

The School District of Palm Beach County

Crossroads Academy



2017-18 Schoolwide Improvement Plan

Crossroads Academy

225 SW 12TH ST, Belle Glade, FL 33430

<https://cra.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	F	F	F*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Crossroads Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Crossroads Academy School is committed to providing a world-class education with effective and relevant instruction to meet the needs of all students. Crossroads works to help students reach excellence and to empower them to reach their highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Crossroads Academy School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Crossroads Academy will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust, will be integrated through a cross curricular unit via the ELA, Reading, Science and Social Studies departments
- (b) History of Africans and African Americans, will be integrated through a cross curricula unit, via the ELA, Reading, Science and Social Studies departments
- (c) Women/Hispanic Contributions will be integrated through a cross curricula unit, via the ELA, Science Social Studies and Reading, as well as PA announcements
- (e) Sacrifices of Veterans will be integrated through a cross curricula unit, via Social Studies, Reading and ELA
- (f) Multicultural diversity will be addressed through monthly recognition, via PA announcements, school wide multicultural programs in recognition of contributions of Creole, Caucasian, Asian, African Americans and Hispanics, as well as cultural diversity awareness cross curricula units via the social studies, ELA and reading departments.

In order to infuse content on these topics into the curriculum, students will write essays, make presentations, read books and articles to enhance their topical knowledge in these specified areas.

b. 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 post-secondary);

- 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.
- (Strategic Initiative #9: Develop an approach for bullying prevention)

c. 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 are 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.
- Ensure differentiation of instruction is taking place to meet the needs of all students.
- Teachers will convey and review expectations for each learning activity.
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time").
- Class meetings will occur on a frequent basis to include student feedback. School-wide recognition system is in place; Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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 students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.

-Create data decision rules for number of absences or OSS for referrals 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 (FAFSA completion), etc.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	0	2	0	1	0	0	4
One or more suspensions	0	0	0	0	0	0	1	5	4	6	3	10	3	32
Course failure in ELA or Math	0	0	0	0	0	0	1	7	10	4	11	25	28	86
Level 1 on statewide assessment	0	0	0	0	0	0	2	5	18	6	12	31	26	100

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	1	7	9	5	9	24	15	70

c. 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;
- Trail Blazers adaptive technology chrome books,Read 180, Reading Plus, SRI ,After School Tutorials, Edgenuity, Study Island, IXL, Flocabulary, Blender, Performance Matters, Personalized Instruction, Standards Based Instruction, Engaging Instruction, High Expectations For All Students.
- Planned Discussions, Goal Setting for identified student;Through Family and Guidance Counselors, NVP Counselors, School Based Team Meetings
- Notification procedures for parents, agency and community outreach;Letters Home, Parent link, Parent Trainings
- Develop and implement a comprehensive school counseling program (Student Development Plan)

with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (personalized) interventions, connecting students and their families to needed school-based and community resources(Family Counselor, NVP), implementation of school wide mediation/QT for all students.

•Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual, family counseling, H.U.G.S.Jerome Golden Center,and/or group, SBT, NVP, Family counselor), parent collaboration/education.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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.

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Howard, Diane	Principal

b. Duties

1. 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 the assistant principal, Mary Ford, for more strategic monitoring:

Reading, Social Studies, Language Arts, Science, ESE, Math, and Edgenuity Labs

The administration will be 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.

2. 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 will integrate 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 curriculum meetings. We will instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SWPBS programs. In addition, multicultural diversity will be addressed through monthly recognitions, via PA announcements, school wide multicultural programs in recognition of contributions of Creole, Caucasian, Asian, African Americans and Hispanics, as well as cultural diversity awareness cross curricula units via the social studies, ELA and reading departments.

Title I funds are used to provide tutorial and enrichment programs, including transportation as well as materials and supplies for the classroom and tutorial programs. Funds are used to provide materials, including refreshment for parent training, and postage for communicating with parents. Title I funds are utilized to provide materials and substitutes for staff to attend professional development including conferences, such as National Youth at Risk Conference. Students are provided with small group support after school. A computer based program for effective instruction supplements academics and provides data to assist with planning instruction. Funds are used to purchase Chromebooks and charging cart.

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. Onsite resources are available for families and individual including counseling. Referral services are provide based on needs.

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. Onsite resources are available for families and individual including counseling. Referral services are provide based on needs.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mary Ford	Education Support Employee
Diane Howard	Principal
Angela Baltazar	Teacher
Eddie Rhodes	Business/Community
	Parent
	Education Support Employee
William Gonzalez	Business/Community
Robert Rease	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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

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

No

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Howard, Diane	Principal
Ford, Mary	Assistant Principal
Baltazar, Angela	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, and 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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, ESP administrator, and the Marzano Mentor. We have biweekly 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 Friday 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 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.

3. 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 Blender and Performance Matters, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 in areas of deficiencies.

Adaptive technology (Study Island, Trail Blazers, Flocabulary, Algebra Nation, IXL) is used to supplement instruction.

2. 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: After School Program

Minutes added to school year: 10,800

After school tutorial and enrichment services are provided Monday, Wednesday and 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. The math department will facilitate Algebra tutoring in room 128 and Mr. Bibeau will facilitate Geometry tutoring in room 130. We will also utilize the Study Island program school wide to assist students academically and to track their data and growth.

Strategy Rationale

To provide additional academic support in preparation for EOCs, diagnostics, FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Howard, Diane, diane.howard@palmbeachschools.org

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. Study Island and IXL are used to monitor student progress in reading and math. We will also monitor the results of the EOC and retake scores, mini assessments and teacher observation.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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 college and career opportunity personnel come out throughout the school year from Palm Beach State College to meet with students., MCI technical institute and Keiser Career College work with students regarding post secondary opportunities. College tours to several different types of post secondary institutions is offered to our juniors and seniors, each year. Elective classes in Career Planning stimulates student interests in various career pathways. Middle school students complete the ePat on choices to expose students to the many different career paths offered.

2. 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 will 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.

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

Strategies will be use by Crossroads Academy for improving college readiness are as follows, academic advising, ACT, SAT and PERT assessments. Adding research to our master board 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 state assessment.

4. 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.

High school students at Crossroads Academy will have the opportunity to enroll in Edgenuity for credit recovery. The 11th and 12th grade students are administered the Post Secondary Readiness Test (PERT) in preparation of a college level education. The 10th grade students are administered the PSAT free of charge. The 11th grade students are administered the SAT and PSAT free of charge. After school tutoring is offered and available to all students in preparation for the FCAT/FSA and EOC Exams. In addition, the Jaguars Academy is held every Friday from 2pm-6pm to offer more support to students in the areas of math, reading and EOC's.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If we provide effective and relevant instruction to meet the needs of all students, we will increase the high school graduation rate.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, we will increase the high school graduation rate. 1a

G094782

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	50.0
4-Year Grad Rate (Standard Diploma)	40.0
FSA ELA Achievement	3.0
FSA Mathematics Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at understanding the demands of the standards and designing and delivering standards that meet the various needs of our students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island, Flocabulary, Read 180, Reading Plus, IXL, technology, counselors (family, NVP, Hugs Program)

Plan to Monitor Progress Toward G1. 8

Administrative team will review mid-year assessments regularly to determine if adequate progress is being made and design next steps as needed.

Person Responsible

Diane Howard

Schedule

Quarterly, from 10/23/2017 to 6/1/2018

Evidence of Completion

District diagnostic student data, Mid-term exam data, Discipline Data, Credits obtained quarterly, completed mid-year reflection

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. If we provide effective and relevant instruction to meet the needs of all students, we will increase the high school graduation rate. 1

G094782

G1.B2 We have a challenge at understanding the demands of the standards and designing and delivering standards that meet the various needs of our students. 2

B254862

G1.B2.S1 Provide teachers with professional development that increases their ability to plan and deliver effective instruction. 4

S269269

Strategy Rationale

Ongoing professional growth with enhance classroom instructional strategies.

Action Step 1 5

Develop a schedule of on-site professional development for each core content areas.

Person Responsible

Mary Ford

Schedule

Monthly, from 8/28/2017 to 9/8/2017

Evidence of Completion

Monthly Professional Learning schedule that includes PDDs and PLCs

Action Step 2 5

Provide teachers with opportunities to collaborate and support one another through professional learning communities.

Person Responsible

Diane Howard

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

PLC Schedule, Agendas, Sign In sheets

Action Step 3 5

Support and improve teacher capacity at analyzing student formative data to identify specific students' needs.

Person Responsible

Mary Ford

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Support/intervention plans developed after data analyzation

Action Step 4 5

Conduct data chats with teachers to support their understanding of how their student performance correlates to their effectiveness at delivering standards based instruction.

Person Responsible

Diane Howard

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data Chat notes, Teachers Next steps

Action Step 5 5

Administrative team will conduct informal observations aligned to the professional learning taking place and provide teachers with explicit feedback and coaching that will enhance their effective delivery of standards based instruction.

Person Responsible

Diane Howard

Schedule

Every 3 Weeks, from 9/4/2017 to 6/1/2018

Evidence of Completion

Feedback provided to teachers, notes from informal observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team will meet to review artifacts and evidence collected in step 5, participate in the various professional learning opportunities and conduct classroom walkthroughs to ensure teachers are delivering standards based instruction

Person Responsible

Diane Howard

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Evidence collected in Step 5, Classroom walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Admin will conduct classroom walkthroughs to observe effective implementation of PD content and analyze student formative assessment data to determine areas for continued support and next steps.

Person Responsible

Diane Howard

Schedule

Monthly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Walkthrough notes, feedback to teachers, action plan for continued PD & support, student data (FSQ, USA, Reading Plus, etc.)

G1.B2.S2 Provide students with a variety of learning opportunities that align to their strengths and needs. 4

 S269270

Strategy Rationale

To provide students with additional support to be successful on EOC and FSA.

Action Step 1 5

Provide after-school tutorial to ensure students have personalized learning opportunities that target their specific needs.

Person Responsible

Diane Howard

Schedule

Daily, from 9/25/2017 to 3/30/2018

Evidence of Completion

schedule, roster of students, student generated sign-ins, lesson plans

Action Step 2 5

Students will use the Trail Blazers adaptive technology (touch screen) to supplement classroom instruction and increase student engagement in their learning during ELA and reading classes.

Person Responsible

Diane Howard

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

schedule, student rosters, usage reports, data reports, lesson plans

Action Step 3 5

Chromebooks will be used in all content areas to support, enhance and increase student engagement in learning.

Person Responsible

Diane Howard

Schedule

Weekly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Lesson plans that include the use of chromebooks

Action Step 4 5

Teachers will conduct personalized data chats to empower students to monitor their progress, set goals and develop a plan to improve their outcomes.

Person Responsible

Diane Howard

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Data Chat notes, student plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Leadership will review data for after school tutorial sessions, usage of technology use and the design of lessons using various resources to enhance classroom instruction.

Person Responsible

Diane Howard

Schedule

Every 3 Weeks, from 9/25/2017 to 6/1/2018

Evidence of Completion

Attendance Sheets, Lesson Plans, Technology Usage reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administrators will review formative data, conduct student data chats and conduct classroom walkthroughs to ensure students are receiving instruction to meet their needs and that adequate progress is being made.

Person Responsible

Diane Howard

Schedule

Monthly, from 10/9/2017 to 6/1/2018

Evidence of Completion

iObservation Data, formative assessment data, lesson plan and lesson delivery, feedback from students

G1.B2.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S269271

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B2.S4 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

S269272

Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies) and in grades 9-10 English Language Arts and Grade 10 Social Studies.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1  A359378	Develop a schedule of on-site professional development for each core content areas.	Ford, Mary	8/28/2017	Monthly Professional Learning schedule that includes PDDs and PLCs	9/8/2017 monthly
G1.B2.S4.A2  A359390	Provide professional development for Achieve 3000 implementation at the identified secondary...	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B2.S4.MA1  M384047	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G1.B2.S4.A1  A359389	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G1.B2.S2.A1  A359383	Provide after-school tutorial to ensure students have personalized learning opportunities that...	Howard, Diane	9/25/2017	schedule, roster of students, student generated sign-ins, lesson plans	3/30/2018 daily
G1.MA1  M384050	Administrative team will review mid-year assessments regularly to determine if adequate progress is...	Howard, Diane	10/23/2017	District diagnostic student data, Mid-term exam data, Discipline Data, Credits obtained quarterly, completed mid-year reflection	6/1/2018 quarterly
G1.B2.S1.MA1  M384040	Admin will conduct classroom walkthroughs to observe effective implementation of PD content and...	Howard, Diane	9/25/2017	Walkthrough notes, feedback to teachers, action plan for continued PD & support, student data (FSQ, USA, Reading Plus, etc.)	6/1/2018 monthly
G1.B2.S1.MA1  M384041	Leadership team will meet to review artifacts and evidence collected in step 5, participate in the...	Howard, Diane	9/11/2017	Evidence collected in Step 5, Classroom walkthrough notes	6/1/2018 every-3-weeks
G1.B2.S1.A2  A359379	Provide teachers with opportunities to collaborate and support one another through professional...	Howard, Diane	9/5/2017	PLC Schedule, Agendas, Sign In sheets	6/1/2018 weekly
G1.B2.S1.A3  A359380	Support and improve teacher capacity at analyzing student formative data to identify specific...	Ford, Mary	9/11/2017	Support/intervention plans developed after data analyzation	6/1/2018 every-3-weeks
G1.B2.S1.A4  A359381	Conduct data chats with teachers to support their understanding of how their student performance...	Howard, Diane	9/11/2017	Data Chat notes, Teachers Next steps	6/1/2018 monthly
G1.B2.S1.A5  A359382	Administrative team will conduct informal observations aligned to the professional learning taking...	Howard, Diane	9/4/2017	Feedback provided to teachers, notes from informal observations	6/1/2018 every-3-weeks
G1.B2.S2.MA1  M384042	Administrators will review formative data, conduct student data chats and conduct classroom...	Howard, Diane	10/9/2017	iObservation Data, formative assessment data, lesson plan and lesson delivery, feedback from students	6/1/2018 monthly
G1.B2.S2.MA1  M384043	Leadership will review data for after school tutorial sessions, usage of technology use and the...	Howard, Diane	9/25/2017	Attendance Sheets, Lesson Plans, Technology Usage reports	6/1/2018 every-3-weeks
G1.B2.S2.A2  A359384	Students will use the Trail Blazers adaptive technology (touch screen) to supplement classroom...	Howard, Diane	8/21/2017	schedule, student rosters, usage reports, data reports, lesson plans	6/1/2018 daily
G1.B2.S2.A3  A359385	Chromebooks will be used in all content areas to support, enhance and increase student engagement...	Howard, Diane	10/16/2017	Lesson plans that include the use of chromebooks	6/1/2018 weekly
G1.B2.S2.A4  A359386	Teachers will conduct personalized data chats to empower students to monitor their progress, set...	Howard, Diane	10/2/2017	Data Chat notes, student plans	6/1/2018 monthly

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Crossroads Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S3.A2 A359388	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B2.S4.MA1 M384046	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B2.S3.MA1 M384044	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B2.S3.MA1 M384045	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B2.S3.A1 A359387	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, we will increase the high school graduation rate.

G1.B2 We have a challenge at understanding the demands of the standards and designing and delivering standards that meet the various needs of our students.

G1.B2.S1 Provide teachers with professional development that increases their ability to plan and deliver effective instruction.

PD Opportunity 1

Provide teachers with opportunities to collaborate and support one another through professional learning communities.

Facilitator

Dept. Instructional Leaders (DIL) or Administrators

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 6/1/2018

PD Opportunity 2

Support and improve teacher capacity at analyzing student formative data to identify specific students' needs.

Facilitator

DIL & Administration

Participants

Teachers

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

PD Opportunity 3

Conduct data chats with teachers to support their understanding of how their student performance correlates to their effectiveness at delivering standards based instruction.

Facilitator

Administrators

Participants

Teachers

Schedule

Monthly, from 9/11/2017 to 6/1/2018

PD Opportunity 4

Administrative team will conduct informal observations aligned to the professional learning taking place and provide teachers with explicit feedback and coaching that will enhance their effective delivery of standards based instruction.

Facilitator

Administrators

Participants

Teachers

Schedule

Every 3 Weeks, from 9/4/2017 to 6/1/2018

G1.B2.S4 (UniSIG) Implement research-based, adaptive instruction delivered in digital and blended learning environments.

PD Opportunity 1

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Facilitator

Department of Teaching and Learning

Participants

Intensive Reading and English Language Arts teachers in grades 6-10, Social Studies teachers in grades, 6, 8, and 10.

Schedule

On 12/1/2017