Crossroads Academy

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

Crossroads Academy

225 SW 12TH ST, Belle Glade, FL 33430

https://cra.palmbeachschools.org

Demographics

Principal: Diane Howard

Start Date for this Principal: 8/12/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Crossroads academy is to educate, affirm, and inspire each student in an equity-embedded school system.
Crossroads Academy School has a maintaining school rating and we are committed to providing a world-class education with effective and relevant instruction to meet the needs of all students. Crossroads will continue to work 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, academic success, graduation and productive careers.

Provide the school's vision statement.

Crossroads Academy is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

Crossroads Academy will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. All student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Crossroads Academy is an alternative education school site. Students enrolled at Crossroads Academy receive support academically, socially, emotionally as well as guidance and coping skills that will help them to make better life choices and decision.
We serve at risk and struggling student population, grades 6-12.

In addition, students are immersed in rigorous tasks encompassing the full extent of the Florida State Standards and content required by Florida State Statute 1003.42, continuing to develop a single school culture and appreciation of multicultural diversity in alignment with S.B. 2.09 with a focus on reading, writing, and math. Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, music and industry certification, through our hotel and food handing certification program. We also highlight multicultural diversity throughout our computer science program. Our curriculum studies also focus on the areas listed below:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lawrence, Shelia	Assistant Principal	Functions as lead administrative support and contact for the principal. Works collaboratively with stakeholder to ascertain and address school needs, functions as liaison between district staff, school staff, students and parents, as needed. Helps to maintain a positive and safe learning environment for students, teachers and staff. Assist with overseeing the daily operations of the school center, while focusing on student's mental health, social/emotional and pupil progression/progress monitoring. Assist the principal with inspecting what is expected of students and staff, as it relates to ongoing student and overall school success. Assist the principal with monitoring student empowerment activities and the execution of personalized student learning. Assist with overseeing the School Advisory Committee and parental engagement meetings and activities in order to insure student's academic success.
James, Janice	Teacher, Adult	ELA teacher, PDD team leader, Ignite demonstration teacher, department instructional leader. Responsible for planning, preparing and delivering lesson plans and instructional materials that facilitate active student learning and growth. Develops schemes of work, lesson plans and tests that are in accordance with established district progress monitoring procedures and pacing charts. Instruct and monitor students in the use of learning materials and technical equipment used to enhance ELA lessons and learning.
Fritz, Deborah	Teacher, Adult	Department instructional leader, Science teacher. Science teacher, PDD team leader, Ignite demonstration teacher, department instructional leader. Responsible for planning, preparing and delivering lesson plans and instructional materials that facilitate active student learning and growth. Develops schemes of work, lesson plans and tests that are in accordance with established district progress monitoring procedures and pacing charts. Instruct and monitor students in the use of learning materials and technical equipment used to enhance science lessons and learning.
Bibeau, Eric	Teacher, Adult	Math/Economics teacher, PDD team leader, , department instructional leader. Responsible for planning, preparing and delivering lesson plans and instructional materials that facilitate active student learning and growth. Develops schemes of work, lesson plans and tests that are in accordance with established district progress monitoring procedures and pacing charts. Instruct and monitor students in the use of learning materials and technical equipment used to enhance math/economics lessons and learning.
Sutherland, Sonia	Teacher, Adult	Reading teacher, department instructional leader, SAC chair person- Responsible for planning, preparing and delivering lesson plans and instructional materials that facilitate active student learning and growth. Develops schemes of work, lesson plans and tests that are in accordance with established district progress monitoring procedures and pacing charts. Instruct

Name	Position Title	Job Duties and Responsibilities
		and monitor students in the use of learning materials and technical equipment used to enhance reading lessons and learning.
Thornton, Elizabeth	Teacher, Adult	Department instructional leader, social studies teacher. Responsible for planning, preparing and delivering lesson plans and instructional materials that facilitate active student learning and growth. Develops schemes of work, lesson plans and tests that are in accordance with established district progress monitoring procedures and pacing charts. Instruct and monitor students in the use of learning materials and technical equipment used to enhance social studies lessons and learning.
Howard, Diane	Principal	Educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Oversee daily operations of the school center, while focusing on student's mental health, social/emotional and pupil progression/progress monitoring. Inspect what is expected of students and staff, as it relates to ongoing student and overall school success. Monitor student empowerment activities and the execution of personalized learning. Oversee the School Advisory Committee and parental engagement meetings and activities in order to insure student's academic success. Conduct interviews for hiring highly qualified teachers and staff, who are committed to supporting and educating at risk and struggling students.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

No contracted educator provider for Crossroads Academy

Demographic Information

Principal start date
Wednesday 8/12/2020, Diane Howard

Total number of students enrolled at the school.
168

Total number of teacher positions allocated to the school.
17

Number of teachers with professional teaching certificates?
13

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?

4

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	4	6	28	38	26	30	35	167
Attendance below 90 percent	0	0	0	0	0	0	2	2	16	24	15	18	19	96
One or more suspensions	0	0	0	0	0	0	0	1	10	10	13	7	5	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	15	16	36
Course failure in Math	0	0	0	0	0	0	0	0	4	14	14	13		45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	2	17	25	15	12	21	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	4	18	22	15	6	9	77
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	3	23	33	20	25	29	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	3	17	30	23	22	26	124

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	15	6	12	11	30	80
Students retained two or more times	0	0	0	0	0	0	4	3	7	1	7	2	7	31

Date this data was collected or last updated

Friday 8/19/2022

2021-22 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	4	6	28	38	26	30	35	167
Attendance below 90 percent	0	0	0	0	0	0	6	6	25	14	25	24	51	151
One or more suspensions	0	0	0	0	0	0	2	2	7	9	8	9	10	47
Course failure in ELA	0	0	0	0	0	0	1	1	17	5	15	8	17	64
Course failure in Math	0	0	0	0	0	0	3	2	14	3	6	5	9	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	6	22	11	13	20	45	123
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	8	25	12	21	25	43	141

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	6	26	15	24	27	51	156

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	15	6	12	11	30	80
Students retained two or more times	0	0	0	0	0	0	4	3	7	1	7	2	7	31

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		55%	51%					57%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		53%	48%					74%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	8%	69%	-61%	67%	-59%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	69%	-52%	70%	-53%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	36		6	29		27			77	10
BLK	6	23	40	4	26	50	8	9		85	4
HSP	8	8		13	9		18			75	25
FRL	6	19	31	6	24	47	12	13	7	81	14

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		13			13		7			50	
BLK	2	8	10		20	62	2			42	
HSP				6			33	9			
FRL	4	8	10	1	19	62	11	2		42	27

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										23	
BLK		67		9						35	9
HSP										9	
FRL		67		8						25	10

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Crossroads Academy focuses on Reading, Math and Graduation Rates as we are an Alternative School. In 2021 the trend showed that of the total population in grades 6-12, 0% of the total population is proficient in ELA, in 2022, we see growth in 9th and 10th and an increases in our ESSA identified subgroups.

In 2021 the trend showed that of the total population in grades 6-12, 0% percent of the total population is proficient in Math, in 2022, we see growth in Alggebra and Geometry and an increases in our ESSA identified subgroups.

FY 22 ELA State Assessment data shows the following level 3+:
7th -10.0%
8th - 0%
9th -12.5%
10th - 12.5%
ESSA idendified subgroups performing level 3 and above compared to 2019 have demonstrated growth.
FRL: 9.1%, an increase of 9.1%
ESE: 10.0, an increase of 10.0%
Blacks: 8.5%, an increase of 8.5%
Hispanics:13.3%, an increase of 5% from 2021

FY22 Math State Assessment data shows:
7th - 0%
8th - 0%
Algebra - 6.7%
Geometry - 10.0%
ESSA idendified subgroups performing level 3 and above compared to 2019 have demonstrated growth.
FRL: 6.5%, an increase of 3.4%
ESE: 3.8, an increase of 3.8%
Blacks: 5.7%, an increase of 2%
Hispanics:10.5%, an increase of 8% from 2021

Which data component showed the most improvement? What new actions did your school take in this area?

Within our FY22 data ELA and Math achievement, we see an increase within our ESSA identified subgroups: FRL, ESE, Blacks, and Hispanics. When comparing 2019 to 2022, there were a significant increase in our student population. Student had returned to brick and mortar, teachers utilized small group instructions, online resources and staff development through the Ignite Grant Project (Instructional Leadership Team, Department of Support Services reading coach, math coach, single School Culture specialist, ongoing weekly PLC's, modeling through district and school based resources, demonstration teachers and department Instructional leaders (DIL's).

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The focus must be on all students with a strategic focus on our ESSA identified subgroups. In ELA and Math the 6th, 7th and 8th grade students shows no improvement.
Based on this data trend our focus will be to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. Blacks, Hispanics, FRL, and ESE students will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

What trends emerge across grade levels, subgroups and core content areas?

ELA Gains- 26 points
Math Gains-35 points- 5 points increased
% of Students Tested - 97%
Points Earned - 61 Points -increase of 6 points
When comparing student results of 2019 verses 2022 by level we see:
FY22 FY19
7th - 10% level 3, 30% level 2, 60% level 1 No Data
8th - 15.4% level 2, 84.6 level 1 100 level 1

9th - 6.25% level 3, 18.8% level 2, 68.8% level 1 No Data
10th - 6.25% level 3, 18.8% level 2, 68.8% level 1 No Data

What strategies need to be implemented in order to accelerate learning?

Actions taken to improve student learning are professional development for teachers, use of student data and conversation in order to drive rigorous instruction, common planning, daily use of item specs, co-teaching, walkthroughs, modeling and weekly curriculum meetings for all content area departments with a targeted focus our ESSA identified subgroups. Students as well as parents participated in the Know Your Numbers campaign in with students and parents are taught what their assessment numbers represents and what benchmark they needed remediation with. Data chats with students and parents will be conducted face to face as well as via Google Meet through breakout sessions.
Standards Based Instruction will continue to be a primary focus during instructional planning sessions, professional learning communities and data chats with teachers, parents, and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Provide after school tutorial programs to ensured students receive the remediation needed in order to be successful. All teachers, including elective teachers will collaborate to ensure program
success. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance are in order.
After School Tutorials, Saturday School tutorials, Working Lunch tutorials (WLT's), Push in/Pull out support, small group learning focus, Study Island Academy enhancement program for skills practice, increase parental involvement, academic mentors, and monthly achievement and assessment goal reviews (guidance counselors).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

The school center will enhance opportunities for staff professional development, through:
Ignite Grant Project (Instructional Leadership Team,
Department of Support Services Reading Coach, Math Coach,
Differentiated Small Group Instruction
Gradual Release Model of Instruction
Single School Culture specialist
Modeling through district and school based resources
Demonstration teachers and department Instructional leaders (DIL's)

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Crossroads Academy is an Alternative School. Students enroll in Crossroads Academy due to behavior or academic issues. Our role is to support students who have behavior and academic issues once they are enrolled in the school. In alignment to the district's strategic plan we will focus on creating a student focus cultural engaging all students in teaching and learning that supports academic excellence. Our instructional priority is to use trends in student data and work samples to identify learning need in order to adjust instruction. In 2021, the trend showed that of the total population in grades 6-12, 0% of the total population is proficient in ELA, in 2022, we see growth in 9th and 10th and an increases in our ESSA identified subgroups. In 2021, the trend showed that of the total population in grades 6-12, 0% percent of the total population is proficient in Math, in 2022, we see growth in Alggebra and Geometry and an increases in our ESSA identified subgroups. FY 22 ELA State Assessment data shows the following level 3+: 7th -10.0% 8th - 0% 9th -12.5% 10th - 12.5% ESSA idendified subgroups performing level 3 and above compared to 2019 have demonstrated growth. FRL: 9.1%, an increase of 9.1% ESE: 10.0, an increase of 10.0% Blacks: 8.5%, an increase of 8.5% Hispanics:13.3%, an increase of 5% from 2021 FY22 Math State Assessment data shows: 7th - 0% 8th - 0% Algebra - 6.7% Geometry - 10.0% ESSA idendified subgroups performing level 3 and above compared to 2019 have demonstrated growth. FRL: 6.5%, an increase of 3.4% ESE: 3.8, an increase of 3.8% Blacks: 5.7%, an increase of 2% Hispanics:10.5%, an increase of 8% from 2021
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student Learning Outcomes: By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 2%. We will increase the low 25% learning gains by 2%. By May 2023, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5%. We will increase the low 25% learning gains by 5%. Teacher Practice Outcomes: By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by

ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to
demonstrate understanding of the standard.
By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on task to demonstrate understanding of the standard.
Coaching Outcomes
Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. WE will then tier the support that will be provided with Tier 1 meaning least experiences to Tier 3 proficient.
By February of 2023, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
By February of 2023, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.
By May 2023, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
By May 2023, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will monitor through classroom walks, weekly lesson plan checks, and iObservation.
PLCs will be monitored through administrator attendance, fidelity walks, and lesson plan reviews.
Monitoring will occur through councilor reports and student success. A strong focus will be placed on the success of our ESSA identified subgroups.

Person responsible for monitoring outcome:

Diane Howard (diane.howard@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Differentiated small group instruction to target the needs of all our students, specifically, our ESSA identified subgroups. Teachers use technology to enhance their instruction and the data created through these resources can be used to monitor the students' progress. Math teachers will use Algebra Nation, IXL, Study Island and Khan Academy to enhance their instruction and will document their usage through their lesson plans.
2. Teachers will meet weekly during professional learning communities to review standards, analyze data demonstrating standards mastery, determine the next steps with the instruction of standards and revise as necessary.
3. Graduation coaching and counseling to ensure all students succeed.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn to move forward in ELA, reading, and math. Ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning. The use of technology as a tool for collaboration on content area material, when taught explicitly, will increase the engagement level of the students. Credit recovery courses and "study Island" instructional academic program allows for specific practice for students.
2. PLCs will focus on Standards-Based Instruction which holds teachers

responsible for what goes on in the classrooms. A higher learning level is achieved through the practice of aligning learning to standards.
3. Ongoing graduation coaching and counseling and mentoring for preparation for college and career readiness support students' self-esteem and develops the desire to improve and succeed.
4. Reading and Math Coaches will be utilized.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Small group instruction using Technology
a. ELA and Reading teachers will use Study Island, Reading plus, Blender and Unify lessons to enhance instruction and improve skills.
b. Set up student rotational schedules inlcuidng technology
c. Ensure common planning and curriculum meetings are effective and focused on standards-based instruction focusing on research-based strategies.
d. Effective use of SMART Panels in all ELA & Math classrooms.
e. Montoring will occur through review of lesson plans, classroom walkthroughs, analysis of data

Person Responsible	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

2. PLC's
a. Develop a PLC schedule.
b. Ensure PLCs are standards-focused.
c. Admin & teachers will participate in data analysis to determine students' strengths & needs
d. Training will be provided on best practices to ensure all students learn especially our ESSA identified subgroups.

Person Responsible	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

3. Graduation Coaching & Counseling
a. All High school students eligible
b. Two counselors support students by dividing them alphabetically
c. Counselors meet with the students monthly to review academic progress and ensure State and District graduation requirements.
d. Monthly communication is sent to parents/guardians to ensure all parties are involved.
e. Strategic focus is placed on our ESSA identified subgroups.

Person Responsible	Shelia Lawrence (shelia.harvey-lawrence@palmbeachschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This is focused on the ESSA group.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendance will be collected by the data processor and monitored by the data processor, school counselors, ESE Coordinator, Crisis Intervention Teacher, Behavior Health Specialist, and administration. pulled, reviewed, and analyzed weekly. Students with excessive absenses will have data pulled from the previous year to research patterns of absentism. Parents of students who are absent twice in one week will be contacted.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Parents will be notified via, phone call, home visits, Stakeholders will be updated on the progress or lack of progress on student attendance during the monthly SAC meetings.
Automated communication will be used to notify parents/guardians when certain attendance situations are met.
Parents will be notified via phone calls, letters, and home visites.

Describe how implementation will be progress monitored.

Helping teachers understand that accurate, timely attendance data can guide the design of interventions intended to improve attendance and, in turn, promote positive student outcomes and increased student achievement.Teachers will be required to take attendance at the beginning of each class period and enter the results into Student Information System (SIS).
Attendance will be dicussed and addressed during PLC and School Based Team Meetings.
Student with chronic attendance issues will be flagged and parents/guardian will be notified of attendance issues.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Ensure that the school, as a whole, is systematically cultivating a culture of attendance and addressing the needs of individual students, year round. A schoolwide attendance strategy, at a minimum.	Lawrence, Shelia, shelia.harvey-lawrence@palmbeachschools.org
Create a school community that is warm and welcoming, engaging students and families in the life for the school, and offer culturally competent and enriched learning opportunities.	Lawrence, Shelia, shelia.harvey-lawrence@palmbeachschools.org
Utilize attendance data along with families to understand what is getting in the way of students attending school, to figure out what the barriers to school attendance are and how they can be addressed.	Lawrence, Shelia, shelia.harvey-lawrence@palmbeachschools.org
Offer Attendance Incentives	Howard, Diane, diane.howard@palmbeachschools.org
Assign mentors to students with chronic attendance issues.	Lawrence, Shelia, shelia.harvey-lawrence@palmbeachschools.org