

Crossroads Academy

225 SW 12TH ST, Belle Glade, FL 33430

http://www.edline.net/pages/crossroads_academy

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Crossroads Academy School is to provide each student with a learning environment that will ensure that every student has the opportunity to achieve academic success and become an exemplary citizen and life-long learner.

Provide the school's vision statement

Crossroads Academy School vision is to focus on empowering students to excel academically with the potential to reach for and achieve life-long goals. We are committed to serve as a source of support to all students by creating a learning environment involving all stakeholders; parents, students, school and community. In doing so, we join together in creating productive members of a global community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Crossroads Academy School will create a Single School Culture that supports multicultural diversity. Single School Culture-SWPBP, Academics-Follow Florida Standards, Behavior-Schoolwide behavior plan -Jaguar Power Hour/for good conduct. the school climate and belief system is one that will and practice and promote a positive learning and work environment.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and

administrative levels;

• Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all st

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, SAI ,Tutorials, Edgenuity
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual, H.U.G.S.Jerome Golden Center,and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Crossroads Academy is committed to partnering with parents and increasing parental involvement and parental awareness regarding the academic and behavioral services provided to their children. Parent involvement is solicited through a variety of means such as during SAC meetings, parental conferences, opportunities to volunteer, through parent link, through telephone contact, home visits, during ceremonies to celebrate student success such as honor roll celebrations, coronations, and through a variety of special programs and services that highlight student participation and success.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Crossroads Academy is committed to community involvement. the school sustains partnerships and community relationships through ongoing communication with local stakeholders and community resources.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Howard, Diane	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School based leaders such as the principal and assistant principals are responsible for analysing and disaggregating data reports, both academic and behavioral to ensure proper monitoring and implementation with fidelity. All administrators use the Marzano iObservation tool / program to monitor daily all classroom teachers and provide feedback for professional development. The Principal is ultimately responsible for all academic areas, however, various departments are assigned to A.P.'s for more strategic monitoring.

- a). Barnard (A.P.) - Reading, Math, Social Studies, Edgenuity Labs
- b). Mary Ford (A.P.) - Language Arts, Science, ESE, and Edgenuity Labs

The administration using the Florida Continuous Improvement Model to disaggregate data, Florida Standards, develop FCIM calendars, ensure the implementation of direct instructional focus areas in core content areas, continuously check assessments, monitor program and process implementation and maintenance, and make strategic decisions regarding research based services needed to address areas of weakness and strengths. The action portion of the FCIM/Florida Standards takes place in the form of tutorials, enrichment services, and a variety of academic and behavioral interventions that Crossroads Academy has identified as being available and utilized on campus.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Crossroads Academy integrates a Single School Culture by sharing our Universal Guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SWPBS programs. Title I funds are used to provide tutorial and enrichment programs as well as materials and supplies for the classroom and tutorial programs. Funds are used to provide materials for parent training,

including food, and postage for communicating with parents. Title I funds are utilized to provide substitutes for staff to attend professional development conferences, such as Florida Standards. Materials for staff trainings are purchased and Transportation is provided for tutorial using Title I funds.

Title II support-Alternative certification program(ACP), professional development, Marzano training and online support, Aspiring Leader's Academy (ALA), MTSS (PD) and student intervention services (homeless youth).Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided by the District for educational materials to improve the education of immigrant and English Language Learners.

Title X- Homeless

District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include second and third grade students working below grade level and retained third grade students. The Leveled Literacy Intervention Program is the resource used during SAI.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as cultural awareness and sensitivity training is provided. Crossroads Academy school recognizes Hispanic Heritage and Black History Month by honoring the contributions of both ethnic groups.

Nutrition Programs

Crossroads Academy participates in a federal grant program from the USDA Food and Nutrition Service that provides a fresh fruit or vegetable snack three times a week to each student, in our cafeteria during lunch and breakfast.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tiffnay Hollis-Cole	Teacher
Diane Howard	Principal
Paula Webster	Teacher
Eric Bibeau	Teacher
Janice Stone-James	Teacher
Constance Baker	Education Support Employee
Albert Dowell	Business/Community
Brantley Coulhurst	Student
Eddie Rhodes	Business/Community
Daalicia Maldonado	Student
Johnnie Dunning	Student
Talyana Louis	Student
Armando Fonseca	Student
Jekerra Nelson	Student
M. Rangel	Parent
MS. Lester	Parent
M.R. Fonseca	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan is reviewed and evaluated by SAC members. This review is conducted during SAC meetings, with parental involvement. Parents and voting members are given copies of the plan, as well as are able to view via projection screen. All parts of the plan are reviewed and discussed, as needed.

Development of this school improvement plan

The SAC's primary function is to assist with the development and to oversee the implementation of the School Improvement Plan which serves as a framework for school improvement. The SAC provides all stakeholders an opportunity to be active participants in the assessment of needs, by looking at our school data and determining strengths and weaknesses that need to be addressed as it relates to reading, writing, mathematics, science, etc., development of academic focus and priorities, and identification and use of resources (fiduciary funds) based on an analysis of multiple sources of available school data. Specific functions include, but may not be limited to, the following:

1. Develop and review the implementation of the School Improvement Plan
2. Provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement, and to ensure that such expenditures are consistent with the SIP
3. Consult with people or departments needed to support the School Improvement Plan
4. The SAC votes on the approval of the final draft of the SIP and periodically reviews and approves revisions to the SIP.

Preparation of the school's annual budget and plan

The school's annual budget is reviewed by the principal, SAC members and staff. The budget is reviewed for needs assessment and over view. Funds are utilized teacher and student classroom supplies/materials.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

1. Student Identification cards - \$ 1,000.00
2. Resources for the Family Counselor (Anne Bartley) - \$250.00
4. Guidance Counselors Supplies for HUGS group/ Staff Development- \$250.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Crossroads Academy is working on compliance, as it relates to SAC membership,percentage and population.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Howard, Diane	Principal
Trogdon, Beth	

Duties

Describe how the LLT promotes literacy within the school

The LLT has planned several major initiatives for this school year. One key initiative is the Jaguar Den. This is a period of silent sustained reading that all teachers and staff school-wide must participate in. Teachers and students read for approximately fifteen minutes(Reading Counts). The program varies in nature from one that is prescriptive in nature, meaning one book is read school wide and assessments are conducted periodically to check for comprehension. At other times, we allow students to read independently for pleasure reading material of their choice as long as it is appropriate for school. On Thursdays during Jaguar Den, students and teachers are engaged in the S.W.A.G program-Student Writing Across Grade (levels). Each content area department focuses on a specific area of writing. The weekly prompts are scored by the ELA and reading teachers.

We also have an initiative called, "Power Verbs" which are verbs that are commonly associated with Florida Standards in the major content areas. For example, the verb "persuade" is commonly used in language arts when writing a persuasive essay. In math and several other subjects , there are verbs such as "factor" "evaluate" "synthesize" "compare" "contrast" that students must know the meanings of in order to perform well on standardized tests. Teachers across the curriculum establish interactive word walls using these verbs daily to ensure that students are familiar with their definitions and use.

We have also planned our third annual Science and book fair at Crossroads through our Media Center. The book fair initiative provides students with the opportunity to purchase high interest books that are relevant to their culture and experiences. Research has proven that high interest books that are sensitive to the culture of the reader enhances the reading experience. The school wide science

fair is designed to engage student in scientific discover, as well as the science method and approach to research. Community leaders and business partners are invited to judge all science fair projects.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We work hard to retain new teachers by supporting them through the Educator Support Program (ESP). The teacher is assigned a mentor teacher and is regularly observed and provided feedback for development from the mentor teacher and ESP administrator. We have weekly curricular / departmental meetings facilitated by the Assistant Principals and their respective departments to keep teachers on track and provide continued support. Departmental meetings are held every other Thursdays and are facilitated by Department Chairs to ensure that teachers are collaborating and working together. Professional Development is also provided on an ongoing basis. We offer a Glades supplement. We recruit teachers based on recommendations from our current staff. We also work closely with the district's recruitment and retention office to find certified teachers in need of teaching positions. We also tap into our substitute teacher pool. Many subs are certified and choose to sub prior to taking on a full time teaching position. The district has also established the following teacher recruitment programs: I Teach Program - To recruit, support, and retain high quality mid-career changing professionals and recent college graduates with non-education degrees to teach the critical need subject areas in high-need secondary schools.

The Alternative Certification Program - The Alternative Certification Program (ACP) is a low-cost to free, two-year, online program which meets the required college course work needed to reach Professional Certification for non-education majors. The ACP is in lieu of having to take and pay for college classes listed on the Statement of Status of Eligibility. The tasks are completed while teaching and relate to classroom experiences. The ACP participant is supported by a team consisting of an Area Mentor, School-Site Mentor, Assistant Principal, and District ACP Contacts.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school based mentoring program at Crossroads Academy is primarily provided to beginning teachers and facilitated through the District's ESP Educator Support Program. Beginning teachers are paired with veteran teachers with similar areas of certification and / or teaching assignments. These veteran teachers are teachers who have proven themselves to be stellar. The veteran teachers guide the beginning teachers through many of the day to day expectations and requirements for the job. They assist them with the use of district technology programs like Learning Village, which provides teachers with their scope, sequence and curricular pacing; Gradequick the program where teachers enter grades and attendance, Reading Plus, Edgenuity, Educational Data Warehouse (EDW), etc. They also assist new teachers with the production of lesson plans, School- based team referrals, student IEP's, 504's etc. An administrator, typically an assistant principal is assigned as the ESP contact and guides the beginning educator through the year long program. The administrator, along with the mentor observe the teacher throughout the year and provide them with feedback for development. They also assist the

beginning teacher completing a personal growth plan, complete a mid year evaluation, provide ongoing support meetings, and monitor and observe their mastery of FEAP's 1-5 throughout the course of the school year.

SY 2014 - 2015 We currently don't have any beginning teachers requiring the ESP program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Holding meetings on a regular basis to make decisions about literacy instruction in the school for all after and before school tutorials. One on one tutoring will be provided to assist students win areas of deficiencies.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 43,200

After school tutorial and enrichment services are provided Monday through Thursday for all students who would like to attend. On Mondays and Tuesday, we are offering tutorial services to students who have not passed the Algebra I and Geometry EOC's. Mrs. Holman will facilitate Algebra tutoring in rm. 128 and Mr. Bibeau will facilitate Geometry tutoring in room 130.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will use the virtual tutor programs in Edgenuity and can easily monitor student progress. We will also monitor the results of the EOC and retake scores, mini assessments and teacher observation.

Strategy: Extended School Day

Minutes added to school year: 50,220

Crossroads Academy provides students with multiple enrichment activities in the form of clubs that contribute to a well rounded education. Students who participate in clubs are required to attend tutoring. This enhances student academic and social skills. The clubs provided are as follows:

- 1). Step Team
- 2). Art Club
- 3). Drum line
- 4). Chess club
- 5). Gardening
- 6). Yearbook

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through teacher attendance and through student grades. Students receive report cards and progress reports every 4.5 weeks. If their cumulative gpa falls below a 2.0 students are no longer able to participate in these clubs.

Strategy: Extended School Day

Minutes added to school year: 0

For the past year, Crossroads Academy has modified its instructional day to include a common planning time for all teachers from 2:00 PM to 3:00 PM daily. During this time, we allow teachers the opportunity to collaborate with one another during Administrative Curricular / Departmental Meetings every Wednesday, Departmental Meetings every other Thursday, Professional Development / LTM as needed, planning and reflection as needed. Teachers use this time to write lesson plans collaboratively, review and disaggregate data, and attend School Based Team Meetings and Parent Teacher Conferences.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assistant Principals solicit and receive weekly feedback regarding whether or not this time is being used effectively. We discuss what's working and what's not working in our meetings with the teachers. The A.P.'s in turn meet weekly with the principal every Monday to provide feedback to the principal and review teachers feedback. We assess and tweak as needed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We have career speakers come out throughout the school year from Palm Beach State College, MCI technical institute and Keiser Career College to speak with our students about post secondary opportunities. College tours to several different types of post secondary institutions is offered to our juniors and seniors. We also offer an elective class on Career Planning which stimulates student interests in career pathways. Middle school students complete the ePat on choices to expose students to the many different career paths offered.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Crossroads Academy's guidance counselors meet regularly with students to discuss their post secondary goals and to ensure that the students are taking the correct classes to meet those goals. For example, if we have student athletes with scholarship offers, we ensure they are not enrolled in any Virtual courses that NCAA will not accept. We ensure all students are aware of GPA requirements for post secondary education. Crossroads Academy also offers English IV (college readiness) and also Math (college readiness). Crossroads works hand in hand with several technical institutions locally that cater and support our students' post secondary needs. Crossroads administers the PERT, SAT, ACT college ready exams to all eligible students. We offer waivers for the free and reduced lunch population.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Strategies used by Crossroads Academy for improving college readiness are as follows, academic advising, ACT, SAT and PERT assessments. Adding research to our masterboard to offer students necessary skills to improve their chances of being college ready. Our population has consistently proven to be deficient in college readiness for reading and writing skills. As a strategy we offer tutoring to offset the need for remedial courses in college. We also work diligently to increase the number of students who graduate and to increase the number of students who are proficient in reading and math on the FCAT 2.0.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To provide support and weekly writing camps for student FAA writing proficiency, through the Language Arts Department..
- G2.** Implementation of a strategic plan to support students who struggling readers. The plan will include working lunch tutorial, Saturday School and after school tutorials in Reading.
- G3.** Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals.
- G4.** Increase parental involvement for SAC meetings, Open House, Parent Trainings, Curriculum Nights, Honor Roll assemblies, and Parent Conferences.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To provide support and weekly writing camps for student FAA writing proficiency, through the Language Arts Department.. **1a**

 G059217

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	25.0

Resources Available to Support the Goal **2**

- Language Arts textbooks, FAA practice writing prompts, Learning Villageweekly writing camps via L.A. classes

Targeted Barriers to Achieving the Goal **3**

- Students who are struggling readers and level 1 &2 students

G2. Implementation of a strategic plan to support students who struggling readers. The plan will include working lunch tutorial, Saturday School and after school tutorials in Reading. 1a

G059216

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	33.0

Resources Available to Support the Goal 2

- Resources available are teachers willing to support students during lunch, after school and on Saturdays. Learning Village lessons.

Targeted Barriers to Achieving the Goal 3

- Bus transportation for students after school and on Saturdays

G3. Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals. **1a**

G053827

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	43.0
AMO Reading - All Students	33.0
Bio I EOC Pass	50.0
FAA Writing Proficiency	50.0

Resources Available to Support the Goal **2**

- After school tutorials, for middle and high school math, Geometry and Algebra.
- Technology programs such as , Edgenuity, Learning Village, Reading Plus, Read 180, Edge, Florida Achieves and Compass virtual tutors, PERT, ACT
- District Transformation Differentiated Accountability Team and content specific specialists from that team to support our math, science, social studies, science, biology and reading teachers with innovative strategies and feedback regarding their instructional practices.
- Professional Development and teacher collaboration, through learning team and weekly curriculum meetings held on site and district office.

Targeted Barriers to Achieving the Goal **3**

- Lack of access to technology and materials in the home for students
- Lack of opportunities for professional development opportunities and collaboration for classroom teachers/guidance counselors and for teachers to have student data chats

Plan to Monitor Progress Toward G3. **8**

Results of mini assessments, teacher feedback and grades and gains on assessments

Person Responsible

Diane Howard

Schedule

Weekly, from 9/23/2014 to 4/10/2015

Evidence of Completion

Data growth charts, minutes from meetings

G4. Increase parental involvement for SAC meetings, Open House, Parent Trainings, Curriculum Nights, Honor Roll assemblies, and Parent Conferences. 1a

G053828

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	43.0
AMO Reading - All Students	33.0
Bio I EOC Pass	50.0

Resources Available to Support the Goal 2

- Parent Link
- Flyers, letter, notices, Handouts, Newsletters
- Phone Calls
- Homevisits
- Parent Trainings

Targeted Barriers to Achieving the Goal 3

- Parents limited understanding of curriculum and graduation requirements.
- Student behavior, skills, and attendance

Plan to Monitor Progress Toward G4. 8

Monitor and collect attendance sheets and evaluation sheets for all meetings and trainings..

Person Responsible

Diane Howard

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Collect attendance sheets, agendas, parent conference notes/ conference notes log books.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To provide support and weekly writing camps for student FAA writing proficiency, through the Language Arts Department.. **1**

 G059217

G1.B1 Students who are struggling readers and level 1 &2 students **2**

 B150722

G1.B1.S1 Increase one on one tutorials with students. Provide retired educators to assist teachers with low achieving students in the areas of reading comprehension and writing. **4**

 S162553

Strategy Rationale

To increase percentage of student proficient in writing.

Action Step 1 **5**

Provide weekly support for students who are not proficient in writing.

Person Responsible

Diane Howard

Schedule

Weekly, from 10/14/2014 to 5/20/2015

Evidence of Completion

The evidence will be shown by collecting EDW data, use of performance matters data and professional development for teachers..

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring of students progress will occur through weekly assessments.

Person Responsible

Schedule

Weekly, from 10/15/2014 to 5/20/2015

Evidence of Completion

Teachers and administrative staff will monitor progress of students, through observations, assessments and data reports.

G3. Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals. 1

 G053827

G3.B1 Lack of access to technology and materials in the home for students 2

 B135930

G3.B1.S1 After school and weekend tutorial services to allow students added time to access technology. Students can check out lap tops for take home use. 4

 S147888

Strategy Rationale

To provide students with opportunities for ongoing academic progress and success.

Action Step 1 5

Provide after school and weekend tutorial services, as well as instructional materials.

Person Responsible

Diane Howard

Schedule

Weekly, from 9/23/2014 to 4/10/2015

Evidence of Completion

Sign in sheets, lesson plans, and mini-assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Attendance, mini-assessments, administrator observation

Person Responsible

Diane Howard

Schedule

Weekly, from 9/23/2014 to 4/10/2015

Evidence of Completion

mini-assessment results, attendance logs, EOC retake results, FCAT Retake Results, 9 Week grades etc.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Florida Standards, Mini-assessment data results will be collected
Diagnostic results will be collected
Teacher made assessments will be collected

Person Responsible

Diane Howard

Schedule

Weekly, from 9/23/2014 to 4/10/2015

Evidence of Completion

Data reports / presentation will be produced and presented to the entire faculty and staff each nine weeks identifying students strengths and weaknesses.

G3.B2 Lack of opportunities for professional development opportunities and collaboration for classroom teachers/guidance counselors and for teachers to have student data chats **2**

 B135931

G3.B2.S1 Increased opportunities for teachers/guidance counselors to attend professional development activities, to collaborate during their common planning time, and to be released during the school day for student data chats. **4**

 S147889

Strategy Rationale

To provide professional growth and development for teachers/guidance counselors

Action Step 1 **5**

Provide professional development conferences for staff and release time for student data chats.

Person Responsible

Diane Howard

Schedule

Weekly, from 9/19/2014 to 4/10/2015

Evidence of Completion

Agendas, sign in sheets, collaborative lesson plans, thematic units

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Observation, walkthroughs, teacher feedback

Person Responsible

Schedule

Evidence of Completion

Reflection logs, lesson plans, and minutes from monthly meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review progress reports, report cards, Diagnostic scores, mini assessments scores, and teacher feedback

Person Responsible

Schedule

Evidence of Completion

Minutes from a monitoring meeting

G4. Increase parental involvement for SAC meetings, Open House, Parent Trainings, Curriculum Nights, Honor Roll assemblies, and Parent Conferences. 1

 G053828

G4.B4 Parents limited understanding of curriculum and graduation requirements. 2

 B135936

G4.B4.S1 Provide parent trainings and opportunities for parents to gain understanding or curriculum and graduation requirements. 4

 S147893

Strategy Rationale

Parents do not understand curriculum and what is required for graduation.

Action Step 1 5

Provide parents trainings for content area subjects and graduation requirements.

Person Responsible

Diane Howard

Schedule

Weekly, from 9/30/2014 to 5/19/2015

Evidence of Completion

Agendas, sign in sheets and hand out will be collected.

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Develop a calendar of events related to parent trainings and activities.

Person Responsible

Diane Howard

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Review calendar of event, minutes, sign in sheets and meeting agendas

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Provide parents with meeting calendars/dates, parent link messages, edline messages, flyers and local newspapers.

Person Responsible

Diane Howard

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Scheduled meeting agendas, minutes, and sign in sheets.

G4.B5 Student behavior, skills, and attendance 2

B135937

G4.B5.S1 Implement the school wide positive behavior plan for students 4

S147894

Strategy Rationale

Students behaviors, social skills and attendance issues will be addressed.

Action Step 1 5

The school wide positive behavior plan will be promoted throughout the school daily for all students.

Person Responsible

Diane Howard

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

School wide positive behavior banners to promote Jaguar Power Hour behavior program

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Collection behavior charts, social skills calendars and attendance records will be used for monitoring

Person Responsible

Diane Howard

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

Weekly behavior charts will be collected, behavior chat log notebooks and attendance report cards

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Student/classroom behavior sheets/charts, Jaguar Power Hour- behavior program

Person Responsible

Diane Howard

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Daily monitoring of student behaviors and social skills via charts/sheet, behavior log note books, use of Jaquar Power signal for attention/clamness

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide after school and weekend tutorial services, as well as instructional materials.	Howard, Diane	9/23/2014	Sign in sheets, lesson plans, and mini-assessments	4/10/2015 weekly
G3.B2.S1.A1	Provide professional development conferences for staff and release time for student data chats.	Howard, Diane	9/19/2014	Agendas, sign in sheets, collaborative lesson plans, thematic units	4/10/2015 weekly
G4.B4.S1.A1	Provide parents trainings for content area subjects and graduation requirements.	Howard, Diane	9/30/2014	Agendas, sign in sheets and hand out will be collected.	5/19/2015 weekly
G4.B5.S1.A1	The school wide positive behavior plan will be promoted throughout the school daily for all students.	Howard, Diane	9/30/2014	School wide positive behavior banners to promote Jaguar Power Hour behavior program	6/5/2015 daily
G1.B1.S1.A1	Provide weekly support for students who are not proficient in writing.	Howard, Diane	10/14/2014	The evidence will be shown by collecting EDW data, use of performance matters data and professional development for teachers..	5/20/2015 weekly
G1.B1.S1.MA1	Monitoring of students progress will occur through weekly assessments.		10/15/2014	Teachers and administrative staff will monitor progress of students, through observations, assessments and data reports.	5/20/2015 weekly
G3.MA1	Results of mini assessments, teacher feedback and grades and gains on assessments	Howard, Diane	9/23/2014	Data growth charts, minutes from meetings	4/10/2015 weekly
G3.B1.S1.MA1	Florida Standards, Mini-assessment data results will be collected Diagnostic results will be collected Teacher made assessments will be collected	Howard, Diane	9/23/2014	Data reports / presentation will be produced and presented to the entire faculty and staff each nine weeks identifying students strengths and weaknesses.	4/10/2015 weekly
G3.B1.S1.MA1	Attendance, mini-assessments, administrator observation	Howard, Diane	9/23/2014	mini-assessment results, attendance logs, EOC retake results, FCAT Retake Results, 9 Week grades etc.	4/10/2015 weekly
G3.B2.S1.MA1	Review progress reports, report cards, Diagnostic scores, mini assessments scores, and teacher feedback		Minutes from a monitoring meeting	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Observation, walkthroughs, teacher feedback		Reflection logs, lesson plans, and minutes from monthly meetings	once	
G4.MA1	Monitor and collect attendance sheets and evaluation sheets for all meetings and trainings..	Howard, Diane	9/30/2014	Collect attendance sheets, agendas, parent conference notes/ conference notes log books.	6/5/2015 monthly
G4.B4.S1.MA1	Provide parents with meeting calendars/ dates, parent link messages, edline messages, flyers and local newspapers.	Howard, Diane	9/30/2014	Scheduled meeting agendas, minutes, and sign in sheets.	6/5/2015 monthly
G4.B4.S1.MA1	Develop a calendar of events related to parent trainings and activities.	Howard, Diane	9/30/2014	Review calendar of event, minutes, sign in sheets and meeting agendas	6/5/2015 monthly
G4.B5.S1.MA1	Student/classroom behavior sheets/ charts, Jaguar Power Hour- behavior program	Howard, Diane	9/30/2014	Daily monitoring of student behaviors and social skills via charts/sheet, behavior log note books, use of Jaquar Power signal for attention/clamness	6/5/2015 monthly
G4.B5.S1.MA1	Collection behavior charts, social skills calendars and attendance records will be used for monitoring	Howard, Diane	9/30/2014	Weekly behavior charts will be collected, behavior chat log notebooks and attendance report cards	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals.

G3.B2 Lack of opportunities for professional development opportunities and collaboration for classroom teachers/guidance counselors and for teachers to have student data chats

G3.B2.S1 Increased opportunities for teachers/guidance counselors to attend professional development activities, to collaborate during their common planning time, and to be released during the school day for student data chats.

PD Opportunity 1

Provide professional development conferences for staff and release time for student data chats.

Facilitator

Departmental Instructional Leaders, professional development contact Sharon Holman

Participants

Teachers and staff

Schedule

Weekly, from 9/19/2014 to 4/10/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 3: Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals.	31,526
Goal 4: Increase parental involvement for SAC meetings, Open House, Parent Trainings, Curriculum Nights, Honor Roll assemblies, and Parent Conferences.	3,800
Grand Total	35,326

Goal 3: Students will engage in rigorous instruction in the content areas of reading, math, writing, science, social studies and all EOC's in order to meet target goals.

Description	Source	Total
B1.S1.A1 - Salary and Benefits for tutorials	Title I Part A	12,542
B1.S1.A1 - Classroom supplies/paper, pencil, pens, manipulatives, calculators, notebooks, folders, thumb drives and class room libraries, science board, lab equipment, paint, markers, rulers, scissors, glue sticks, construction paper, chart paper, high lighters, post its	Title I Part A	9,010
B1.S1.A1 - IXL licences-	Title I Part A	1,000
B1.S1.A1 - Fuel for bus	Title I Part A	700
B2.S1.A1 - Conferences-FCTM, FRA, FSCA(guidance) Science Conference	Title I Part A	6,000
B2.S1.A1 - Substitutes for PD	Title I Part A	2,274
Total Goal 3		31,526

Goal 4: Increase parental involvement for SAC meetings, Open House, Parent Trainings, Curriculum Nights, Honor Roll assemblies, and Parent Conferences.

Description	Source	Total
B4.S1.A1 - Family involvement supplies-paper, ink chart paper, postage, staples and stapler, refreshments for parent trainings, thumb drives, folders, high lighters, post its, pens, pencils, materials for parent trainings.	Title I Part A	3,200
B4.S1.A1 - Postage for parent mailings	Title I Part A	200
B5.S1.A1 - Banners to support school wide positive behavior	Title I Part A	400
Total Goal 4		3,800