPA will provide parent/family trainings to educate students and families on all available resources in-school and digitally.

- **Students**

EPA students will participate in science data chats quarterly with the science instructor, parents/guardians and administration.

- **Parents**

EPA parents/guardians will review academic progress notes in TeacherEase and contact the instructor immediately with any concerns or questions. EPA parents/guardians will participate in curriculum trainings for parents and request or participate in parent conferences as needed.

- **Staff Training**

EPA staff will engage in professional learning communities that include embedding science across the curriculum.

- **Accessibility**

EPA students and families can request paper-based science assignments. Students and families have access to online resources that are available in class. Students and families can contact teacher online through Google Chat and receive instructions and turn in assignments digitally. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Social Studies

1. List prioritized needs statements.

Ensure that students are covering all the standards as required by the state within each semester, across all social science areas – US History, World History, American Government. Instructor pacing is aligned with the Scope and Sequence of PBCSD and access to standards-based online resources in an easy and understandable format. Students are currently not performing at proficiency based on the social science standards assessed via the US History and Florida Civics Literacy Exams. Data from the prior EOCs indicate that students lack proficiency in the social science standards. This is largely impacted by their lack of academic content vocabulary and reading proficiency. Social Studies Achievement 2022-2023 Level 1- 61% Level 2- 21% Level 3- 18%

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

EPA students consistently perform below the BEST ELA proficiency standards in the areas of reading/prose/poetry, reading informational texts, and reading across genres and vocabulary. Most students come to EPA significantly below grade level. Parents are not aware of how best to support their child in reading; many of them are limited in their English proficiency. Lack of resources and technology prohibit the students and staff from differentiating instruction, meeting the needs of struggling learners, and challenging high performers. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in order to be more effective at differentiating instruction and accommodating diverse learning styles.

3. Share possible solutions that address the root causes.

The instructor would benefit from additional professional development and coaching in the area of data analysis, unpacking/application of the content standards, and utilizing PM Unify. Project Based Learning activities will be planned and utilized to engage and deepen understanding of the content area. Emphasis of Reading informational text benchmarks will be frequently incorporated into the Social Science curriculum. All teachers should participate in professional development regarding social studies. Students would benefit from intensive tutorials and online instruction. Parents would benefit from training related how to assist their student with resources and technology at home.

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

- Communication

EPA will increase communication related to social studies via TeacherEase notifications; for example posting that grades are available and updated. EPA will increase opportunities for parent/guardian involvement via all calls, parent - teacher conferences, and open house events.

- **Parent Training**

EPA instructor will provide video recording of the plan for instruction such as how to use the Google Classroom, online resources, and what content area is being covered over the course of each nine weeks.

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

- **School**

EPA will offer parent training that focuses on Teacher Ease and Google Classroom Training so that parents know how to access and utilize both Teacher Ease to check grades/monitor student progress and Google Classroom to see assignment deadlines. EPA will provide opportunities for the parents/families to engage with the social science instructor and participate in social studies curriculum nights at least quarterly.

- **Students**

EPA students will attend class regularly and engage in classroom activities that are both rigorous and relevant and meet the standards.

- **Parents**

EPA parents/guardians will attend curriculum night opportunities, regularly check TeacherEase and Google Classroom and schedule and/or attend parent conferences as requested.

- **Staff Training**

EPA staff will participate in professional learning communities that address social studies concepts, reading across the curriculum and active engagement strategies. The Universal Design for Learning (UDL) and the gradual release model will be utilized and fine tuned to ensure participation and engagement.

- **Accessibility**

EPA will increase communication related to social studies via TeacherEase notifications; for example posting that grades are available and updated. Students and families can request paper-based social studies curriculum materials that are typically provided via online platforms. This can assist students and families with limited internet access. Materials will be translated into four languages by request to accommodate ELL families. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Acceleration Success

1. List prioritized needs statements.

EPA offers a "Jump Start" program to provide students with an opportunity for grade promotion. EPA services students who do not find success in the traditional high school setting. Although EPA is a comprehensive high school, there are a majority of students who are enrolled in credit recovery courses to meet the GPA and credit graduation requirements. The primary goal is for students to earn their high school diploma during their respective cohort year.

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

A majority of incoming students are at-risk of not graduating high school. Students often come in with less credits than their appropriate grade level and are below a 2.0 GPA. Lack of resources and technology prohibit the students from meeting their graduation requirements with their cohort . Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in the area of acceleration. Students would benefit from academic counseling.

3. Share possible solutions that address the root causes.

Students can complete credit recovery courses at their own pace and independently through the use of online programs. Students can test out of units by earning a 70% or higher on the pretest assessment. The school counselor assists students and families with the grade promotion process with the support of the Parent Liaison/Academic Support Staff. The School Counselor reviews the students' academic history, assigns the necessary courses on online programs such as Edmentum, and unlocks assignments for students. The Parent Liaison assists by documenting the student's progress and informing the School Counselor when the students complete the course. Students document the completion of the course on a "School Counselor Request Pass." The School Counselor is responsible for signing the students out of the credit recovery courses and the Parent Liaison assists with submitting the course grades to the Principal. All teachers should participate in professional development regarding acceleration. Students would benefit from academic counseling . Parents would benefit from training related how to assist their student with resources and technology at home.

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

- Communication

The School Counselor and the Parent Liaison/Academic Support Staff will present classroom, grade level presentations to inform students on graduation requirements and the School Counselor will meet with students on an individual need basis to address academic concerns.

- **Parent Training**

The School Counselor and the Parent Liaison/Academic Support Staff will meet with incoming students that are at-risk of not graduating to create an individual plan with the student and parent in order to meet graduation requirements in a timely manner.

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

- **School**

EPA will Student Orientation for both the fall and spring semester, Teacher Ease and Google Classroom communication.

- **Students**

If EPA students are interested in the "Jump Start" program, students can request to meet with the School Counselor and Parent Liaison/Academic Support Staff in order to create an academic action plan for grade promotion.

- **Parents**

EPA Parents/guardians will have the opportunity to meet with the School Counselor and Leadership Team to learn more information about the "Jump Start" program. Students/families who request to be a part of the "Jump Start" program will also be required to participate in parent teacher conferences to review "Jump Start" eligibility and be involved in the academic planning process.

- **Staff Training**

School Counselor and the Parent Liaison/Academic Support Staff will share the "Jump Start" program process during Team Huddle. School Counselor will present continuous grade promotion data to share student academic progress during weekly Team Huddles.

- **Accessibility**

The school will increase communication via TeacherEase notifications and the School Counselor google classroom. Parent Liaison will also notify parents via phone call or by scheduling a parent teacher conference to involve parents with monitoring the grade promotion process. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

Graduation Rate

1. List prioritized needs statements.

The 2023-2024 graduate rate is currently a 71.4% Attendance impacts the students' ability to complete their graduation requirements in a timely manner. During the spring semester, 77% of seniors who were assigned credit recovery courses have not completed their courses. The first deadline to finish classes was December 2024. Classes were assigned by the School Counselor on September 23, 2024.

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

71% of seniors sign out early and miss imperative classes and instructional time. Lack of resources and technology prohibit the students and staff from meeting graduation requirements. Parents/guardians have limited resources/time/capacity to support their students at home. EPA instructional staff require professional development in understanding graduation requirements.

3. Share possible solutions that address the root causes.

PBIS Goal/Action Plan will focus on attendance interventions such as classroom and schoolwide incentives. PBIS team will review attendance data on a frequent basis and refer truant students to School Based Team. Parent Liaison will schedule parent teacher conferences to address attendance concerns. Seniors will not be able to participate in senior activities if they miss (10 unexcused absences) amount of school days. All teachers should participate in professional development regarding graduation requirements. Students would benefit from academic counseling. Parents would benefit from training related how to assist their student with resources and technology at home.

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

• Communication

Parent Teacher Conferences, SBT Referrals for Attendance, TeacherEase Call Outs.

• Parent Training

Student Handbook Signed Agreement Form, TeacherEase Call Outs

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

- **School**

The school will provide Parent Training to inform parents and students of graduation requirements which include state test assessments, concordant score options and postsecondary assessments such as the SAT, ACT, CLT, credits needed, GPA, community service opportunities, etc.

- **Students**

The School Counselor will conduct quarterly credit checks with documentation. Seniors will meet regularly with the School Counselor. The school will increase communication via TeacherEase notifications and the School Counselor google classroom. Parent Liaison will also notify parents via phone call or by scheduling a parent teacher conference to involve parents with monitoring the grade promotion process.

- **Parents**

Parent Training will be offered to parents to review graduation requirements and senior activities.

- **Staff Training**

EPA Leadership Team will share attendance data with staff during Team Huddle. Instructional Staff will be provided with strategies and interventions to maintain classroom engagement in order to ensure seniors complete the entire school day.

- **Accessibility**

The school will continue to communicate via TeacherEase notifications and Teachers' Google Classroom. Parent Liaison and Behavior Interventionist will also conduct home visits as needed. EPA will make accommodations for all ELL, ESE/504, migrant, homeless students.

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: \$23,114.50

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Quizziz will allow unlimited usage for resources, lessons and presentations for math, science, social studies, reading and ELA in grades 8-12.	1	\$1,500.00	Original	\$1,500.00	
	BT 3398.1 Amendment 44 INCREASING line Edmentum - all subjects, online resource 6-12	1	\$16,965.00	Amendment	\$16,965.00	
	BT 3398.1 Amendment 44 INCREASING line Dreambox Reading Plus Reading 6-12	1	\$2,399.50	Budget Transfer	\$2,399.50	
	BT 3398.1 Amendment 44 INCREASING line - Quizzizz - more than expected \$3700 total. - all - 6-12	1	\$2,250.00	Amendment	\$2,250.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Hydroponics Mini Planter	50	\$14.95	Instructional Materials	Original	\$747.50
	Presentation Boards	10	\$164.76	Instructional Materials	Original	\$1,647.60
	3 Hole Punch Graph Paper	10	\$55.28	General Supplies	Original	\$552.80
	Minute Math Electronic Flash Card	5	\$23.87	Instructional Materials	Original	\$119.35
	Notebook Paper	100	\$2.12	General Supplies	Original	\$212.00
	Blank Flash Cards	10	\$13.29	Instructional Materials	Original	\$132.90

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Am I Ready for Work Consumable	60	\$10.76	Instructional Materials	Original	\$645.60
	CLT Study Guides	100	\$45.95	Instructional Materials	Original	\$4,595.00
	Dry Erase Graph Boards	60	\$5.37	General Supplies	Original	\$322.20
	At the Interface Between Livestock and Predators: Reducing Depredation through Livestock Husbandry Book	60	\$16.96	Instructional Materials	Original	\$1,017.60
	Work Ready Life Skills Book	60	\$26.31	Instructional Materials	Original	\$1,578.60
	Geometry Build Set	2	\$31.27	Instructional Materials	Original	\$62.54
	Dry Erase Pockets	10	\$36.40	General Supplies	Original	\$364.00
	Dry Erase Flipboard Easel	5	\$13.06	General Supplies	Original	\$65.30
	Glue Sticks	10	\$27.50	General Supplies	Original	\$275.00
	Division Flash Cards	2	\$8.50	Instructional Materials	Original	\$17.00
	Here, There, Ag Careers Everywhere Book	60	\$10.76	Instructional Materials	Original	\$645.60

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	College Ruled Composition Books	400	\$2.59	General Supplies	Original	\$1,036.00
	Zoom Multiplication Learning Game	2	\$10.21	Instructional Materials	Original	\$20.42
	Fractions Challenge Cards	3	\$4.25	Instructional Materials	Original	\$12.75
	Adjustment - benefits credit and final allocation	1	\$1,214.50	General Supplies	Other	\$1,214.50
	BT 3398.1 Amendment 44 DECREASING LINE to Increase online subscriptions	1	-\$15,284.26	General Supplies	Amendment	-\$15,284.26

Action Step: Professional Learning

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

Budget Total: \$0.00

Acct Description	Description					
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	Two staff will attend the Florida Association of Science Teachers (October 23-25, 2025, Orlando) to learn about Florida science standards updates, collegial engagement with other science teachers to increase rigor and	2	\$833.00	Original	\$1,666.00	

Acct Description	Description					
	Item		Quantity	Rate	Type	Total
	relevance of science instruction. Registration \$100.00, Transportation \$280.00, Lodging \$345.00, Per Diem \$108.00 × 2 attendees.					
	BT 3398.1 Amendment 44 DISSOLVED BUDGET LINE to INCREASE classroom online subscriptions		2	-\$833.00	Amendment	-\$1,666.00
Webinar /PL with Purchase	Item		Quantity	Rate	Type	Total
	Two Staff will take Noble Education - online learning in assessment and data analysis.					
	Ten staff will attend Noble Education - Differentiating Instruction for Students with Disabilities.		10	\$40.00	Original	\$400.00
	Two staff will attend Noble Education Reading Endorsement Courses. Staff will take online reading endorsement courses.					
	BT 3398.1 Amendment 44 DISSOLVED BUDGET LINE to INCREASE online subscription		1	-\$2,140.00	Amendment	-\$2,140.00
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Printer Ink	2	\$280.00	Technology	Original	\$560.00
	Teach Like a Champion	10	\$37.00	Program Supplies	Original	\$370.00
	File Folders	8	\$30.07	General Supplies	Original	\$240.56
	Shell Education Connecting Science	2	\$87.69	Instructional Materials	Original	\$175.38
	Shell Education Strategies Connecting Math	2	\$87.69	Instructional Materials	Original	\$175.38

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Shell Education Strategies Connect Social Studies	2	\$87.69	Instructional Materials	Original	\$175.38
	BT 3398.1 Amendment 44 DISSOLVED BUDGET LINE to CREAT online subscription line	1	-\$1,696.70	Instructional Materials	Amendment	-\$1,696.70

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$21,822.00

Acct Description	Description					
Parent Liaison - Para Level	Parent Liaison will facilitate communication between parents and the school, offering support by assisting with organizing parent workshops, addressing concerns, fostering partnerships, and ensuring parents are informed about school activities and policies.					
Postage	Item	Quantity	Rate	Type	Total	
	Postage will be used to send monthly newsletters and notifications of parent trainings/events.	4	\$73.00	Original	\$292.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Colored File Folders	1	\$48.04	General Supplies	Original	\$48.04

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Staples	4	\$2.65	General Supplies	Original	\$10.60
	Three Prong Pocket Folders	130	\$1.50	General Supplies	Original	\$195.00
	Printer Ink for Newsletters	5	\$114.78	Technology	Original	\$573.90
	BT 3398.1 Amendment 44 DISSOLVED BUDGET LINE to CREATE online subscriptions	1	-\$827.54	General Supplies	Amendment	-\$827.54

Mission Statement

1. Mission Statement

The Everglades Preparatory Academy Title 1 program 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 standard 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

Name	Title
Linda J. Earsley	Principal
Roman Salas	Administrative Title I Contact- Assistant Principal
Jennifer Franco	Certified School Counselor
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. All stakeholders are given opportunities to share their thoughts and input regarding our SWP. They are also active participants in all Title 1 meetings throughout the school year.

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 09, 2025 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 2026.

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. Our parent liaison Mr. Jones is the one responsible for reaching out to parents to inquire their input and also making sure that are our parents are updated in a timely manner when things are happening on our campus.

Name	Title
Linda J. Earsely	Principal
Roman Salas	Administrative Title I Contact- Assistant Principal
Vivian White	Board Member- Parent Liaison
Jennifer Franco	Certified School Counselor
Sheila Bynes	Administrative Assistant

Annual Parent Meeting

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

The Annual Title I Parent Meeting will be held October 9, 2025 at 9:00am-10:00am and 3:00pm-4:00pm in the Student Services Office.

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, School and Parent Compact and parent evaluations at the end of the training to get their feedback and input. Pens, Sticky notes, and a copy of the handouts for them to take notes.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Connecting the MTSS/SBT Process and Parent/Family Engagement

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

All instructional staff will be trained on the processes involved in Multi-Tiered Systems of Support (MTSS) and School-Based Team (SBT) and how to effectively engage parents through the process and collect evidence and documentation that supports interventions for academics, behavior, attendance and mandatory referrals. Teachers will complete sample parent contact logs, conference notes, and engage in role play.

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

As a result of this training, family engagement will improve and families understand the importance of their participation in the MTSS/SBT process and be able to communicate their role in the process.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of parent contact logs, parent conferences, and timely documentation required for MTSS/SBT.

- Month of Training

September 2025

- Responsible Person(s)

SBT Team

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Utilizing TeacherEase to Engage Parents and Families

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

All instructional staff will be trained to use the TeacherEase online platform which serves as the student/parent information portal for Everglades Preparatory Academy since parents/guardians do not have access to the district's SIS platform to view grades, attendance, etc. All new instructional staff will receive training how to add students to their roster, send out communication and notices, enter grades, add lessons and assignments, enter attendance and enter discipline and behavior data. This training is part of our pre-school week trainings and all staff members are included.

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

As a result of this training all instructional staff will be able to utilize all features of the TeacherEase student/parent portal and engage parents/families by updating grades, conduct, attendance, lessons/assignments, behavior reports and parent notifications specific to their child.

- What will teachers submit as evidence of implementation?

Evidence of training and implementation will include a training sign in sheet, copies of any training materials, screenshots of the teachers' TeacherEase platform including their assigned classes, attendance, grade reports, behavior reports and parent/guardian notifications.

- Month of Training

August 2025

- Responsible Person(s)

Instructional Team Member- TBD

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding Graduation Requirements for SY26

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

Parents/guardians will understand the graduation requirements specific to their child's graduation cohort and any new curriculum requirements.

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

Presentation style using a smartboard. Parents/guardians will have access to Chromebooks. The presentation will be shared on TeacherEase and Google Classroom. Parents/guardians will complete a Google Form Survey. Parents/Guardians will be given the log in access for their child's Family Portal to view test scores. Parents/guardians will log in during the training and review this information with their child. Parents/guardians will engage in a scavenger hunt on the FDOE's Graduation website to find information related to their child's graduation cohort.

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

Increased parent/guardian engagement, student achievement, and awareness of state graduation requirements for their child's cohort.

- Date of Training

December 2025- January 2026

- Responsible Person(s)

Student Services Department, Jennifer Franco- School Counselor

- Resources and Materials

Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Family Portal and Testing Training

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

Parents/guardians will learn how to access the state's Family Portal and review/analyze/understand their child's test data.

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

Parents/guardians will log into their child's Family Portal and review their testing information and testing history. Parents will have a scavenger hunt of different items that they must find, and also compare previous years' exams to the latest and try to analyze and find the exact things that their students are struggling with for the different subjects that their students have tested. They will answer pre-generated questions to develop a game plan for their students to do better on their progress monitoring exams. Parents/guardians will analyze their child's specific test data/reports, looking at their child's strengths and weaknesses. Parents/guardians will also use the scavenger hunt to find different resources that are available to them on the FLFAST.GOV website. Fact sheets, how to access the practice test, and other resources that are available online.

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

Parents/guardians will have more awareness of the state Family Portal, become more engaged with the school, and student achievement will increase.

- **Date of Training**

November 2025

- **Responsible Person(s)**

Instructional Coach

- **Resources and Materials**

Chromebooks Teacher Google Classrooms Smartboard/Display Board Sign In Sheets Google Form Survey Flyers- Family Portal Codes, Testing Window Information, Etc.

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding the Online Curriculum Platforms- Savaas, Carnegie, Google Classroom

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

Parents and guardians will learn about the online platforms used at Everglades Preparatory Academy to provide instruction. Parents/guardians will actively participate in signing in with their child and navigating around the platform. In the case of online platforms that have parent accounts/access parents/guardians will learn how to access these accounts. We will help parents sign in but once on the platforms they will be guided by questions for them to navigate the platforms and find the correct data that we are asking for.

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

Parents/guardians will participate in a hands-on demonstration and work session providing them with an opportunity to simulate utilizing the online platforms as both their student and through their parent/guardian access. Parent/guardians will receive any required log ins.

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

Students will have increased academic achievement as a result of parent/guardians having a great awareness how to assist their child at home.

- Date of Training

September 2025

- Responsible Person(s)

Instructional Staff

- Resources and Materials

Chromebooks Teacher Google Classrooms Online platforms- Savaas, Carnegie Learning - eMathia, etc. Smartboard/Display Board Sign In Sheets Google Form Survey

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

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

- Name of Agency

SDPBC ELL/ESE Department

- Describe how agency/organization supports families.

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

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. We will provide different meetings styles some maybe offered through zoom and recorded and shared and the in person meetings we will offer them in the morning and also in the afternoons so we can make sure parents have different options to attend our meetings.

- 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

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, ramps, and provide accommodations that are need and that will address the needs of our families. Whether it be translators, preferential seating, or large print handouts.

- 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

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

1. Building Students' Non-Academic Skills

Everglades Preparatory Academy build students' skills for learning for life 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. Students participate in programs such as Student ACEs, Palm Beach County Youth Services, Living Skills in Schools, Project Lift, Palm Beach Dramaworks, CareerSource (soft skills training), etc.

SBT/MTSS Implementation

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. The SBT Team utilizes school district provided decision trees for academics and behavior and seeks counsel from the MTSS Department specialists when needed. 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

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, Savaas and Edmentum 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 Edmentum Learning to provide additional course recovery and course content.

Post-Secondary Opportunities and Workforce Readiness

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 Animal Sciences and Services/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

1. Transition to Elementary School

Not Applicable.

Professional Learning

1. Professional Learning

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 3:00pm 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

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, Instructional Coach, Certified School Counselor, 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?