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**Title I Comprehensive Schoolwide Plan**  
**CROSSROADS ACADEMY (3101)**

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# ELA

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

## 1. List prioritized needs statements.

According to PM 1, 86% of the student at Crossroads Academy are not proficient in Reading.

## 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 Low attendance rate/behavior challenges/motivation Teacher struggle with classroom management skill 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

## 3. Share possible solutions that address the root causes.

Provide whole group instructions Differentiated Instruction Small group instruction Explore opportunity to support teachers' expertise to include professional develop Provide Scaffolding/Tiered Instruction Give students positive praise 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 Guide students to resources such as Practice SAT and ACT 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?

Call parents and develop a positive relationship about their children. Send progress reports and messages through Google Classroom.

### • Parent Training

Parents will receive training on the use of educational resources at home.

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

- School

Keep an open line of communication with parents.

- Students

Encourage student to do their best . Provide rewards and incentives.

- Parents

Invite parents to SAC meeting and events at the school. Encourage parents to remain active in their child's education.

- Staff Training

Staff will receive professional development training on conducting data chats through breakout sessions.

- 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.

82% of the students have learning gaps and are behind on the skills for FSQ/USA problems and EOC problems

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

Student lack basic math skills such as multiplication skills, fractions, and division. Student have poor comprehension skills Low attendance rate/behavior challenges/motivation Teacher struggle with classroom management skill 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 do not deliver small and whole group instruction Teachers lack the skills to effectively manage classroom behavior

**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 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

**• 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.

**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 in IXL. We will communicate with parents how to structure their child to succeed in school: good night sleep, get to school on time, finish assignments.

- **Students**

Encourage student to 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 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

- **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.**

87% of the science students are performing below proficiency levels.

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

Poor motivation Students not focused. Students are distracted. Poor comprehension Poor vocabulary Poor Behavior 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 Students not motivated to attend school

3. Share possible solutions that address the root causes.

Regroup students into small groups. Hold each member responsible for their job in the group. Allow students to choose how to demonstrate their knowledge as individuals and groups. Incorporate reviews of earlier topics. Summarize and allow students posed questions. Explore opportunity to support teachers' expertise to include professional develop Deliver instruction that meet the rigor of the standard Explore opportunity to support teachers' expertise to include professional develop Resources to support academic needs Provide home visit to keep parent informed

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

• Communication

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

• Parent Training

Train parents on study island for Science.

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

• School

School will... have open communication with parents

• Students

Students will...be engaged to participate in all science activities

- **Parents**

Parents will...encourage students to work hard everyday in school and complete all assignments.

- **Staff Training**

Provide professional development training for staff on supporting parents.

- **Accessibility**

Accommodate parents with disability etc, closer parking and ramps.

## **Social Studies**

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

1. **List prioritized needs statements.**

90% of the 7th grade students scored level 1 on the Winter Diagnostics.

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 Low attendance rate/behavior challenges/motivation Teacher struggle with classroom management skill 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

### 3. Share possible solutions that address the root causes.

Communicate with parents/ guardians more often make phone calls to parents Provide parent training introduce more vocabulary terms to increase student comprehension remediation Purchase online subscription Provide tutorial support through after school and Saturday tutorials Provide behavior management training and resources for teachers Provide common planning for teachers Resources to support academic needs Provide home visit to keep parent informed Explore opportunities to support teachers expertise including professional development

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

- Communication

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

- Parent Training

Provide a training on Study Island/ Flocabulary

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

- School

School will... provide training and meetings to inform parents/ guardians on the students' progress. School will provide a welcoming environment and respect, understand the variety of cultural differences at the school and encourage students' success.

- Students

Students will...agree to come to school daily and complete all assignments.

- Parents

Parents will...be encouraged to monitor students' progress, attend SAC meetings, and complete training provided by the school to achieve student success.



- **Staff Training**

Provide professional training to help growth of knowledge and teaching techniques to help students become successful, for example content literacy strategies training.

- **Accessibility**

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

## **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 have issues decoding Student have poor comprehension skills Student vocabulary skills are very low Low attendance rate/behavior challenges/motivation Teacher struggle with classroom management skill 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 are unable to plan and deliver small and whole group instruction Instruction that meet the rigor of the standard Analyze the data to plan for whole and small group instruction Teachers lack the skills to effectively manage classroom behavior

3. **Share possible solutions that address the root causes.**

Provide tutorial support through after school and Saturday tutorials Provide 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 Allow 8th grade students who have been retained one or more times to enter the 8.5 program. Conduct home visits in an effort to improve attendance Provide mental health counseling to students in need. Work with parents to provide support services Remediation Positive reinforcement Tutoring sessions

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

- **Communication**

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

- **Parent Training**

Train parents on programs that could be used at home to help students increase reading comprehension, decoding and vocabulary .

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

- **School**

School will...Provide wrap around services to parents and students such as Mckinney-Vento, Migrant tutoring and Migrant programs, Mental Health counseling

- **Students**

Students will...Offer small classroom setting

- **Parents**

Parents will...Provide invite and phone calls to parents

- **Staff Training**

Train staff how to work with struggling students and identify with their needs.

- **Accessibility**

Accommodate parents with disability etc, closer parking and ramps.

# Graduation Rate

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

## 1. List prioritized needs statements.

According to the Accountability Report 84% of the seniors are not on track for graduation.

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

Students enrolls in school behind on credits and has a low GPA. Student lack basic math skills such as multiplication skills, fractions, and division Students are dealing with disabilities and challenges Students have issues decoding Student have poor comprehension skills Student vocabulary skills are very low Low attendance rate/behavior challenges/motivation Low self esteem Behavior issues 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 Parents not able to come out to school to check on students 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

Parents will receive FASFA training.

## 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.

- Students

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

- Parents

Parents will...Provide invite and phone calls to parents.

- Staff Training

Train teachers how to engage parents and help parents understand student proficiency level and how to assist the students to increase levels

- Accessibility

In form parents about services for homeless and migrant families. Accommodate parents with disability etc, closer parking and ramps.

### **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: \$55,131.47**

Acct Description	Description								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Afterschool tutorial to support Level 1 and Level 2 students in all content areas Grades 6-12 - Tentative start date January 2024	8	\$37.00	5	1	15	Certified	Original	\$22,200.00
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Academic certified tutors to provide pullout support to Level 1 and Level 2 students in ELA and Math Grades 6-12 - Tentative start date January 2024	2	\$37.00	5	2	17	Certified	Original	\$12,580.00
Online subscription	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	tudy Island-College/Career readiness licenses program that will enhance students' knowlwdge in grades 9-12 with focus on all content areas that will assit with academic review and remidiattion, including college prep lessons. (site license)					1	\$2,000.00	Original	\$2,000.00
	XL - Math program for grades 6-12 used to remediate and support math students in preparation for EOC's and FSA. (site license)					4	\$249.00	Original	\$996.00
	Flocubulary 6-12 remediation/support vocaulary program for content area course work. (one classroom)					1	\$120.00	Original	\$120.00
Increasing line due to cost increase for IXL Math					1	\$2,134.00	Budget Transfer	\$2,134.00	

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Composition Books	39	\$7.38	General Supplies	Original	\$287.82
	Dry Erase Markers (pack of 8)	20	\$8.96	General Supplies	Original	\$179.20
	Folder, 2-pocket pronged-assorted colors	20	\$6.00	General Supplies	Original	\$120.00
	Folders, File - Color (box of 100)	20	\$16.79	General Supplies	Original	\$335.80
	Gateway Civic Books (10th)	35	\$17.96	Instructional Materials	Original	\$628.60
	Highlighters (pack of 12)	20	\$5.55	General Supplies	Original	\$111.00
	Markers, Sharpies Assorted Colors (pack of 12)	20	\$5.55	General Supplies	Original	\$111.00
	Notebooks, wirebound hole-punched	20	\$8.29	General Supplies	Original	\$165.80
	Copy Paper, color(case)	25	\$39.50	General Supplies	Original	\$987.50
	Copy Paper, white (case)	25	\$31.04	General Supplies	Original	\$776.00
	Paper, Printer - Astrobright Color (ream)	30	\$9.28	General Supplies	Original	\$278.40
	Paper, Printer - Ivory (ream)	20	\$6.99	General Supplies	Original	\$139.80
	Paper, printer - Vitalities Color (ream)	20	\$6.99	General Supplies	Original	\$139.80
	Paper, printer letter-sized- color (ream)	20	\$6.99	General Supplies	Original	\$139.80
	Pencils, presharpended (dozen)	25	\$3.15	General Supplies	Original	\$78.75
	Pens, black & blue (12 per pack)	40	\$5.77	General Supplies	Original	\$230.80

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Shipping	1	\$1.40	General Supplies	Original	\$1.40
	Increasing line for pencils and spiral notebooks per BT 468264	1	\$97.00	General Supplies	Budget Transfer	\$97.00

## 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: \$2,421.28**

<b>Acct Description</b>	<b>Description</b>					
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage to mail monthly newsletters to 165 parents/families	10	\$63.00	Original	\$630.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink, Printer (Black, Blue ,Yellow, Red, Magenta -1 color each)	4	\$35.00	Technology	Original	\$140.00
	Paper, Copy - Case	8	\$34.00	General Supplies	Original	\$272.00
	Pens, Papermate (dozen)	12	\$4.19	General Supplies	Original	\$50.28

Acct Description	Description											
Printing	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Newsletters will be printed monthly to inform 165 families/parents of school related activities regarding students.						10	\$62.00	Original	\$620.00		
Out-of-system Subs for Parent Conferences	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	All teachers will meet with parents to discuss students progress. (December 2023)				4	\$19.00	1	7	1	Non-Certified	Original	\$532.00

## 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: \$15,985.00**

Acct Description	Description										
Travel out-of-state	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	nnovative School Summit for At risk Students - Chicago,Ill. Nov. 1-4, 2023 - The conference will feature experts in evidence-based programs who will share strategies you can use to prevent dropouts and to help students succeed. It will also focus on drop out prevention low-income and minority students. I will be able to gain valuable insights and learn proven strategies						1	\$2,589.00	Original	\$2,589.00	



Acct Description	Description								
	<b>Item</b> for reaching at risk students who are most vulnerable at Crossroads Academy. (Registration - \$645.00, Transportation - \$700.00, Lodging - \$1,100.00, Per Diem - \$144.00)	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>				
	National Youth At Risk and Resilience Conference - Savannah, GA.- March 5-9, 2024 - The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and at risk adolescents. (Registration - \$695.00, Transportation - \$650.00, Lodging - \$850, Per Diem - \$144.00)	1	\$2,339.00	Original	\$2,339.00				
Teacher Collaboration	<b>Item</b> Collaborative instructional planning - Assessment results-Growth, gains Will use collaborative planning time in late July /early August to plan school wide instructional strategies for level 1 and level 2 students. the team will share lesson plans produced with other instructional staff meembers in order to strategically focus on Level 1 & 2 students.	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Collaborative instructional planning - Assessment results-Growth, gains Will use collaborative planning time in late July /early August to plan school wide instructional strategies for level 1 and level 2 students. the team will share lesson plans produced with other instructional staff meembers in order to strategically focus on Level 1 & 2 students.	16	\$25.00	1	7	3	Certified	Original	\$8,400.00
	468264 Reducing collaboration TO (5.5 hrs per day) per BT 468264	1	-\$1,800.00	1	1	1	-\$1,800.00		

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="422 203 1461 297">Item</th> <th data-bbox="1461 203 1610 297">Quantity</th> <th data-bbox="1610 203 1772 297">Rate</th> <th data-bbox="1772 203 1902 297">Type</th> <th data-bbox="1902 203 2022 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Model Schools Conference – Principal will attend the Model Schools Conference in Orlando, FL June 22024 to learn from a community of educators who’ve connected with the courage to drive innovation and change as it relates to math skills and student learning. Conference information will be shared with all teachers, as well as skills and strategies learned from colleagues through the professional development trainings. (Registration - \$645.00, Transportation - \$400.00, Lodging - \$1100.00, Per Diem - \$144.00)	1	\$2,289.00	Original	\$2,289.00						

## Mission Statement

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

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

### 1. Mission Statement

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.)

<b>Name</b>	<b>Title</b>
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 flyers 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, Open House, 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 Improvement 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 24, 2023, at 2:10pm September 21, 2023, at 2:10pm October 19, 2023, at 2:10pm November 16, 2023, at 2:10pm December 21, 2023, at 2:10pm January 18, 2024, at 2:10pm February 15, 2024, at 2:10pm March 14, 2024, at 2:10pm April 18, 2024, at 2:10pm May 16, 2024, 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 21, 2023 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

Promoting Positive Relationships With Parents

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

Teachers will use effective strategies to establish and promote positive relationships with parents. Parents will be active listeners when parents need to voice their opinion. Effectively address their concerns, as well as respect the concerns of the parents. Encourage parents to visit the school to check on students.

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

Teachers will development of a more positive working relationship with parents, which will result in student success, Teachers conversations and interaction with parents will be overall positive.

- What will teachers submit as evidence of implementation?

Detailed notes taken during communications, phone logs, and Conference Notes. Teachers and staff will take take detailed notes of the conversation.

- Month of Training

September 13, 2023

- Responsible Person(s)

Principal, Assistant Principal, and Professional Development Team

## 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

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Welcoming and Inclusive Schools for All Students and Families.

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

Establish a healthy climate of respect so that parents see school as a caring place that students look forward to going to each day. Make it easy for all students to participate. Develop a positive rapport with students and parents. Encourage parents and family members to get involved in school and classroom activities and to communicate as much as possible. Teachers will actively use resources that have multicultural themes and ensure that all students and parents have equal access to participation and opportunities.

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

Create opportunities for collaboration among the school, school staff and families to ensure the school building and school staff accommodate the needs of both children and parents.



- What will teachers submit as evidence of implementation?

Learning activities, addition curriculum guidelines and other resources that the parent can use to assist students. Provide translation for parents who does not speak and understand the English language. Conference notes that shows family participation in decision making and in supporting aspects of daily management of activities.

- Month of Training

January 24, 2024

- Responsible Person(s)

PD Team/Multicultural Department

#### 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

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## 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) Gateway & Interpreting Your Child's Middle and High School Interactions

- 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 to the school's Chromebooks, a cell phone 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

September 14, 2023

- Responsible Person(s)

Shelia Harvey-Lawrence

- Resources and Materials

Electronic Device Translators Pen/Pencil Paper/Pads

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

N/A

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

N/A

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

on

• How do you know?

N/A

• What went well with the training?

N/A

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

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

ELA Component of Study Island Training

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

Parent will learn how to provide encouragement, support, and access to activities that enable the child to master key developmental tasks. Parents will learn how to support learning at home. Parents will learn content area hands on strategies to support their child and their assessment levels. They will also learn how to promote literacy by reading with their child.

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

Parents will use district own laptop to learn how to use, monitor, and reinforce learning through the Study Island and Reading Plus platform at home.

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

Parents will follow students progress towards mastery and students will be able to work with the support of their parents as they continue to work on previously learned lessons. Parents can also concentrate and utilize resources that can help student be prepared for required assessment.

- **Date of Training**

October

- **Responsible Person(s)**

Principal, Assistant Principal, Professional Development Team.

- **Resources and Materials**

Test results, paper, and pencils

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

N/A

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

N/A

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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

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

N/A



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

on

- How do you know?

N/A

- What went well with the training?

N/A

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

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.

Log of referrals with students/parents who need assistance.

- Frequency

Monthly

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

- Name of Agency

Segull Mental Health Jerome Golden Mental Health Center

- 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 Newsletters

### 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

- 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 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: Flyers Letters Tutorial Schedule contact Information for counselors and mentoring programs sponsors. Phone Logs 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. Sample letters will be attached and phone logs documenting phone calls out to parents. Conference notes from the monthly meetings with the school counselors as supporting evidence

- **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: Copies of letters, flyers, parent link messages, documentation of scheduled conferences, and conference notes.

- **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 Flyers 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 and name/credentials of interpreters, translated documents include the schools PFEP, Compact) as well as the 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 provide translated documents and interpreters. Handouts and flyers listing meeting dates and times. Adjustment of meeting times and dates in order to meet the needs of working parents. Conduct conference call meeting or recorded meeting for parents with extended working hours. Welcome packets of information for new families, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc.

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

Adjusted Meeting Times and Dates- Agendas Prerecorded Meeting Information- Via phone or Google Meets for parent access

- **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. Evidence with SBT notes for homeless students – (mandatory SBT referral), Student Housing Questionnaire, Notes in SIS that document support/services received, and/or conference notes (documentation) from the McKinney Vento contact meetings w parents to support the schedule.

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

McKinney Vento Contact Information will be shared with parents Counselor sessions/support schedules Contact for outside agencies for support

## **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 post cards 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 social, emotional 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 who 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, call "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 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 building 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 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 RtI. 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 exams. Preparation for such exams comes through student enrollment enrolled in ACT/SAT prep courses Study Island and research courses. Students are also registered for the school day SAT and ACT. 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

Not Applicable

## Professional Development

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

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

## 1. Professional Development

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.