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

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# ELA

## 1. List prioritized needs statements.

According to the FY25 PM 2, data 8.9% of our 6th – 10th grade students were level 3 or above. Black 75.34% were level 1, 17.81% were level 2, and 5.48% were level 3 Hispanic 69.23% were level 1, 30.77% were level 2 ESE 100% are level 1 FRL 75.64% were level 1, 20.51% were level 2, and 2.56% were level 3 and 1.28% were level 5

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have issues decoding, poor comprehension skills, vocabulary skills are very low Teachers lack the skills to effectively manage classroom behavior Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home Teachers does not have the resources to do hands on learning There is not enough funds for online resources School lack support staff to assist in small group instruction

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills

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

- Communication

Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

- **Parent Training**

Train parents how to monitor progress in SIS Train parents on utilizing technology and programs that could help their child build their basic skills Train parents on student performance level

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

- **School**

1. Provide rigorous instruction to students daily. 2. Assist students when needed.

- **Students**

1. Attend school daily. 2. Complete assignments 3. Come to school prepared to learn

- **Parents**

1. Send the child to school daily. 2. Be available to support teacher.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement.

- **Accessibility**

Provide accommodations for access to the building if needed Provide resources and support for English Language Learners, Migrant, and homeless population.

## **Math**

**1. List prioritized needs statements.**

According to PM 2 89 % of our Geometry students has not mastered the tested benchmarks, 92 % did not master the Algebra 1 benchmarks and 79% make below level 2 for 7th grade and 100% for 6th grade.

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have with basic math skills, Math fluency is poor Teachers lack the skills to effectively manage classroom behavior Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home Teachers does not have the resources to do hands on learning There is not enough funds for online resources School lack support staff to assist in small group instruction Parents do not understand students present level of performance. Parents do not know how to track or monitor students' progress. Parents can not provide mediation at home. Parents do not know what is required at their child's perspective grade level. Teachers lack the skills to effectively manage classroom behavior.

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills. Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills

**4. How will school strengthen the PFEP to support Math?**

**• Communication**

1. Call parents when students have excess absences. 2. Contact parents when student refuses to complete their assignment

**• Parent Training**

1. Train parents on programs that are used in Math

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

- **School**

1. Provide rigorous instructions to students daily 2. Provide assistance and guidance to students as needed.

- **Students**

1. Attend school daily 2. Complete assignments 3. Come to school prepared to learn.

- **Parents**

1. Send students to school on time 2. Send students to school daily 3. Be available to assist teachers with student concerns.

- **Staff Training**

1. Provide training to teachers to help them teach with fidelity

- **Accessibility**

1. Provide handicap accessible ramp and parking for disabled 2. Provide referral services for student

## Science

### 1. List prioritized needs statements.

100% of students in the 8.5 Program are behind in their cohort.

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have issues decoding, poor comprehension skills, vocabulary skills are very low Teachers lack the skills to effectively manage classroom behavior and teach science skills Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home There is not enough funds for online resources Teachers do not have the resources to purchase hands on materials Do not have enough staff to teach science effectively

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills. Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills Provide resources such as Practice SAT and ACT

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

**• Communication**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

**• Parent Training**

Train parents how to monitor progress in SIS Train parents on utilizing technology and programs that could help their child build their basic skills in math.

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

- **School**

1. Provide rigorous instructions to students daily 2. Provide assistance and guidance to students as needed

- **Students**

1. Attend school daily 2. Complete assignments 3. Come to school prepared to learn

- **Parents**

1. Send students to school on time 2. Send students to school daily 3. Be available to assist teachers with student concerns.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement.

- **Accessibility**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

## **Social Studies**

- 1. List prioritized needs statements.

Mid Term Exam shows that 56% of the students have not mastered the tested benchmarks in US History.

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have issues decoding, poor comprehension skills, vocabulary skills are very low Teachers lack the skills to effectively manage classroom behavior Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home Teachers does not have the resources to do hands on learning There is not enough funds for online resources School lack support staff to assist in small group instruction

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills

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

**• Communication**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

**• Parent Training**

Train parents how to monitor progress in SIS Train parents on utilizing technology and programs that could help their child build their basic skills

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

**• School**

1. Provide rigorous instructions to students daily 2. Provide assistance and guidance to students as needed.

- **Students**

1. Attend school daily 2. Complete assignments 3. Come to school prepared to learn

- **Parents**

1. Send students to school on time 2. Send students to school daily 3. Be available to assist teachers with student concerns.

- **Staff Training**

Provide staff with strategies and resources to deliver content information to parents regarding student achievement. Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home Provide accommodations for access to the building if needed Provide translated documents and interpreters

- **Accessibility**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

## **Acceleration Success**

- 1. List prioritized needs statements.

100% of our 8th Grade students are behind their cohort.

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have issues decoding, poor comprehension skills, vocabulary skills are very low Teachers lack the skills to effectively manage classroom behavior Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home There is not enough funds for online resources Teachers do not have the resources to purchase hands-on materials

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills. Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills

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

• **Communication**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

• **Parent Training**

Train parents how to monitor progress in SIS Train parents on utilizing technology and programs that could help their child build their basic skills.

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

• **School**

1. Provide rigorous instructions to students daily 2. Provide assistance and guidance to students as needed.

- Students

1. Attend school daily 2. Complete assignments 3. Come to school prepared to learn

- Parents

1. Send students to school on time 2. Send students to school daily 3. Be available to assist teachers with student concerns.

- Staff Training

Provide staff with strategies and resources to deliver content information to parents regarding student achievement.

- Accessibility

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

## Graduation Rate

### 1. List prioritized needs statements.

92% of the seniors graduated in SY24.

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

Parent do not understand students present levels of performance; how to track or monitor progress; how to provide mediation at home; and what is required at their perspective grade level Student have issues decoding, poor comprehension skills, vocabulary skills are very low Teachers lack the skills to effectively manage classroom behavior, need professional development Teachers not delivering small and whole group instruction. Parents are unfamiliar with the literacy strategies to support learning at home There is not enough funds for online resources Teachers do not have the resources to purchase hands on materials

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

Provide tutorial support through after school and Saturday tutorials to work on decoding, comprehension, vocabulary, and text features Provide additional staff to assist with small group instruction Provide behavior management training and resources for teachers Provide parent training for skills on literacy strategies to support learning at home. Provide common planning and training for teachers to increase their ability to teach literacy skills. Additional online subscription to provide support to students Provide resources to support academic needs Provide home visits in order to keep parents informed Provide professional development for teachers to increase literacy skills Provide resources such as Practice SAT and ACT

**4. How will school strengthen the PFEP to support Graduation Rate?**

**• Communication**

Provide accommodations for access to the building if needed Provide translated documents and interpreters Conduct conference call meetings or recorded meeting for parents with extended working hours. Make contact with every parent at least quarterly Increase home visits.

**• Parent Training**

Train parents how to monitor progress in SIS Train parents on utilizing technology and programs that could help their child build their basic skills. Train parents on knowing and understanding graduation requirements.

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

**• School**

Provide students with the necessary tool to graduate college and career ready.

**• Students**

1. Attend school regularly 2. Work diligently in all classes 3. Understand what they need to complete for graduation

- Parents

1. Get students to school on time and prepared for success 2. Conference with teachers and School Counselors often

- Staff Training

Train staff on motivating and encouraging students to push harder and work for success

- Accessibility

1. Provide accommodations and referral for families as needed. 2. Provide accessible ramps and parking.

## Action Step: Classroom Instruction

Provide all student with learning experiences that are rigorous, standards based, and differentiated to meet the needs to be successful and graduate on time.

Budget Total: **\$39,031.71**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide after school tutorial support to Level 1 & 2 students beginning August 2025 in Math & ELA.	5	\$37.00	4	1	20	Certified	Original	\$14,800.00

<b>Acct Description</b>	<b>Description</b>											
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		
	Study Island-College/Career Readiness program will enhance students' knowledge in grades 9-12 with a focus on all content areas that will assist with academic review and remediation, including college prep lessons. (site license - 225 students)						1	\$4,000.00	Original	\$4,000.00		
	IXL - Math program for grades 6-12 will be used to remediate and support math students in preparation for EOC's and FSA. (site license - 225 students)						7	\$900.00	Original	\$6,300.00		
Out-of-system Tutors	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Non-certified w/Bachelors Reading 6-12 tutorial for level 1 & 2 reading students- 4 days per week, 2 hour per day, pull-out model, Anticipated start - August 2025				2	\$18.00	4	2	15	Non-Certified w/ Degree	Original	\$4,320.00
Supplies	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Paper, Color (case) Printing of student work and classroom assignments, letters						15	\$39.50	General Supplies	Original	\$592.50	
	Dry Erase Markers (pack of 8)						15	\$8.96	General Supplies	Original	\$134.40	
	Highlighters (pack of 12)						15	\$4.00	General Supplies	Original	\$60.00	
	Folder, 2-pocket pronged-assorted colors -Students will use to keep FSA/Assessment data for review and goal setting						15	\$6.00	General Supplies	Original	\$90.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Markers, Sharpies Assorted Colors (pack of 12)	14	\$5.55	General Supplies	Original	\$77.70
	Pencils, presharpended (dozen)	29	\$3.15	General Supplies	Original	\$91.35
	Notebooks, wirebound hole-punched - Students will use for creative course related content area projects that will enhance learning and FSA preparedness	30	\$8.29	General Supplies	Original	\$248.70
	Paper, Printer - Astrobright Color (ream) Printing of student handout for content area lessons and take home practice packets	10	\$9.28	General Supplies	Original	\$92.80
	Gateway Civic Books (10th)	35	\$17.96	Instructional Materials	Original	\$628.60
	Paper, Printer - various colors	30	\$6.99	General Supplies	Original	\$209.70
	Paper, Copy (case) Printing of student handout for content area lessons and take home practice packets	10	\$31.04	General Supplies	Original	\$310.40
	Pens, black (dozen) & blue	20	\$5.77	General Supplies	Original	\$115.40
	Folders, File - Color (box of 100) - student data	14	\$16.79	General Supplies	Original	\$235.06
	Composition Books, Black/White (each) Student use for journal and notes for all content area classes	45	\$7.38	General Supplies	Original	\$332.10

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Adjustment - benefits credit and final allocation	1	\$348.00	General Supplies	Other	\$348.00

## Action Step: Professional Learning

Conduct on-going Professional Development opportunities that will build the capacity of staff as they engaged in data analysis, plan and implement best practices in all content areas.

Budget Total: **\$24,477.11**

Acct Description	Description								
Teacher Collaboration	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	All teachers will use collaborative planning time in late July /early August to analyze data and plan school-wide instructional strategies for level 1 and level 2 students. The team will share lesson plans produced with other instructional staff members to strategically focus on level 1&2 students.	15	\$25.00	1	7	6	Certified	Original	\$15,750.00

Acct Description	Description								
Travel out-of-state	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Staff will attend the National Youth At Risk and Resiliency Conference in Savannah, GA on March of 2026, which will provide Crossroads staff high quality, relevant training for all educators interested in the well-being of youth at an alternative education site. Registration \$695; Transportation \$548; Lodging \$1100; Per Diem \$144; Number of attendees - 1. TOTAL = \$2487.00					1	\$2,487.00	Original	\$2,487.00
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Paper, ink/toner pencils, pens, notebooks, folders, highlighters			1	\$940.11	General Supplies	Original	\$940.11	

## Action Step: Parent Engagement

Support families by providing targeted trainings and on-going communication to better partner with families, community and students.

**Budget Total: \$2,074.18**

Acct Description	Description								
Postage	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Postage to mail monthly newsletters to 185 parents/families					1000	\$0.73	Original	\$730.00

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pens	22	\$4.19	General Supplies	Original	\$92.18
	Ink, Printer (Black, Blue, Yellow, Red, Magenta) - printing for parent meetings, printer housed in room 120	8	\$35.00	Technology	Original	\$280.00
	Paper, Copy - Case	8	\$34.00	General Supplies	Original	\$272.00
Printing	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Newsletter will be printed monthly to inform approx. 225 parents/families	4	\$175.00	Original	\$700.00	

## Mission Statement

### 1. Mission Statement

Crossroads Academy will establish and maintain an environment that encourages family engagement by embracing all families and accommodating their needs to help all students be successful in life.

## Involvement of Stakeholders

Name	Title
Derrick Hibler	Principal
Shelia Harvey-Lawrence	Assistant Principal
Sonia Sutherland	SAC Chair
Marian Gonzalez	Community Business Partner
William Gonzalez	Community Business Partner
Janet Taylor	Community Business Partner
Eddie Rhodes	Community Business Partner
Gloria Diaz	Advisory Member
Leonard Neal	Community Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Parents and community members were invited by sending notices home with students and personal phone calls home to parents encouraging them to attend and participate. Members are a representative of the community served by school as served by the School Advisory Council (SAC). All parents and as well as the community is invited to attend. During the meeting we ask for volunteers to serve as stakeholders during the meetings. Parents discuss and ask the person who is able to attend majority of the meetings to represent them as the stakeholder. To date any community member that shows interest are invited to serve as a stakeholder; therefore, the parent representative and the community represented are voted on by the group as a whole.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The CNA process will begin in the Spring. Stake holders will be invited to participate. They will also participate during the monthly SAC meeting. Based on District Title I feedback , parents concerns, meetings with stakeholders during SAC, School Based Team, parent conferences, SWP Stakeholders meeting entrance and exit meetings input will be solicited from all stakeholders in the planning, review and implementation of the Title I programs. During the monthly School Advisory Meetings stakeholders will develop and oversee the implementation and systematic evaluation of the Schoolwide Plan to include: Develop and review the implementation of the Schoolwide Plan. Enlist, promote, and support greater interaction between the school and community. Provide input in matters concerning disbursement of Title I funds and ensure that such expenditures are consistent with the Schoolwide Plan. Consult with peripheral constituency groups when making decisions concerning educational practice within the school. Consult with people or departments impacted by and needed to support the Schoolwide Plan. Make informed decision based on available data. SAC dates and times are as listed below: August 28, 2025, at 2:10pm September 25, 2025, at 2:10pm October 23, 2025, at 2:10pm November 20, 2025, at 2:10pm December 18, 2025, at 2:10pm January 22, 2026, at 2:10pm February 26, 2026, at 2:10pm March 26, 2026, at 2:10pm April 23, 2026, at 2:10pm May 21, 2026, at 2:10pm

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The school During the SAC Meetings individuals present their ideas, questions, comments, and concerns regarding the use of Title 1 fund. All ideas must have a purpose and an outcome supporting the school improvement process and aligned to the Schoolwide Plan. Ideas are addressed before closure of meeting or tabled until next meeting. Bi-Monthly Newsletters will inform parents and keep them abreast of what is happening in the schools and childcare and support will be provided to parents during parent training. Stakeholders including parents present suggestions and ideas to support parent and family engagement. Ideas for funding are discussed and voted on during the meetings.

Name	Title
Derrick Hibler	Principal
Shelia Harvey-Lawrence	Assistant Principal

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held on September 18, 2025, at 2:10 p.m. Crossroads Academy 225 SW 12th Street Belle Glade, FL 33430 Room 135 , at 2:10PM.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Flyer Parent Link call out

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

This meeting will be held face to face as well as virtually. Google meets agendas will be presented to parents with all of the necessary materials and information pertaining to the annual parent meeting. Paper and ink for printing flyers and letters will be utilized. Also postage will be needed to mail home letters, flyers and PowerPoint presentation. Review of the PFEP and School-Parent Compact. Materials will include: Flyers Letters Paper Pens PowerPoint Copies Sign-in Evaluations

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Know your Numbers Training

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

Staff will learn how to work with parent with specific content area hands on strategies that will support students with their assessment levels. Strategies on how to support students on making learning gains. Implementation of strategies to help parents to track students progress towards college and career readiness.

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

Parents will understand their child's achievement level means, what constitutes learning gains, and how many points their child need in order to make learning gains.

- What will teachers submit as evidence of implementation?

Notes in SIS. Agendas, Sign-in Sheets,

- Month of Training

September 2025

- Responsible Person(s)

Teacher, Support Staff, and Administrators.

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

- Name of Training

Skills for Life and Learning

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

Teachers will learn how to navigate through the process of effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with families, and help family make healthy and responsible decisions.

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

The expected impact is for staff and family to be able to and better understand the needs of individual students. Parents will also receive strategies and resources for at-home support. Through this relationship and intentional skill building, the social and emotional well-being of each family is supported and strengthened, contributing to an equal chance of success for student.

- What will teachers submit as evidence of implementation?

SIS Notes of communication, Phone logs, and Letters to parents.

- Month of Training

February 2026

- Responsible Person(s)

Administration, Professional Development Team

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Know and Understand Your Child's Numbers

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

Parents will learn content area hands on strategies to support their child and their assessment levels. Strategies on how support student level gains.

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

Practice assessments for parents, with strategies for student success. Parents will become familiar with assessment expectations from the state and district. Parents will log onto SIS and review their child's State Assessment Scores. Parents will learn what the number means and what steps students will need to take in order to increase to the next level.

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

Parents will be better prepared to assist students at home as they practice for the the district and state assessments

- Date of Training

October 2025

- Responsible Person(s)

Administrator, Teachers, PD Team, Support Staff.

- Resources and Materials

Computer Paper/Pen Individual Student Test Scores Sign in Sheets Evaluation Presentation

- Amount (e.g. \$10.00)

N/A

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Finding Financial Help to Make Students College and Work Ready

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

Parents will learn what FASFA is and the FASFA requirements. They will also learn how to navigate through the FASFA website as they prepare to complete the FASFA application. Strategize prior to filling out their students FAFSA forms by going step by step through the FAFSA. Process, and reviewing the Student Aid Report. They will be able to teach their students how to complete certain components of the FAFSA.

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

Parents will use laptops to register and sign students up to receive financial aide.

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

Parents will be able to create a FAFSA Id and Conduct Scholarship searches. Graduation rate will be increased because parents and students will become more motivated to graduate from high school because the have the finances to attend college/vocation school and the knowledge to search for additional money.

- Date of Training

January 2026

- Responsible Person(s)

Assistant Principal, School Counselors

- Resources and Materials

Paper Pencils Laptops Access to internet. Sign in Sheets Evaluation Presentation

- Amount (e.g. \$10.00)

N/A

## 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

### 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education Department

- Describe how agency/organization supports families.

Help the school identify and communicate with the migrant population, in an effort to support with school supplies, clothing and resources available in the community.

- Based on the description list the documentation you will provide to showcase this partnership.

Flyers Log of referrals for students/parents who need assistance. Emails Newsletters

- Frequency

Monthly

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

- Name of Agency

Dr. Tripp & Associates, Multilingual Physio Therapy Centers , Family First of Palm Beach County

- Describe how agency/organization supports families.

Families are provided assistance from our Mental Health Department assistance is provide from the School Behavioral Health Professional, Co-located Mental Health, and Behavior Coach. Families are informed about services during the intake process. During IEP meeting. During School Based Team meetings. Also during counseling sessions. We also mentor, empower, inspire and motivate students with different activities and events throughout the school year. Students in need of intensive therapy receives a referral to see the Co-located Mental Health Counselor or outside mental health agencies.

- Based on the description list the documentation you will provide to showcase this partnership.

Counselor on campus at least twice a week and as needed. Contact notes from counselor. Conference notes, Flyers, IEP Meetings, School Based Team Meetings notes with signature from partnership.

- Frequency

Quarterly

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Data Inter Mental Health Counseling D.A.T.A., Community Connections, District Mental Health, Boys Town, USA.

- Describe how agency/organization supports families.

Work with school to help students and families with mental health issues, homelessness, budgeting, health, clothing, family and individual counseling.

- Based on the description list the documentation you will provide to showcase this partnership.

Referral forms Flyers Letters Brochures Conference Notes

- Frequency

Monthly

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will provide information to all parents in a timely manner, regarding testing, tutorial programs, mentoring, family counseling, mental health support and parent/family training, through SIS notifications, parent link messages, flyers and letters. Phone calls as well as text messages to parents through Parent Link. During the Title 1 Annually Meeting. During the monthly SAC meetings. Parents will receive information in language they can understand. Information will be translated in Spanish or Haitian Creole by the Multilingual department in written form and by translator if needed in the form of speech.

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

Evidence/Copies: Parent Link Flyers Letters Tutorial Schedule Contact Information for counselors and mentoring programs sponsors. Parent Compact Letters. Title 1 Annual Meeting Agenda SAC Meeting Agenda,

- **Description**

Parents will be informed about their child's proficiency levels through month meeting with the school counselors. Confirmation notices and letters will be sent home to parents quarterly indicating proficiency levels, grades and graduation requirements. School Counselors will send out Data Chat letters to parents which will include students: Grade Level, Current Courses, GPA, Test Scores, Testing Status.

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

Evidence: Letters will be mailed out to parents explaining their student's academic status. Phone logs documenting phone calls out to parents. Conference notes Counselor Logs

- **Description**

Parents will be informed about various types of academic assessments used to measure student progress according to state assessment standards, through parent letters, flyers, parent link messages and parent conferences.

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

Evidence: Letters Flyers, Conference notes Comment Log

- **Description**

Our parents will be informed about decision making opportunities through our SAC meetings, parent letters, parent link messages and school news letters

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

Evidence Copies: Conference notes, parent link messages, parent letters

- **Description**

The school will offer flexible meeting dates and times for parents who work extended evening and day jobs. Special meetings will be arranged for groups of parents with working hours that do not coincide with our scheduled meetings. Home visits will also be made in order to share information with parents regarding the school and their child's progress/expectations. Some SAC meetings are held in the A.M. and some meeting are held in the P.M., in order to accommodate parents schedules.

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

Evidence : Home Visits Alternative Meeting Schedules Conference notes Parent Link Parent trainings with flexible dates and times

## **Accessibility**

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

The school will provide translated documents and interpreters. Handouts and flyers listing meeting dates and times.

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

Agendas Handouts Name/credentials of interpreters Translated documents including the schools PFEP, Compact, and Agenda Sign-in sheets for trainings/events that show interpreters were present.

- **Description**

The school will provide accommodations for access to building if needed. In addition, support will be provided as requested for physical and non physical support. Handicap parking closer to the building, handicap ramps, and extra space in meeting areas for wheelchairs and scooters.

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

Access ramp and safe access to meeting rooms and areas Pictures of ramp Pictures of designated parking Pictures of meeting room

- **Description**

The school will accommodate and engage migrant families by providing referrals to the Migrant Education Department. The school will adjust meeting times and dates in order to meet the needs of the working parents. The school will conduct parent conferences at times that are convenient for working parents. Home visits will be conducted when needed to meet with parents. Information and support will be shared with new families about the migrant program and the services that are offered. Share information about available services through the Migrant Education Program, such as: distribution of uniforms, school supplies, field trips, etc., to help families.

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

Handouts Flyers Parent Link Comment Logs Document in Different Languages

- **Description**

Families experiencing homelessness will be supported through the McKinney-Vento Act representative for the Glades region. School and family counselors will offer support as well as the Professional Mental Health Behavior Counselor. McKinney-Vento contact information will be shared with parents.

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

McKinney Vento Contact Information Counselor sessions/support schedules Contact information of outside agencies to assist with services SBT notes for homeless students – mandatory SBT referral, Redacted Student Housing Questionnaire Notes in SIS that document support/services received Conference notes

# Other Activities

## 1. Activity #1

- Name of Activity

N/A.

- Brief Description

N/A.

## 2. Activity #2

- Name of Activity

N/A.

- Brief Description

N/A.

## 3. Activity #3

- Name of Activity

N/A.

- Brief Description

N/A.

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Our school is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses our school-wide "Jaguar Power" plan for encouraging positive behavior. This plan provides a structure for helping students be responsible, motivated, and engaged in academics. School-wide positive behavior universal guidelines "Jaguar Power" are evident throughout the school. Positive praise, parent good news postcards, and coupons are used to reinforce academic and social behaviors. Each morning during the first 5 minutes of the first class of the day students and teachers are engaged during our school-wide meditation program. The mediation program consists of relaxation routines and calming music, to help students and teachers get off to a positive start during the school day. Students and teachers both utilize this time to release negative thoughts and experiences and tune into positive ways for skills for lifelong learning and academic success. Upon entering the school campus students and teachers hear relaxing and soothing music. This music prepares their minds to receive positive campus energy. The school counselors provide various models of counseling support, which include: individual and small groups, Skills for Learning & Life(SLL), and the Relaxation Room. Our family and guidance counselor focus on the needs of students by offering them ways to improve their coping skills and growth mindset. Student groups meet monthly and weekly to discuss issues such as: anxiety, divorce, parent loss, self-esteem, bullying, decision-making, graduation status, and other academic issues. Supporting the families of our students by counselors comes through phone calls, home visits, and connections to community resources. The counselors work closely with Zeta Phi Beta Sorority Inc., Glades Education Committee, and Christ Fellowship to bring in mentors and role models to our students. This support falls under our school's "Gathering Hearts Program". These volunteers choose the day of the week that they can come and support students and teachers. Currently, Christ Fellowship volunteers support students on Thursdays. The school participates in a weekly character counts program, called "Building A Strong Academic Foundation for Success. Each week focuses on respect, safety, perseverance, and responsibility. The teachers and staff encourage students to do their best. Students are nominated and voted upon by teachers and staff and recognized each week. Our students are engaged in several different club activities for character growth, socialization skills, and overall development. Students have the opportunity to join clubs and activities of their choice during our annual club sign-up day. Club and Student Council offerings: Ladies of Tomorrow, Kindness Club, Kids Count, Recycling, Senior Sponsors, Gardening, Business Club, Performance Arts, Basketball, Flag Football Club, Chess Club, School Recreational Club, Male Mentoring Club, and yearbook club. We celebrate positive behavior by celebrating small successes with basketball tournaments during lunch and award ceremonies for progress reports to build self-esteem and encourage students to continue to work toward their goals. We also give each student a binder to teach them how to organize their classwork and increase their study habits. We celebrate Hispanic/Latina, Haitian/Creole, and Black/African American months to teach cultural awareness, resilience, and persistence using examples of others who served and made a difference throughout the year.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Our school-based team (SBT) uses the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic, mental and/or behavioral support (supplemental or intensive). Intervention plans are developed using (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. Registration form 0636 for student provides space for parents to notify school teams of any mental health issues or concerns. The team meets to ensure that necessary resources are available and interventions will be implemented with fidelity. Support is determined for all students based upon their academic, mental health, social and emotional needs. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conferences. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during department meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. The SBT meetings are held weekly, on Tuesday afternoons at 2:10 p.m. ? Tier 1 Implementation: In this implementation best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, Study Island, Performance Matters, Algebra Nation, students participate in Read 180, Khanming, and IXL programs for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "Jaguar Power" expectations and keys for success (high expectations, personalized learning, growth mindset, positive school environment and morning meditation). ? Tier 2 Implementation: SOME students receive in addition to Tier 1 instruction, intensive reading class. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify students who share the same academic and/or behavior need using referrals, BIA documentation, teacher behavior logs and diagnostic data from Study Island. ? Tier 3 Implementation: A FEW Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. Typically, the instruction is provided to individual students through individual instruction in class during rotation, (WLT) working lunch tutorials-teachers work with students during lunches, after school tutorials, pull outs and push ins.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Students participate in core classes that are supplemented with 20 minutes Study Island, Khanmingo, and Read 180 software program instruction for enhancement and remediation of instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers when possible. Students who qualify are enrolled in the Edgenuity on line course programs, for credit recovery and Edgenuity Virtual Academy for NCAA approved online classes. The master schedule is created after the completion of a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL and Rtl. Teacher recommendation is also taken into consideration when placing students into specific courses for example, Edgenuity, music and research for ACT practice. In order to meet the academic needs of students who rank in the lowest 25% for reading, after school tutorials and Working Lunch Tutorials are offered. Our Instructional framework outlined for grades 6-12 is focused and aligned to the Florida State Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of district curriculum specialists. DILs facilitate department curriculum meetings focused on planning instruction to meet the intent of the standards. The PDD team also develop trainings to address various ways of implementing the Standards. Students can participate in extra curricular activities on campus such as chorus, community service hour activities, homecoming coronation, art and crafts club, and yearbook club, school newsletter, student council, recycling, ping pong , flag football and other recreational activities. Students are provided an opportunity to engaged in a well rounded educational environment. Their daily academic instruct includes: direct instruction, Edgenuity lab course work and credit recovery course work. Students are supported through campus mentoring programs, academic camps, Mentoring and school club activities. Students have electives about Careers and jobs. Students also have the opportunity to receive a certification in Food Handling in our Culinary Arts I class which will increase their chances of getting a job in the food service industry. Crossroads is also a business partner with Boys and Girls Club of Palm Beach County, Inc. Career Bound 2.0 Program. This program provides training and job opportunities for students with local businesses. Students are given the opportunity to explore other job options like ARC of Palm Beach County, Microsoft and Code by participating in training, college tours and field trips. Students participates in the OJT program and work with the elective teachers to determine their career interests.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

School-wide, our school center is committed to building college and career awareness through displays of the staff's Alma Maters posted on the classroom door. Additionally, college and career awareness events through our guidance department programs include: career day/week, speakers, Boys and Girls club college tours, Palm Beach State College campus visits set up to support students during lunch about various programs and opportunities, at the college level. Student attends West Technical Education working towards obtaining trades during school hours. Majors, sports teams, etc. are discussed with students during these meetings. Students also participate in college tours during the spring each year, through business partners such as the Boys and Girls Club, and the Glades Education Committee. Students register and receive waivers through our guidance department for SAT/ACT/CLT exams. Preparation for such exams comes through student enrollment enrolled in ACT/SAT/CLT prep courses Study Island and research courses. Students are also registered for the school day SAT, ACT and CLT exams. Students have the opportunity to enroll in the West Tech Educational Center and the Technical programs at Palm Beach State College. Annual scholarships are given to students with regular high school diplomas and certificates of completion for Palm Beach State College welding, diesel mechanic and barber programs. Students are informed of the criteria for dual enrollment and are taught soft skills for job development in leadership class. Students meet with guidance counselors and ESE coordinator and are given a graduation plan tracking sheet so that they will know what requirements they need to graduate.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

This school has chosen to be exempt from this area. Crossroads Academy is a secondary school.

## Professional Development

## 1. Professional Development

Teachers participate in Professional Learning Communities (PLCs), during collaborative training department meetings, as well as Professional Development identified by the district, that are dedicated for professional development to improve delivery of instruction. These PD's assist teachers with how to use data to support instructional decisions. During engagement in collaborative planning; teachers unpack standards, engage in book/article study, and professional discussions. PLCs are supported by the instructional districts' curriculum specialists, Support Services and the administration staff. Additional support is available through regional and district curriculum support staff for teachers to develop their skill set. Additional professional development is provided for teachers through the school's professional development team after dismissal of students. The administrative staff provides Professional development for teachers as well. Faculty meetings for professional development as it relates to standards based instruction and the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. Mentors and buddies are assigned to all new hires. Teachers also participate in peer observations to help each other grow and develop as educators. Teachers participate in ESE workshop at the beginning of school year to learn effective strategies for ESE students. Teachers will also engage in the Implementing the Resolution to Promote Welcoming and Inclusive Schools for All Students and Families Training from the District's Multicultural department.

## Recruitment and Retention of Effective Educators

### 1. Recruitment and Retention

The administrative staff along with the principal strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs/Glades Area, Collaboration with HR and the Regional Office, Word of Mouth, Pay for performance as well as Glades Supplement incentives. Additionally, we have a strong commitment to preparing and recruiting future educators through the district's educator support program which places pre-service and intern teachers. We also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. Mentoring and peer teaching is becoming popular and more teachers are requesting support from department members and the administrative staff. Teachers are given the opportunity to tutor to receive additional pay. teachers also participate in collaborative planning and new teachers are assigned a mentor. Professional development is on-going by the PDD team based on needs expressed in collaborative planning meetings. Teachers are embraced by the administrative staff and their is an open door policy for all staff.