

The School District of Palm Beach County

Crossroads Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Crossroads Academy

225 SW 12TH ST, Belle Glade, FL 33430

<https://cra.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

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 of 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Howard, Diane	Principal	<p>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.</p> <p>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.</p>
Lawrence, Shelia	Assistant Principal	<p>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.</p> <p>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.</p>
James, Janice	Teacher, K-12	<p>ELA teacher, PDD team leader, Ignite demonstration teacher, department instructional leader.</p> <p>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.</p>
Fritz, Deborah	Teacher, K-12	<p>Department instructional leader, Science teacher.</p> <p>Science teacher, PDD team leader, Ignite demonstration teacher, department instructional leader.</p> <p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Bibeau, Eric	Teacher, K-12	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, K-12	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 and monitor students in the use of learning materials and technical equipment used to enhance reading lessons and learning.
Thornton, Elizabeth	Teacher, K-12	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.
Shannon, Monroe	Teacher, K-12	Ensures students and teachers receive support with behavioral and crisis issues. He guides the stakeholders through de-escalation techniques and strategies to ensure positive behaviors. Supports conflict resolution. Supports the development and implementation of the behavior functional assessments and the behavior intervention plan.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
- Through Parent Training we support families with educational workshops facilitated by our school counselors, Behavior Health professionals, Co-located therapists, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators, and the Administrative Team.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the

outcomes of English Language Learners.

- A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus, and most recently
- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with a fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the

Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	1	0	8	9	
One or more suspensions	0	0	0	0	0	0	1	0	9	10	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	8	8	
Course failure in Math	0	0	0	0	0	0	0	0	4	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	0	0	1	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	0	1	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	2	11	14

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	2	2	16	96	
One or more suspensions	0	0	0	0	0	0	0	1	10	46	
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	
Course failure in Math	0	0	0	0	0	0	0	0	0	45	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	2	17	95	
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	4	18	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	3	23	137	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	3	17	124

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	2	2	16	20
One or more suspensions	0	0	0	0	0	0	0	0	1	10	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	2	17	22
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	4	18	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	4	3	23	30

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	3	17	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	4	15	21
Students retained two or more times	0	0	0	0	0	0	4	3	7	14

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	10	52	50	6	55	51	4		
ELA Learning Gains				19			8		
ELA Lowest 25th Percentile				31			10		
Math Achievement*	2	38	38	5	42	38	1		
Math Learning Gains				24			19		
Math Lowest 25th Percentile				47			62		
Science Achievement*	4	68	64	11	43	40	11		
Social Studies Achievement*	11	67	66	11	53	48	2		
Middle School Acceleration	0			7	46	44	0		
Graduation Rate	53	90	89	82	65	61	43		
College and Career Acceleration	16	71	65	14	69	67	25		
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	96
Total Components for the Federal Index	7
Percent Tested	89
Graduation Rate	53

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	23

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	82

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL	5	Yes	1	1
AMI				
ASN				
BLK	13	Yes	4	4
HSP	16	Yes	3	3
MUL				
PAC				
WHT				
FRL	14	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL				
AMI				
ASN				
BLK	26	Yes	3	3
HSP	22	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	24	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	10			2			4	11	0	53	16	
SWD	7			0			5	7		6	6	
ELL	0			10							2	
AMI												
ASN												
BLK	11			1			3	11	0	11	7	
HSP	0			6			0			23	5	
MUL												
PAC												
WHT												
FRL	10			3			3	10	0	16	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	6	19	31	5	24	47	11	11	7	82	14	
SWD	13	36		6	29		27			77	10	
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	6	23	40	4	26	50	8	9		85	4	
HSP	8	8		13	9		18			75	25	
MUL												
PAC												
WHT												
FRL	6	19	31	6	24	47	12	13	7	81	14	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	4	8	10	1	19	62	11	2	0	43	25	
SWD	0	13		0	13		7			50		
ELL												
AMI												
ASN												
BLK	2	8	10	0	20	62	2	0	0	42		
HSP				6			33	9				
MUL												
PAC												
WHT												
FRL	4	8	10	1	19	62	11	2	0	42	27	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	15%	50%	-35%	50%	-35%
07	2023 - Spring	*	48%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	47%	-44%	47%	-44%
09	2023 - Spring	9%	48%	-39%	48%	-39%
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
08	2023 - Spring	*	65%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	46%	-46%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	1%	48%	-47%	50%	-49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	50%	-46%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	63%	-53%	63%	-53%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	62%	-54%	63%	-55%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Achievement percentage scores show

FY19 FY21 FY22 FY23 PM/EOC

ELA

Overall 0 4 6 10

ELA-LG 67 8 19 NA

Blacks 0 2 6 11

Lng Gains 67 8 23 NA

Hispanics NA NA 8 NA

Lng Gains NA NA 8 NA

SWDs NA 0 13 6

Lng Gains NA 13 36 NA

FRLs 0 4 6 9

Lng Gains 67 8 19

Math

Overall 5 1 5 5

Lng Gains NA 19 24 NA

Blacks 9 0 4 6

Lng Gains NA 20 26 NA

Hispanics NA 6 13 NA

Lng Gains NA NA 9 NA

SWDs NA 0 6 NA

Lng Gains NA 13 29 NA

FRLs 8 1 6 5

Lng Gains NA 19 24 NA

Algebra 9 7

Geometry 10 2.4

Algebra/Geometry Subgroup Data:

Blacks 1

Hispanics 6

SWDs 0

FRLs 2.2

Science

Overall NA 11 11 7

Blacks NA 2 8 3

Hispanics NA 33 18 0

SWDs NA 7 27 5

FRLs NA 11 12 3

Social Studies

Overall 0 2 11 7

Blacks NA 0 9 10

Hispanics NA 9 NA 6

FRLs NA 2 13 9

SWDs NA NA NA NA

Science as a whole shows the lowest performance. The contributing factor may be that we receive students from all over the county who are historically demonstrating low performance in academics due to behavior issues; including truancy and tardies. We do not have consistent enrollment from one year to the next. We receive a variety of students in 8th grade.

We are an Alternative site and our focus is on improving student behavior, tardies, and attendance issues while simultaneously supporting student academic growth to close the achievement gap towards graduation with their cohort.

The lowest performance is seen with our SWDs, they had a 7% decline from FY22 in ELA. Our FRLs had a 1% decline in Math. Our data trends show that a focus on literacy includes remediation of standards, and 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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science FY19 FY21 FY22 FY23 PM/EOC

Overall NA 11 11 7

Blacks NA 2 8 3

Hispanics NA 33 18 0

SWDs NA 7 27 5

FRLs NA 11 12 3

Science as a whole shows the lowest performance. The contributing factor may be that we receive students from all over the county who are historically demonstrating low performance in academics due to behavior issues; including truancy and tardies. A major issue at our school is attendance. We have to call parents daily to ensure they have their children at school, on time, and ready to learn.

We are an Alternative site and our focus is on improving student behavior, tardies, and attendance issues while simultaneously supporting student academic growth to close the achievement gap towards graduation with their cohort.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state, our school shows we are significantly behind in all content areas. The contributing factor may be that we receive students from all over the county who are historically demonstrating low performance in academics due to behavior issues; including truancy and tardies. A major issue at our school is attendance. We have to call parents daily to ensure they have their children at school, on time, and ready to learn.

We are an Alternative site and our focus is on improving student behavior, tardies, and attendance issues while simultaneously supporting student academic growth to close the achievement gap towards graduation with their cohort. We are a school that demonstrates growth through learning gains currently there is not any comparison data with the state at this time.

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

We are a school that demonstrates growth through learning gains. Our improvement is seen in:

ELA FY19 FY21 FY22

SWDs

Lng Gains NA 13 36

FRLs

Lng Gains 67 8 19

Math FY19 FY21 FY22

Overall 5 1 5

Lng Gains NA 19 24

Blacks

Lng Gains NA 20 26

Hispanics NA 6 13

Lng Gains NA NA 9

SWDs NA 0 6

Lng Gains NA 13 29

FRLs 8 1 6

Lng Gains NA 19 24

Our teachers are dedicated to ensuring the students who are present receive differentiated instruction, small group instructions with technology support in combination of best practices and strategies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- 10% or more Absence
- Retention is a large issue, many of our students come to us with one or more prior retentions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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 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 ensure 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 them and ensure their attendance are in order.

School Tutorials, Saturday School tutorials, Working Lunch tutorials (WLTs), 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).

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 (DILs)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 with the district's strategic plan, we will focus on creating a student focus culture 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 needs in order to adjust instruction.

Achievement percentage scores show

FY19 FY21 FY22 FY23 PM/EOC

ELA

Overall 0 4 6 10

ELA-LG 67 8 19 NA

Blacks 0 2 6 11

Lng Gains 67 8 23 NA

Hispanics NA NA 8 NA

Lng Gains NA NA 8 NA

SWDs NA 0 13 6

Lng Gains NA 13 36 NA

FRLs 0 4 6 9

Lng Gains 67 8 19

Math

Overall 5 1 5 5

Lng Gains NA 19 24 NA

Blacks 9 0 4 6

Lng Gains NA 20 26 NA

Hispanics NA 6 13 NA

Lng Gains NA NA 9 NA

SWDs NA 0 6 NA

Lng Gains NA 13 29 NA

FRLs 8 1 6 5

Lng Gains NA 19 24 NA

Algebra 9 7

Geometry 10 2.4

Algebra/Geometry Subgroup Data:

Blacks 1

Hispanics 6

SWDs 0

FRLs 2.2

Science

Overall NA 11 11 7

Blacks NA 2 8 3
Hispanics NA 33 18 0
SWDs NA 7 27 5
FRLs NA 11 12 3

Social Studies
Overall 0 2 11 7
Blacks NA 0 9 10
Hispanics NA 9 NA 6
FRLs NA 2 13 9
SWDs NA NA NA NA

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 24, 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 2024, 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%.

Teacher Practice Outcomes:

By February 2024, 75% of our teachers will be effectively utilizing 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 2024, 99% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the “you do” of the model, to ensure students can independently work on tasks 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 experience to Tier 3 proficient.

By February 2024, 65% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By February 2024, 30% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

By May 2024, 90% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By May 2024, 75% 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, which happen to be our school's population.

Person responsible for monitoring outcome:

Diane Howard (diane.howard@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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 programs allow 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. District Reading and Math Coaches will be support teachers during the school year.
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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 including 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. Monitoring will occur through review of lesson plans, classroom walkthroughs, analysis of data

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

By When: August 2023 - May 2024

2. PLCs
 - 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 the Coaches and Administration.

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

By When: 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.

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance Data: SIS Students with chronic absenteeism.

FY23

percent of students chronically absent

6 46.6

7 42.4

8 56.9

9 76.3

10 66.6

11 72.5

12 71.0

Incident Data: Count of students with one or more suspensions (In-school & Out of School)

FY22 FY23

of Students / Percent # of Students / Percent

6 2 22.2 0

7 2 15.4 4 40.0

8 7 21.2 1 3.3

9 9 52.9 11 25.6

10 8 28.6 4 13.8

11 9 31.0 1 3.4

12 10 14.1 0

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Outcomes:

Reducing the number of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Reducing the amount of absenteeism by referrals by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

How will you monitor your goals?

- Classroom teachers will take daily attendance during each block.
- Scheduled pulling of attendance data by Admin
- Scheduled pulling of Suspension data by Admin
- Student Formative Assessment results

Person responsible for monitoring outcome:

Diane Howard (diane.howard@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.
2. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
3. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Our school 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:
 - (g) History of Holocaust
 - (h) History of Africans and African Americans
 - (i) History of Asian Americans & Pacific Islanders
 - (o) Health Education, Life Skills & Social Media
 - (q) Hispanic Contributions
 - (r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Diane Howard (diane.howard@palmbeachschools.org)

By When: August 2023-May 2024

2. Discipline Plan

a. Provide teachers with professional development to understand expectations.

b. Cafeteria assemblies are conducted to review expectations

c. Teachers reinforce expected behaviors in and out of the class through positive rewards

d. Trimester celebrations are held

e. Monthly meetings are conducted to motivate and team building

f. Ongoing student recognition.

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

By When: August 2023-May 2024

3. Attendance Plan:

a. Systematic monitoring of student attendance

b. Incentives for students who attend school regularly

c. Ongoing communication with parents and teachers about the importance of attendance and attendance rate.

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

By When: August 2023-May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment and provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School

Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$54,966.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	3101 - Crossroads Academy	UniSIG		\$3,211.26
			Notes: Instructional Supplies: 6-12 Reading and Writing supplies for centers and course work such as composition books for student journaling and notetaking, 2-prong folders for student data, notebooks for content area projects, colored paper, pencils, pens, sticky easel pads (\$2,505.07); Whole group instructional supplies: copy paper, sharpies, highlighters, dry erase markers (\$706.19). Total = \$3,211.26.			
	5100	120	3101 - Crossroads Academy	UniSIG	0.31	\$17,760.00
			Notes: Part-time in-system tutorial afterschool for Math and Reading to support Level 1 and Level 2 students in all content areas Grades 6-12 - Tentative start date January 2024. Salary: 8 certified tutors x 3 days per week x 2 hours per day x 10 weeks x \$37 per hour = \$17,760. SDPBC Object Code 180.			
	5100	120	3101 - Crossroads Academy	UniSIG	0.17	\$9,990.00
			Notes: Part-time in-system tutorial afterschool for Saturday tutorial for Math and Reading to support Level 1 and Level 2 students in all content areas Grades 6-12 - Tentative start date January 2024. Salary: 5 certified tutors x 1 days per week x 6 hours per day x 9 weeks x \$37 per hour = \$9,990. SDPBC Object Code 180.			
	5100	200	3101 - Crossroads Academy	UniSIG		\$5,834.00
			Notes: Benefits for afterschool teacher tutors - \$17,760 x 32.85% = \$5,834. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%			
	5100	200	3101 - Crossroads Academy	UniSIG		\$3,282.00
			Notes: Benefits for Saturday teacher tutors - \$9,990 x 32.85% = \$3,282. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%			
	5100	750	3101 - Crossroads Academy	UniSIG		\$2,368.00
			Notes: Part-time Out-of-system certified tutors for Reading 6-12 tutorial for level 1 & 2 reading students afterschool starting in September. Salary: 2 certified tutors x 2 days per week x 2 hours per day x 8 weeks x \$37 per hour = \$2,368.			
	5100	200	3101 - Crossroads Academy	UniSIG		\$565.00

			<i>Notes: Benefits for Out of system certified tutors - \$2,368 x \$23.85% = \$565. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%</i>			
	6400	130	3101 - Crossroads Academy	UniSIG	0.16	\$9,000.00
			<i>Notes: Every day extra period: 1 math coach and 1 reading coach to assist teachers with professional development, modeling, planning. 2 x \$4500 = \$9000. SDPBC Code 180.</i>			
	6400	200	3101 - Crossroads Academy	UniSIG		\$2,956.00
			<i>Notes: Benefits for daily extra periods - \$9,000 x \$32.85% = \$2,956. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$16,283.74
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	390	3101 - Crossroads Academy	UniSIG		\$1,604.25
			<i>Notes: Transportation: Charter bus for college tours. \$1,604.25.</i>			
	6400	330	3101 - Crossroads Academy	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem = \$1,101 x 4 attendees = \$4,404.</i>			
	6150	510	3101 - Crossroads Academy	UniSIG		\$977.49
			<i>Notes: Supplies for parent communication and trainings: paper and pens. \$977.49.</i>			
	6150	519	3101 - Crossroads Academy	UniSIG		\$700.00
			<i>Notes: Technology Supplies: Ink for color printer. \$700.00. SDBPC Object Code 510.</i>			
	6150	370	3101 - Crossroads Academy	UniSIG		\$2,178.00
			<i>Notes: Postage for monthly newsletters. 33 rolls of stamps x \$66 = \$2178.</i>			
	6150	160	3101 - Crossroads Academy	UniSIG	0.01	\$270.00
			<i>Notes: PT In-system support by school staff: Parent Liaison and CLF- extra time to attend family nights and translate. Salary: 2 staff x 3 hours x 1 event x 3 weeks x \$15 per hour = \$270. SDPBC Object Code 180.</i>			
	6150	120	3101 - Crossroads Academy	UniSIG	0.0	\$225.00
			<i>Notes: PT In-system support by school staff: Teachers to attend family nights and support families. Salary: 1 staff x 4.5 hours x 1 event x 2 weeks x \$25 per hour = \$225. SDPBC Object Code 180.</i>			
	6150	200	3101 - Crossroads Academy	UniSIG		\$89.00
			<i>Notes: Benefits for non-certified support staff: \$270.00 x 32.85% = \$89. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%</i>			
	6150	200	3101 - Crossroads Academy	UniSIG		\$74.00
			<i>Notes: Benefits for certified support staff: \$225.00 x 32.85% = \$74. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%</i>			
	6150	200	3101 - Crossroads Academy	UniSIG		\$176.00
			<i>Notes: Benefits for Day-to-Day Substitutes: \$5,586 x 3.15% = \$176. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%</i>			
	6150	750	3101 - Crossroads Academy	UniSIG		\$5,586.00
			<i>Notes: Day-to-Day Substitutes: All teachers will meet with parents to discuss students progress. (December 2023). Salary = 7 subs x 3 days x 7 hours x 2 weeks x \$19 per hour = \$5,586.</i>			
Total:						\$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No