
Title I Comprehensive Schoolwide Plan
CROSSROADS ACADEMY (3101)

ELA

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

1. List prioritized needs statements.

According to the (FY23), data on 7.8% of our 6 - 10 students were level 3 or above.

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

Students transition in 2 to 3 levels below grade level and they struggle with decoding and comprehending text. A large number of the students require small group direct instructions due to learning gaps. Teachers need support planning, engaging, differentiated lessons to met the need of learns. Low attendance rate/behavior challenges/motivation due to Teacher need support analyzing data, planning for instruction, and monitoring during the literacy block (classroom management). Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to attend and participate in collaborative planning to address student need. Additional resources to support with Differentiated Instruction Provide opportunity to work collaborative to plan and receive support for instruction (PD/Teacher Collaboration Days/Coach). Additional personnel to support small group instruction Encourage student to come to school and participate in all lessons Provide remediation for students Provide during and afterschool tutorial Services Provide school supplies for students Additional resources to support with core and small group instruction (SAT and ACT resources, online subscriptions) Analyze data to plan for whole and small group instruction Deliver instruction that meet the rigor of the standard Allow time for common planning Provide parent training

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

• Communication

Call parents and develop a positive relationship about their children. Send progress reports and messages home to parents. Translation will be provided for parents who speak a language other than English. Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

- **Parent Training**

Parents will receive training on the use of educational resources at home. Parents will receive training on how to interpret their child's test scores.

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

- **School**

Keep an open line of communication with parents. Encourage student to do their best . Provide rewards and incentives. Invite parents to SAC meeting and events at the school. Encourage parents to remain active in their child's education.

- **Students**

Come to school on time and prepare to learn. Complete all assignments to the best of their ability. Show up to all classes on time with an eager attitude

- **Parents**

Check on their child's progress in SIS, Reading Plus, and IXL. Practice problems with their child, and email the teacher if their are any questions or concerns Attend parent training. Attend parent conferences.

- **Staff Training**

Staff will receive professional development training on conducting data chats through breakout sessions. Staff will receive professional development on breaking down the standards.

- **Accessibility**

Make ourselves available to parents. Have an open door policy for parents. Provide accommodations for our parents with disabilities, etc, ramps, rails, and close parking.

Math

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

1. List prioritized needs statements.

According to the Winter Diagnostics: 73% of Geometry has not mastered the tested benchmarks, 71% Algebra 1 did not master tested benchmarks, 86% made below level 2 for 7th grade (PM2), 100% for 6th grade were below level 2 on (PM2).

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

Students transition in 2 to 3 levels below grade level and they struggle with basic math problems. A large number of the students require small group direct instructions due to learning gaps. Teachers need support planning, engaging, differentiated lessons to meet the need of learns. Low attendance rate/behavior challenges/motivation due to Teacher need support analyzing data, planning for instruction, and monitoring during the small group instruction (classroom management). Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level. Provide opportunities for teachers to attend and participate in collaborative planning to address student need. Additional resources to support with Differentiated Instruction Provide opportunity to work collaborative to plan and receive support for instruction (PD/Teacher Collaboration Days/Coach). Additional personnel to support small group instruction Encourage student to come to school and participate in all lessons Provide remediation for students Provide during and afterschool tutorial Services Provide school supplies for students Additional resources to support with core and small group instruction (SAT and ACT resources, online subscriptions) Analyze data to plan for whole and small group instruction Deliver instruction that meet the rigor of the standard Allow time for common planning Provide parent training

3. Share possible solutions that address the root causes.

Provide tutorial support through after school and Saturday tutorials Provide behavior management training and resources for teachers Provide parent trainings Provide common planning for teachers Provide resources to support academic needs Provide home visit to keep parent informed

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

- **Communication**

Make contact with every parents at least quarterly Increase home visits when necessary Call parents and develop a positive relationship about their children. Send progress reports and messages home to parents. Provide translation for parents who speak a language other than English. Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

- **Parent Training**

Training on how to monitor progress in SIS and online platforms. Train parents on utilizing technology and programs that could help their child build their basic math skills to skills. Train parents on know their student's test scores and what the numbers mean.

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

- **School**

Encourage the school to call parents to update them on their student's progress as well as explain how they can encourage their child to do homework, and study with their child. The school will communicate with parents how to structure their child to succeed in school. Encourage parents to get students to school on time. Encourage parent to discuss the importance of completing assignments on time.

- **Students**

Come to school on time and prepared to learn. Complete all assignments to the best of their ability. Show up to all classes on time with an eager attitude

- **Parents**

Encourage parents to check on their student progress in SIS and in IXL, practice problems with their child, and email the teacher if their are any questions or concerns Encourage parents to attend parent training. Encourage parents to attend parent conferences.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Provide professional development that train teachers how to teach parents simple methods assisting their children how to utilize program (ex. Study Island, Practice ACT/SAT) that can help them master skills the parents may not be able to assist with

- **Accessibility**

The school will provide accommodations for access to building if needed. The school will provide translated documents and interpreters Conduct conference call meeting or recorded meeting for parents with extended working hours. Make contact with every parents at least quarterly Increase home visits

Science

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

1. List prioritized needs statements.

100% of our students are performing below proficiency levels according to the Statewide Science Assessment.

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

Students transition in 2 to 3 levels below grade level and they struggle with decoding and comprehending text. A large number of the students require small group direct instructions due to learning gaps. Teachers need support planning, engaging, differentiated lessons to met the need of learns. Low attendance rate/behavior challenges/motivation due to Teacher need support analyzing data, planning for instruction, and monitoring during the literacy block (classroom management). Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to attend and participate in collaborative planning to address student need. Additional resources to support with Differentiated Instruction Provide opportunity to work collaborative to plan and receive support for instruction (PD/Teacher Collaboration Days/Coach). Additional personnel to support small group instruction Encourage student to come to school and participate in all lessons Provide remediation for students Provide during and afterschool tutorial Services Provide school supplies for students Additional resources to support with core and small group instruction (SAT and ACT resources, online subscriptions) Analyze data to plan for whole and small group instruction Deliver instruction that meet the rigor of the standard Allow time for common planning Provide parent training

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

- Communication

Call parents and develop a positive relationship about their children. Call parents and develop a positive relationship about their children. Send progress reports and messages home to parents. Translation will be provided for parents who speak a language other than English. Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

- Parent Training

Parents will receive training on the use of educational resources at home. Training on how to monitor progress in SIS and online platforms. Train parents on utilizing technology and programs that could help their child build their basic math skills to skills.

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

- School

Keep an open line of communication with parents. Invite parents to SAC meeting and events at the school. Make contact with every parents at least quarterly Increase home visits when necessary Encourage parents to remain active in their child's education. Provide rewards and incentives.

- **Students**

Come to school on time and prepare to learn. Complete all assignments to the best of their ability. Show up to all classes on time with an eager attitude

- **Parents**

check on their child's progress in SIS, Reading Plus, and IXL. Practice problems with their child, and email the teacher if there are any questions or concerns Attend parent training. Attend parent conferences. Encourage student to do their best .

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home

- **Accessibility**

Make ourselves available to parents. Have an open door policy for parents. Provide accommodations for our parents with disabilities, etc, ramps, rails, and close parking.

Social Studies

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

1. List prioritized needs statements.

The Mid Term Exam shows that 62% of the Students have not mastered 70% of the tested benchmarks in US History.

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

Students have issues decoding Student have poor comprehension skills Student vocabulary skills are very low Teacher struggle with classroom management skill Teachers not delivering small and whole group instruction Teachers lack the skills to effectively manage classroom behavior

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to attend and participate in collaborative planning to address student need. Additional resources to support with Differentiated Instruction Provide opportunity to work collaborative to plan and receive support for instruction (PD/Teacher Collaboration Days/Coach). Additional personnel to support small group instruction Encourage student to come to school and participate in all lessons Provide remediation for students Provide during and afterschool tutorial Services Provide school supplies for students Additional resources to support with core and small group instruction (SAT and ACT resources, online subscriptions) Analyze data to plan for whole and small group instruction Deliver instruction that meet the rigor of the standard Allow time for common planning Provide parent training Provide training to parents on supporting students on specific Social Studies components that students lack in the most Introduce more technology and making learning meaning and exciting with the use of Gateway to US History Provide tutorial support through after school and Saturday tutorials Provide behavior management training and resources for teachers Provide parent trainings Provide common planning for teachers Resources to support academic needs Provide home visit to keep parent informed

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

- Communication

Call parents and develop a positive relationship about their children. Send progress reports and messages home to parents. Translation will be provided for parents who speak a language other than English. Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

- Parent Training

Training on how to monitor progress in SIS and online platforms. Train parents on utilizing technology and programs that could help their child build their basic math skills to skills. Train parents to know their student's test scores and what the numbers mean.

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

- School

Keep an open line of communication with parents. Invite parents to SAC meetings and events at the school. Make contact with every parents at least quarterly Increase home visits when necessary Encourage parents to remain active in their child's education.

- **Students**

Come to school on time and prepare to learn. Complete all assignments to the best of their ability. Show up to all classes on time with an eager attitude.

- **Parents**

Check on their child's progress in SIS, Reading Plus, and IXL. Practice problems with their child, and email the teacher if there are any questions or concerns. Attend parent training. Attend parent conferences.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home

- **Accessibility**

The school will provide accommodations for access to the building if needed. The school will provide translated documents and interpreters Conduct conference call meetings or recorded meetings for parents with extended working hours. Make contact with every parent at least quarterly. Increase home visits Increase home visits.

Acceleration Success

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

1. List prioritized needs statements.

100 % of students in the 8.5 program are behind in their cohort.

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

Students transition in 2 to 3 levels below grade level and they struggle with decoding and comprehending text. A large number of the students require small group direct instructions due to learning gaps. Teachers need support planning, engaging, differentiated lessons to meet the need of learners. Low attendance rate/behavior challenges/motivation due to Teacher need support analyzing data, planning for instruction, and monitoring during the literacy block (classroom management). Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level.

3. Share possible solutions that address the root causes.

Provide opportunities for teachers to attend and participate in collaborative planning to address student need. Additional resources to support with Differentiated Instruction Provide opportunity to work collaborative to plan and receive support for instruction (PD/Teacher Collaboration Days/Coach). Additional personnel to support small group instruction Encourage student to come to school and participate in all lessons Provide remediation for students Provide during and afterschool tutorial Services Provide school supplies for students Additional resources to support with core and small group instruction (SAT and ACT resources, online subscriptions) Analyze data to plan for whole and small group instruction Deliver instruction that meet the rigor of the standard Allow time for common planning Provide parent training

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

• Communication

Translation will be provided for parents who speak a language other than English. Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

• Parent Training

Training on how to monitor progress in SIS and online platforms. Train parents on utilizing technology and programs that could help their child build their basic math skills to skills. Train parents to know their student's test scores and what the numbers mean.

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

- **School**

Keep an open line of communication with parents. Invite parents to SAC meetings and events at the school. Make contact with every parents at least quarterly Increase home visits when necessary Encourage parents to remain active in their child's education

- **Students**

Come to school on time and prepare to learn. Complete all assignments to the best of their ability. Show up to all classes on time with an eager attitude

- **Parents**

Check on their child's progress in SIS, Reading Plus, and IXL. Practice problems with their child, and email the teacher if their are any questions or concerns. Attend parent training. Attend parent conferences.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home

- **Accessibility**

The school will provide accommodations for access to the building if needed. The school will provide translated documents and interpreters Conduct conference call meetings or recorded meetings for parents with extended working hours. Make contact with every parent at least quarterly. Increase home visits

Graduation Rate

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

1. List prioritized needs statements.

Crossroads Academy's Graduation Rate was at 61% according to the Federal Graduation Rate.

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

Students transition in 2 to 3 levels below grade level and they struggle with decoding and comprehending text. A large number of the students require small group direct instructions due to learning gaps. Teachers need support planning, engaging, differentiated lessons to meet the need of learners. Low attendance rate/behavior challenges/motivation due to Teacher need support analyzing data, planning for instruction, and monitoring during the literacy block (classroom management). Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level. Student lack basic math skills such as multiplication skills, fractions, and division Students have issues decoding Student have poor comprehension skills Student vocabulary skills are very low Parents do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Teachers not delivering small and whole group instruction Teachers lack the skills to effectively manage classroom behavior Teacher struggle with classroom management skill.

3. Share possible solutions that address the root causes.

Remediation Provide research based computer programs. Guide students to resources such as Practice SAT and ACT. During and after school tutorial. Provide parent training. Provide home visit to keep parent informed when necessary Quarterly communication with parents Allow time for teacher collaboration. Explore opportunity to support teachers' expertise to include professional develop. Provide Credit Recovery.

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

• Communication

Increase communication with parents by informing parents of upcoming assignments and tutorial services the school will provide.

• Parent Training

Offer parents training on applying for FASFA for all seniors. Training on how to monitor progress in SIS and online platforms. Train parents on utilizing technology and programs that could help their child build their basic math skills to skills.

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

- **School**

Provide students with the necessary tools to graduate college and career ready. Keep an open line of communication with parents. Invite parents to SAC meetings and events at the school. Make contact with every parents at least quarterly Increase home visits when necessary Encourage parents to remain active in their child's education.

- **Students**

Attend school regularly. Work diligently in all classes. Understand what they need in order to complete their graduation requirement.

- **Parents**

Check on their child's progress in SIS, Reading Plus, and IXL. Practice problems with their child, and email the teacher if their are any questions or concerns. Attend parent training. Attend parent conferences.

- **Staff Training**

Train teachers how to engage parents and help parents understand student proficiency level and how to assist the students to increase levels. Provide staff with strategies and resources to deliver content information to parents regarding student achievement Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home.

- **Accessibility**

The school will provide accommodations for access to the building if needed. The school will provide translated documents and interpreters Conduct conference call meetings or recorded meetings for parents with extended working hours. Make contact with every parent at least quarterly. Increase home visits.

Action Step: Classroom Instruction

Provide all student with learning experiences that are rigorous, standards based, and differentiated to meet the needs to be successful and graduate on time.

Budget Total: \$52,599.82

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Printer - various colors (ream)	30	\$6.99	General Supplies	Original	\$209.70
	Markers, Sharpies Assorted Colors (pack of 12)	14	\$5.55	General Supplies	Original	\$77.70
	Paper, Color (case)	10	\$39.50	General Supplies	Original	\$395.00
	Folders, File - Color (box of 100)	14	\$16.79	General Supplies	Original	\$235.06
	Paper, Printer - Astrobright Color (ream)	10	\$9.28	General Supplies	Original	\$92.80
	Paper, Copy (case)	10	\$31.04	General Supplies	Original	\$310.40
	Composition Books	45	\$7.38	General Supplies	Original	\$332.10
	Pens (dozen)	20	\$5.77	General Supplies	Original	\$115.40
	Shipping	1	\$1.06	General Supplies	Original	\$1.06
	Folder, 2-pocket pronged-assorted colors	15	\$6.00	General Supplies	Original	\$90.00
	Highlighters (pack of 12)	14	\$5.55	General Supplies	Original	\$77.70
	Gateway Civic Books (10th)	35	\$17.96	Instructional Materials	Original	\$628.60
	Notebooks, wirebound hole-punched	30	\$8.29	General Supplies	Original	\$248.70
Pencils, pre-sharpened (dozen)	28	\$3.15	General Supplies	Original	\$88.20	

Acct Description	Description								
	Item	Quantity	Rate	Supply Type			Type	Total	
	Dry Erase Markers (pack of 8)	15	\$8.96	General Supplies			Original	\$134.40	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will provide after school tutorial for all Level 1 & Level 2 students' grades 3-8 in ELA, Math and Science. Will begin January 2025.	7	\$37.00	5	1	15	Certified	Original	\$19,425.00
Online subscription	Item					Quantity	Rate	Type	Total
	Study Island-College/Career Readiness program will enhance students' knowledge in grades 9-12 with a focus on all content areas that will assist with academic review and remediation, including college prep lessons. (site license - 225 students)					1	\$4,000.00	Original	\$4,000.00
	IXL Math program for grades 6-12 will be used to remediate and support math students in preparation for EOC's and FSA. (site license - 225 students)					4	\$900.00	Original	\$3,600.00
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Out-of-System Tutor will support with small group instruction for Level 1 & Level 2 students in Reading grades 6-12. Will begin January 2025.	2	\$37.00	5	2	17	Certified	Original	\$12,580.00

Action Step: Parent & Family Engagement

Support families by providing targeted trainings and on-going communication to better partner with families, community and students.

Budget Total: \$2,124.18

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments for Parent Trainings	50	\$3.00	Program Supplies	Original	\$150.00
	Ink, Printer (Black, Blue, Yellow, Red, Magenta)	8	\$35.00	Technology	Original	\$280.00
	Paper (case)	8	\$34.00	General Supplies	Original	\$272.00
	Pens	22	\$4.19	General Supplies	Original	\$92.18
Postage	Item	Quantity	Rate	Type	Total	
	Postage to mail monthly newsletters to 225 parents/families.	10	\$68.00	Original	\$680.00	
Printing	Item	Quantity	Rate	Type	Total	
	Newsletters will be printed monthly to inform 225 families/parents of school related activities and parent trainings.	10	\$65.00	Original	\$650.00	

Action Step: Professional Development

Conduct on-going Professional Development opportunities that will build the capacity of staff as they engaged in data analysis, plan and implement best practices in all content areas.

Budget Total: \$15,717.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Lead Teachers will use collaborative planning time 3 times during the year to analyze data and plan school-wide instructional strategies for Level 1 and Level 2 students. The team will share lesson plans produced with other instructional staff members to strategically focus on students below grade level.	15	\$25.00	1	7	3	Certified	Original	\$7,875.00
Travel out-of-state	Item	Quantity	Rate	Type	Total				
	National Youth Advocacy and Resilience Conference will provide quality, relevant training for all educators interested in the well-being of youth, including but not limited to Teachers at all levels, Principals and Assistant Principals, School Counselors and Psychologists, Health and Human Service Counselors and Personnel, Criminal Justice Professionals, Business and Community Leaders, Volunteer Service Providers, Marriage and Family Therapists, and Social Workers. Savannah, GA.- March 2-5, 2025. 1(Registration - \$695, Transportation - \$548, Lodging - \$1,100, Per Diem - \$144)	1	\$2,487.00	Original	\$2,487.00				
The National Dropout Prevention Center Conference is dedicated to advancing systemic solutions for student success, featuring a comprehensive showcase of research-driven and practice-proven methods. The conference aims to provide professionals serving at-risk and struggling students with the best and next practices, latest research, and practical	1	\$2,626.00	Original	\$2,626.00					

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	strategies across various settings. New Orleans, LA - Oct. 13 - 16, 2024. 1(Registration - \$645, Transportation - \$642, Lodging - \$1,195, Per Diem - \$144)				

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

Crossroads Academy will establish and maintain an environment that encourages family engagement by embracing all families and accommodating their needs to help all students be successful in life.

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
Diane Howard	Principal
Shelia Harvey-Lawrence	Assistant Principal
Sonia Sutherland	SAC Chair
Marian Gonzalez	Community Business Partner
William Gonzalez	Community Business Partner
Janet Taylor	Community Business Partner
Eddie Rhodes	Community Business Partner
Steven Wilson	Community Business Partner
Gloria Diaz	Advisory Member
Leonard Neal	Community Business Partner

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

Parents and community members were invited by sending notices home with students and personal phone calls home to parents encouraging them to attend and participate. Members are a representative of the community served by school as served by the School Advisory Council (SAC). All parents and as well as the community is invited to attend. During the meeting we ask for volunteers to serve as stakeholders during the meetings. Parents discuss and ask the person who is able to attend majority of the meetings to represent them as the stakeholder. To date any community member that shows interest are invited to serve as a stakeholder; therefore, the parent representative and the community represented are voted on by the group as a whole.

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

The CNA process will begin in the Spring. Stake holders will be invited to participate. They will also participate during the monthly SAC meeting. Based on District Title I feedback , parents concerns, meetings with stakeholders during SAC, School Based Team, parent conferences, SWP Stakeholders meeting entrance and exit meetings input will be solicited from all stakeholders in the planning, review and implementation of the Title I programs. During the monthly School Advisory Meetings stakeholders will develop and oversee the implementation and systematic evaluation of the Schoolwide Plan to include: Develop and review the implementation of the Schoolwide Plan. Enlist, promote, and support greater interaction between the school and community. Provide input in matters concerning disbursement of Title I funds and ensure that such expenditures are consistent with the Schoolwide Plan. Consult with peripheral constituency groups when making decisions concerning educational practice within the school. Consult with people or departments impacted by and needed to support the Schoolwide Plan. Make informed decision based on available data. SAC dates and times are as listed below: August 22, 2024, at 2:10pm September 19, 2024, at 2:10pm October 17, 2024, at 2:10pm November 21, 2024, at 2:10pm December 19, 2024, at 2:10pm January 16, 2025, at 2:10pm February 20, 2025, at 2:10pm March 20, 2025, at 2:10pm April 17, 2025, at 2:10pm May 15, 2025, at 2:10pm

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

The school During the SAC Meetings individuals present their ideas, questions, comments, and concerns regarding the use of Title 1 fund. All ideas must have a purpose and an outcome supporting the school improvement process and aligned to the Schoolwide Plan. Ideas are addressed before closure of meeting or tabled until next meeting. Bi-Monthly Newsletters will inform parents and keep them abreast of what is happening in the schools and childcare and support will be provided to parents during parent training. Stakeholders including parents present suggestions and ideas to support parent and family engagement. Ideas for funding are discussed and voted on during the meetings.

Name	Title
Diane Howard	Principal
Shelia Harvey-Lawrence	Assistant Principal

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 Parent Meeting will take place on September 19, 2024 at 2:10 p.m., in Room 135. This will be a face to face, there will also be a Google Link for parents who can not physically attend the meetings.

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 about the meeting date and time via the website, Parent Link calls, and a flyer will be sent home to all parents/guardians.

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

In order to carry out the meeting virtually, google meets agendas will be presented to parents with all of the necessary materials and information pertaining to the annual parent meeting. Paper and ink for printing flyers and letters will be utilized. Also postage will be needed to mail home letters, flyers and PowerPoint presentation. Review of the PFEP and School-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

Understanding Data Analysis

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

Staff will be able to explain what data is being collected and how it will be used to drive instruction. Staff will be able to meet with the parents to interpret the data and assist parents with ideas on how to assist student at home.

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

This training will help teachers connect with parents as well as the student. Teachers will be able to work with parents and the student to help them understand their particular numbers how to use that as a tool to increase performance. Parent gets and opportunity to get suggestions on what they can do at home to help their child. Parents will be able to understand what the numbers mean. Parents will be able to understand how their child is doing in school. This allows data to become understandable for parents.

- What will teachers submit as evidence of implementation?

Student artifact Agendas Conference Notes SIS Comment Logs Sign in sheets FSQ Results USA Results PM Results

- Month of Training

This training will be held on September 18, 2024.

- Responsible Person(s)

Shelia Harvey, Janice James, Shannon Monroe

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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. Staff Training for Parent and Family Engagement #2

- Name of Training

Teaching parents how to use and monitor online programs.

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

Showing parents how to interpret iXL, Reading Plus, and Study Island reports, to assist students at home and monitor progress.

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

Parents will learn how to fully understand and how use the reports Parents will be more involved Parents will be able to reinforce online learning at home

- What will teachers submit as evidence of implementation?

Students Online Report Conference Note with Data

- Month of Training

November 14, 2024

- Responsible Person(s)

Professional Development Team

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

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

Student Information System (SIS) How to Monitor Student Progress

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

Parents will navigate the SIS Gateway program that will provide parents/guardians timely access to their student's information including class schedule, current and past grades, discipline history, and attendance history. Parents will access through laptop, Chromebooks, cell phone, tablet, or other devices to participate in the interactive training. Parents will receive an overview of the Student Information System (SIS) and an explanation of how valuable this resource tool is for them as well as their child.

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

Crossroads Academy's teachers and staff will be available to assist parents with setting up their accounts. Parents will have access to view and monitor their child's grades, attendance, behavior, view test scores to include FSA, FSQ and USA. Parents will be able to communicate with teachers directly through email to inquire about student behavior and performance in class.

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

This training will provide parents with the tools necessary to monitor their child's data in real time. It will also bridge the gap in teacher parent and communication to increase and sustain students' attendance and academic performance.

- Date of Training

Training will be held on September 26, 2024

- Responsible Person(s)

Shelia Harvey-Lawrence, Janice James, and Monroe Shannon

- Resources and Materials

Electronic Device Translators Pen/Pencil Paper/Pads

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Graduation Requirement How to Track Student's Progress

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

Parents will learn what is required for student to graduate with a regular high school diploma. Parents will also learn how to monitor their child's progress towards graduation.

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

Crossroads Academy's counselors will be available to assist parents with setting up their accounts. Parents will have access to view and monitor their child's grades, attendance, behavior, view test scores to include FSA, FSQ and USA. Parents will also be able to monitor their child's progress toward graduation. Parents will be able to communicate with teachers directly through email to inquire about student behavior and performance in class.

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

This training will provide parents with the tools necessary to monitor their child's progress toward graduation. It will also bridge the gap in teacher parent and communication to increase and sustain students' attendance and academic performance.

- Date of Training

This Training will be held on October 24, 2024.

- Responsible Person(s)

School Counselors

- Resources and Materials

Laptops Paper Pencil Student Information Translator

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

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

Migrant Education Department

- Describe how agency/organization supports families.

Help the school identify and communicate with the migrant population, in an effort to support with school supplies, clothing and resources available in the community.

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

Flyers Log of referrals with students/parents who need assistance. Emails Newsletters

- Frequency

Monthly

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

- Name of Agency

Dr. Tripp & Associates, Multilingual Physio Therapy Centers , Family First of Palm Beach County

- Describe how agency/organization supports families.

Families are provided assistance from our Mental Health Department assistance is provide from the School Behavioral Health Professional, Co-located Mental Health, and Behavior Coach. Families are informed about services during the intake process. During IEP meeting. During School Based Team meetings. Also during counseling sessions. We also mentor, empower, inspire and motivate students with different activities and events throughout the school year. Students in need of intensive therapy receives a referral to see the Co-located Mental Health Counselor or outside mental health agencies.

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

Counselor on campus at least twice a week and as needed. Contact notes from counselor. Conference notes, Flyers, IEP Meetings, School Based Team Meetings notes.

- Frequency

Quarterly

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

- Name of Agency

Data Inter Mental Health Counseling D.A.T.A., Community Connections, District Mental Health, Boys Town, USA.

- Describe how agency/organization supports families.

Work with school to help students and families with mental health issues, homelessness, budgeting, health, clothing, family and individual counseling.

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

Referral forms Flyers Letters Brochures Conference Notes

- Frequency

Monthly

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**

The school will provide information to all parents in a timely manner, regarding testing, tutorial programs, mentoring, family counseling, mental health support and parent/family training, through SIS notifications, parent link messages, flyers and letters. Phone calls as well as text messages to parents through Parent Link. During the Title 1 Annually Meeting. During the monthly SAC meetings. Parents will receive information in language they can understand. Information will be translated in Spanish or Haitian Creole by the Multilingual department in written form and by translator if needed in the form of speech.

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

Evidence/Copies: Parent Link Flyers Letters Tutorial Schedule Contact Information for counselors and mentoring programs sponsors. Parent Compact Letters. Title 1 Annual Meeting Agenda SAC Meeting Agenda,

- **Description**

Parents will be informed about their child's proficiency levels through month meeting with the school counselors. Confirmation notices and letters will be sent home to parents quarterly indicating proficiency levels, grades and graduation requirements. School Counselors will send out Data Chat letters to parents which will include students: Grade Level, Current Courses, GPA, Test Scores, Testing Status.

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

Evidence: Letters will be mailed out to parents explaining their student's academic status. Phone logs documenting phone calls out to parents. Conference notes Counselor Logs

- Description

Parents will be informed about various types of academic assessments used to measure student progress according to state assessment standards, through parent letters, flyers, parent link messages and parent conferences.

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

Evidence: Letters Flyers, Conference notes Comment Log

- Description

Our parents will be informed about decision making opportunities through our SAC meetings, parent letters, parent link messages and school news letters

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

Evidence Copies: Conference notes, parent link messages, parent letters

- Description

The school will offer flexible meeting dates and times for parents who work extended evening and day jobs. Special meetings will be arranged for groups of parents with working hours that do not coincide with our scheduled meetings. Home visits will also be made in order to share information with parents regarding the school and their child's progress/expectations. Some SAC meetings are held in the A.M. and some meeting are held in the P.M., in order to accommodate parents schedules.

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

Evidence : Home Visits Alternative Meeting Schedules Conference notes Parent Link Parent trainings with flexible dates and times

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

The school will provide translated documents and interpreters. Handouts and flyers listing meeting dates and times.

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

Agendas Handouts Name/credentials of interpreters Translated documents including the schools PFEP, Compact, and Agenda Sign-in sheets for trainings/events that show interpreters were present.

- Description

The school will provide accommodations for access to building if needed. In addition, support will be provided as requested for physical and non physical support. Handicap parking closer to the building, handicap ramps, and extra space in meeting areas for wheelchairs and scooters.

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

Access ramp and safe access to meeting rooms and areas Pictures of ramp Pictures of designated parking Pictures of meeting room

- Description

The school will accommodate and engage migrate families by providing referrals to Migrant Education Department. The school will adjusting meeting times and dates in order to meet the needs of the working parents. The school will conduct parent conferences at times that are convient for working parents. Home visits will be conducted when needed to meet with parents. Information and support will be shared with new families about the migrant program and the services that are offered. Share information about available services through the Migrant Education Program such as: distribution of uniforms, school supplies, field trips, etc. to help families.

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

Handouts Flyers Parent Link Comment Logs Document in Different Languages

- Description

Families experiencing homelessness will be supported through the Mckinney-Vento Act representative for the Glades region. School and family counselors will offer support as well as the Professional Mental Health Behavior Counselor. Mckinney-Vento contact information will be shared with parents.

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

McKinney Vento Contact Information Counselor sessions/support schedules Contact information of outside agencies to assist with services SBT notes for homeless students – mandatory SBT referral), Student Housing Questionnaire Notes in SIS that document support/services received Conference notes

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

- Name of Activity

N/A.

- Brief Description

N/A.

2. Activity #2

- Name of Activity

N/A.

- Brief Description

N/A.

3. Activity #3

- Name of Activity

N/A.

- Brief Description

N/A.

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

Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses our school-wide "Jaguar Power" plan for encouraging positive behavior. This plan provides a structure for helping students be responsible, motivated, and engaged in academics. School-wide positive behavior universal guidelines "Jaguar Power" are evident throughout the school. Positive praise, parent good news postcards, and coupons are used to reinforce academic and social behaviors. Each morning during the first 5 minutes of the first class of the day students and teachers are engaged during our school-wide meditation program. The mediation program consists of relaxation routines and calming music, to help students and teachers get off to a positive start during the school day. Students and teachers both utilize this time to release negative thoughts and experiences and tune into positive ways for skills for lifelong learning and academic success. Upon entering the school campus students and teachers hear relaxing and soothing music. This music prepares their minds to receive positive campus energy. The school counselors provide various models of counseling support, which include: individual and small groups, Skills for Learning & Life(SLL), and the Relaxation Room. Our family and guidance counselor focus on the needs of students by offering them ways to improve their coping skills and growth mindset. Student groups meet monthly and weekly to discuss issues such as: anxiety, divorce, parent loss, self-esteem, bullying, decision-making, graduation status, and other academic issues. Supporting the families of our students by counselors comes through phone calls, home visits, and connections to community resources. The counselors work closely with Zeta Phi Beta Sorority Inc., Glades Education Committee, and Christ Fellowship to bring in mentors and role models to our students. This support falls under our school's "Gathering Hearts Program". These volunteers choose the day of the week that they can come and support students and teachers. Currently, Christ Fellowship volunteers support students on Thursdays. The school participates in a weekly character counts program, called "Building A Strong Academic Foundation for Success. Each week focuses on respect, safety, perseverance, and responsibility. The teachers and staff encourage students to do their best. Students are nominated and voted upon by teachers and staff and recognized each week. Our students are engaged in several different club activities for character growth, socialization skills, and overall development. Students have the opportunity to join clubs and activities of their choice during our annual club sign-up day. Club and Student Council offerings: Ladies of Tomorrow, Kindness Club, Kids Count, Recycling, Senior Sponsors, Gardening, Business Club, Performance Arts, Basketball, Flag Football Club, Chess Club, School Recreational Club, Male Mentoring Club, and yearbook club. We celebrate positive behavior by celebrating small successes with basketball tournaments during lunch and award ceremonies for progress reports to build self-esteem and encourage students to continue to work toward their goals. We also give each student a binder to teach them how to organize their classwork and increase their study habits. We celebrate Hispanic/Latina, Haitian/Creole, and Black/African American months to teach cultural awareness, resilience, and persistence using examples of others who served and made a difference.

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

Our school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic, mental and/or behavioral support (supplemental or intensive). Intervention plans are developed using (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. Registration form 0636 for student provides space for parents to notify school teams of any mental health issues or concerns. The team meets to ensure that necessary resources are available and interventions will be implemented with fidelity. Support is determined for all students based upon their academic, mental health, social and emotional needs. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conferences. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during department meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. The SBT meetings are held weekly, on Tuesday afternoons at 2:10 p.m. ? Tier 1 Implementation: In this implementation best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, Study Island, Performance Matters, Algebra Nation, students participate in Reading Plus and IXL programs for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "Jaguar Power" expectations and keys for success (high expectations, personalized learning, growth mindset, positive school environment and morning meditation .). ? Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, intensive reading class. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify students who share the same academic and/or behavior need using referrals, BIA documentation, teacher behavior logs and diagnostic data from Study Island. ? Tier 3 Implementation: A FEW Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. Typically, the instruction is provided to individual students through individual instruction in class during rotation, (WLT) working lunch tutorials-teachers work with students during lunches, after school tutorials, pull outs and push ins.

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
- Opportunities to extend learning time.

(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.
- 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

Students participate in core classes that are supplemented with 20 minutes Study Island software program instruction for enhancement and remediation of instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers when possible. Students who qualify are enrolled in the Edgenuity on line course programs, for credit recovery and Edgenuity Virtual Academy for NCAA approved online classes. The master schedule is created after the completion of a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL and Rtl. Teacher recommendation is also taken into consideration when placing students into specific courses for example, Edgenuity, music and research for ACT practice. In order to meet the academic needs of students who rank in the lowest 25% for reading, after school tutorials and Working Lunch Tutorials are offered. Our Instructional framework outlined for grades 6-12 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of district curriculum specialists. DILs facilitate department curriculum meetings focused on planning instruction to meet the intent of the standards. The PDD team also develop trainings to address various ways of implementing the Standards. Students can participate in extra curricular activities on campus such as chorus, community service hour activities, homecoming coronation, art and crafts club, and yearbook club, school newsletter, student council, recycling, ping pong , flag football and other recreational activities. Students are provided an opportunity to engaged in a well rounded educational environment. Their daily academic instruct includes: direct instruction, Edgenuity lab course work and credit recovery course work. Students are supported through campus mentoring programs, academic camps, Mentoring and school club activities. Students have electives about Careers and jobs. Students also have the opportunity to receive a certification in Food Handling in our Culinary Arts I class which will increase their chances of getting a job in the food service industry. Crossroads is also a business partner with Boys and Girls Club of Palm Beach County, Inc. Career Bound 2.0 Program. This program provides training and job opportunities for students with local businesses. Students are given the opportunity to explore other job options like ARC of Palm Beach County, Microsoft and Code by participating in training, college tours and field trips. Students participates in the OJT program and work with the elective teachers to determine their career interests.

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;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

School-wide, our school center is committed to building college and career awareness through displays of the staff's Alma Maters posted on the classroom door. Additionally, college and career awareness events through our guidance department programs include: career day/week, speakers, Boys and Girls club college tours, Palm Beach State College campus visits set up to support students during lunch about various programs and opportunities, at the college level. Majors, sports teams, etc. are discussed with students during these meetings. Students also participate in college tours during the spring each year, through business partners such as the Boys and Girls Club, and the Glades Education Committee. Students register and receive waivers through our guidance department for SAT/ACT/CLT exams. Preparation for such exams comes through student enrollment enrolled in ACT/SAT/CLT prep courses Study Island and research courses. Students are also registered for the school day SAT, ACT and CLT exams. Students have the opportunity to enroll in the West Tech Educational Center and the Technical programs at Palm Beach State College. Annual scholarships are given to students with regular high school diplomas and certificates of completion for Palm Beach State College welding, diesel mechanic and barber programs. Students are informed of the criteria for dual enrollment and are taught soft skills for job development in leadership class. Students meet with guidance counselors and ESE coordinator and are given a graduation plan tracking sheet so that they will know what requirements they need to graduate.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- 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

This school has chosen to be exempt from this area.

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

Teachers participate in Professional Learning Communities (PLCs), during collaborative training department meetings, as well as Professional Development identified by the district, that are dedicated for professional development to improve delivery of instruction. These PD's assist teachers with how to use data to support instructional decisions. During engage in collaborative planning; teachers unpacking standards, engage in book/article study, and professional discussions. PLCs are supported by the instructional districts' curriculum specialists and the administration staff. Additional support is available through regional and district curriculum support staff for teachers to develop their skill set. Additional professional development is provided for teachers through the school's professional development team after dismissal of students. The administrative staff provides Professional development for teachers as well. Faculty meetings for professional development as it relates to standards based instruction and the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. Mentors and buddies are assigned to all new hires. Teachers also participate in peer observations to help each other grow and develop as educators. Teachers participate in ESE workshop at the beginning of school year to learn effective strategies for ESE students. Teachers will also engage in the Implementing the Resolution to Promote Welcoming and Inclusive Schools for All Students and Families Training from the District's Multicultural department.

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The administrative staff along with the principal strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs/Glades Area, Collaboration with HR and the Regional Office, Word of Mouth and Pay for performance and Glades Supplement incentives. Additionally, we have a strong commitment to preparing and recruiting future educators through the district's educator support program which places pre-service and intern teachers. We also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. Mentoring and peer teaching is becoming popular and more teachers are requesting support from department members and the administrative staff. Teachers are given the opportunity to tutor to receive additional pay. teachers also participate in collaborative planning and new teachers are assigned a mentor. Professional development is on-going by the PDD team based on needs expressed in collaborative planning meetings. Teachers are embraced by the administrative staff and their is an open door policy for all staff.