Crosspointe Elementary School

2017-18 Schoolwide Improvement Plan

Crosspointe Elementary School

3015 S CONGRESS AVE, Boynton Beach, FL 33426

https://cpes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	C*	A

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/1/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Crosspointe Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Crosspointe's mission is to strive and provide leadership, support, and resources to students that will allow for the design and implementation of an effective strategy rich environment across all academic areas to ensure college and career readiness.

b. Provide the school's vision statement.

Crosspointe's vision is to be a leader in STEM education by preparing and inspiring generations of learners to meet the challenges of the global society through the Pillars of Effective Instruction. Providing a fostering culture of active engagement, connecting, and applying knowledge with a focus on scientific inquiry, innovation, collaboration, and creative problem solving in a rigorous standards-based interdisciplinary environment.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
•Ensure that relationship-building is a clear priority;
•Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
•Multicultural night which represents all of the nationalities of our students and faculty
•Parent workshops that will assist in their understanding of the new standards, assessments, and literacy and math benchmarks (will be provided in English, Creole, and Spanish)
•Provide students with opportunities to read and learn about authors, professionals and others to ensure a relationship with their cultures

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

•The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
•Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
•Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all

students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

•A culture has been established where students are comfortable approaching administrators, guidance counselors, and teachers to reach out for help and/or guidance

•Peer interventions (students that are chosen as outstanding citizens are utilized for peer mediation and mentoring)

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

•Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations (grade level assemblies)

•Ensure teachers are trained in Classroom management strategies (SwPBS)

•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

•Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

•Class meetings will occur on a frequent basis to include student feedback.

•School-wide recognition system is in place.

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

•Operational school-based team that meets weekly to discuss students with barriers to academic and social success;

•Mentors assigned to students identified with SEL concerns;

•Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

•Instruction and various campus activities that address social/emotional needs of students;

•Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);

•Develop and implement a comprehensive school counseling program (Student Development Plan)

with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

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

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

•Utilize data systems to identify students who have attendance, behavioral, or academic concerns
•Create data decision rules for number of absences or OSS before referral generated to SBT
•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, low assessment scores, behavioral concerns, extenuating social concerns (i.e. homelessness, bereavement).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	11	12	4	5	6	0	0	0	0	0	0	0	58
One or more suspensions	3	1	4	5	1	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	23	66	48	114	55	76	0	0	0	0	0	0	0	382
Level 1 on statewide assessment	0	0	0	44	27	31	0	0	0	0	0	0	0	102

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	10	5	49	27	34	0	0	0	0	0	0	0	135

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

•Effective multi-disciplinary teams in place to problem solve and create action plans;
• SAI , iii, Tutorials, LLI, Fundations, MTTS, Rti, SBT, etc.;
•Planned Discussions, Goal Setting for identified student;
•Notification procedures for parents, agency and community outreach;
•Develop and implement a comprehensive school counseling program (Student Development Plan)

with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
•Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

80% of parents at Crosspointe Elementary School will attend Curriculum and Literacy Nights.
80% of parents of ELL students will attend Curriculum and Literacy Nights.
80% of parents of SWD students will attend Curriculum and Literacy Nights.
• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, APTT night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with various forms of educational

technology;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Communicate classroom and school news to parents: Positive notes, letters, phone calls home, Remind, school-wide news letter, Parentlink, marque, etc. (translated in native language as needed)
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary), and developing growth mindsets in children.
• Community partners are SAC members
• Crosspointe utilizes the social media of several business partners to share exciting events and upcoming meetings
• Administration attend events and meetings with city leaders (Mayors, Police Departments, etc.)

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Dilbert, Annmarie	Principal
Arnold, Karen	Instructional Coach
Gonzalez, Damaris	Other
Roper, Courtney	Other
North, Gina	Assistant Principal
Lehman, Scott	Instructional Coach
Medina, Erica	Teacher, K-12

b. Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The school-based Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the teachers will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Leadership Team.
The SBT will use 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 and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist

(e.g., teacher, RtI/Inclusion Facilitator, guidance counselor).

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

* Problem Solving Model
The four steps of the Problem Solving Model are:
•Problem Identification entails identifying the problem and the desired behavior for the student.
•Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the
identified problem.
•Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data
previously collected. These interventions are then implemented.
•Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Weekly grade level planning meetings, including ESE and ELL teachers as well as biweekly learning team meetings.

Crosspointe incorporates and uses all Title I funds to assist with providing staff development in reading, writing, math, and science. Title I funds are also used to purchase LTF, Instructional Coaches, and resource teachers. Title I funds will additionally be utilized for before and after school tutorial. Title I funds support parent workshop training to enhance the academic development of their students and increase parent's empowerment to help their students improve on academic skills.

Title I, Part C- Migrant services are provided to students identified as migratory. Celia Elrod is the district contact staff for migrant program.

Title II - Crosspointe Elementary will participate in the different PD initiatives at the district level. Title II funds support the following: curriculum support, Marzano training, MTSS professional development, Literacy cohort training, LLI Interventionist.

Title III - Services are provided through the district for education materials and ELL district support services improve the education of immigrants and English Language Learners.

Title X- Homeless - Crosspointe Elementary will coordinate with the district assigned staff to provide services. McKinney Vento case manager (Beth Lefler) provided by the district provides resources such as school supplies, food, clothing, for students identified as homeless under the McKinney Vento Act. Guidance Counselors provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daniel Kindel & James Mascarella	Teacher
Luckner Exama	Education Support Employee
Dan Kindel	Teacher
Karen Arnold	Teacher
Venise Gerard	Parent
Patrick Mondesir	Parent
Pamelina Baglio	Parent
Lisa Santucci	Parent
Stephanie Guile	Parent
Iris Ochoa	Parent
Felicia Leonard	Parent
Nakia Robinson	Parent
	Student
Nyasha Hall	Parent
Myrlande Theodore	Parent
Shedly Saloure	Parent
Tim Arnold	Business/Community
Courtney Roper	Teacher
Karen Arnold	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The previous year's School Improvement Plan's goals will be reviewed and compared to FY 16's State Assessment results to determine if goals were met and if strategies were effective.

b. Development of this school improvement plan

The SAC meets on a monthly basis to discuss the trends and daily operating procedures involved with running school based management.
1. Evaluation of last year's school improvement plan
2. Development of the current school improvement plan
3. Preparation of the school's annual budget and plan

c. Preparation of the school's annual budget and plan

The SAC will continue those strategies that proved to be effective in the previous year and adjust those that were not in order to determine the annual budget and plan for the current year.

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

The State is no longer awarding school based funds to public schools based on student allocations for FY 2016. However, the remaining funds carried over from the previous year will be used to support the school's mission and vision.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Medina, Erica	Instructional Coach
Dilbert, Annmarie	Principal
Satin, Judith	Teacher, K-12
Kesselman, Desire	Teacher, K-12
Hantman, Lauren	Teacher, K-12
McMullen, Johanna	Teacher, K-12
Himsworth, Caryn	Teacher, ESE
Love, Jocelyn	Teacher, K-12

b. Duties

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

The major initiative of the LLT is to motivate students to love reading and print materials, which will eventually increase their overall reading comprehension levels. The LLT will promote the love of literacy by incorporating a Literacy Day Parade, Battle of the Books, and other Literacy initiatives.

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

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

The master schedule reflects all grade levels having common planning. Teachers participate in Professional Learning Communities biweekly. Research based protocols are utilized to focus the meetings on student's academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Crosspointe is a part of the District's college internship program and uses this partnership to accept student interns from local colleges and universities and pair them with Clinical educators that exhibit stellar teaching skills. Administration attends job fairs and utilizes District Personnel to interview highly qualified candidates to ensure the right match for the school center. New teachers to Crosspointe are certified and HQ and who are all encourage to participate in the Educator Support Program (ESP) and are partnered with a Clinical Educator teacher as a mentor. Crosspointe also has incorporated a Beginning Teacher Assistance Program (BTAP) that supports teachers monthly on the daily functions of a teacher and their primary concerns.

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

Crosspointe takes pride in pairing mentees up with quality mentors who are teachers in the same grade level and or Core subject area.
1. The mentors meet on an as needed basis with their mentees to discuss current issues and assist them with job functions, curriculum, lesson planning, and Marzano oberservation elements.
2. Crosspointe has a New Teacher Mentor System. They meet on a monthly basis to discuss topics brought to their attention by the mentees themselves, and it's lead by one of the clinical Educators on staff.
3. Crosspointe has Academic coaches to assist with the transition and acclimation of the District's curriculum.
4. Teacher modeling and classroom visitations are also conducted to demonstrate effective teaching techniques and lessons.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
•Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
•Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Teachers have ongoing opportunities to unpack the Florida Standards and to plan and discuss core academic curriculum that aligns to standards. This supports a deeper level of comprehension. These conversations during Professional Learning Communities, grade level planning meetings, professional development days, administrative classroom observations, and instructional rounds promote dialogue and opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

•Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

•Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The teachers contribute to literacy improvement of every student by attending professional learning communities and data chats to discuss and make decisions about literacy instruction. Analyzing data compared to the LAFS; using a balanced literacy approach that includes whole group, small group (differentiating instruction) and one-on-one instruction based on student needs; maintaining a 90 minute literacy block, and an uninterrupted 30-60 minute writing block, providing iii based on students individual needs and administering assessments which examine student growth.

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

Strategy: After School Program

Minutes added to school year: 7,200

Students identified as struggling to meet standards in Reading, Math, and Science are provided opportunities to receive remedial instruction in core academic subjects by certified teachers. Crosspointe also offers a self-contained enrichment class on each grade level. Teachers collaborate and plan enriched grade level activities within their lessons.

Strategy Rationale

The tutorial will provide the academic support to move students towards proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dilbert, Annmarie, annmarie.dilbert@palmbeachschools.org

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

Data is collected monthly and analyzed by coaches and administration to determine effectiveness. Grade level appropriate teachers will be assigned to best meet the needs of the students based on their academic area of expertise.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Crosspointe Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is

supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.A team from Crosspointe will meet with the parents who have students enrolled in our on-site pre-kindergarten programs. The team will share information about registration, curriculum and additional services offered. The school's Community Language Facilitators conducts community visits to local day care and recreation centers distributing flyers and speaking with parents about Crosspointe's kindergarten program. In turn, parents will be invited to visit Crosspointe to meet the staff, tour the facility, and observe the curriculum in action.

In the spring, Kindergarten Round-Up is held where the introduction to staff, tours of school, and goodie bags with educational preparatory materials are handed out to entire audience of Pre-schoolers who attend.

Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into kindergarten. Staggered Start is implemented for all K students for the first three days of school to provide the students with a more supportive, less overwhelming environment.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

🔍 G094935

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	72.0
FCAT 2.0 Science Proficiency	60.0
FSA ELA Achievement - Grade 3	51.0
FSA Mathematics Achievement	70.0
FSA ELA Achievement	56.0
FSA ELA Achievement - ELL	30.0

Targeted Barriers to Achieving the Goal 3

- New teachers to the profession, PBC school district, and Crosspointe Elementary
- Develop the depth of knowledge aligned to the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Single School Culture Coordinator
- Family Liaison
- Science Coach
- Science teacher
- Reading Coach

Plan to Monitor Progress Toward G1. 8

iReady student reports, district diagnostics, LLI data, FSQ's, USA's, FSA year-end data, will be reviewed by leadership team to determine progress toward the goal.

Person Responsible

Annmarie Dilbert

Schedule

Weekly, from 9/8/2017 to 6/1/2018

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins from meetings at which data is discussed.

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

🔑 G094935

G1.B1 New teachers to the profession, PBC school district, and Crosspointe Elementary 2

🔑 B255423

G1.B1.S1 Provide relevant professional development designed to meet the needs of new educators. 4

🔑 S269924

Strategy Rationale

To increase content and pedagogical knowledge in order improve teaching and learning.

Action Step 1 5

All new teachers will attend RRR, LLI, and iReady trainings.

Person Responsible

Annmarie Dilbert

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, work samples, AVID notebooks, eLearning documentation, iReady workbooks

Action Step 2 5

Teachers will attend Professional Learning Communities on a six day rotation where we will develop and implement a comprehensive literacy professional development plan to support teachers growth in planning for and delivering differentiated literacy instruction through the analysis of data and development of appropriate instructional resources.

Person Responsible

Karen Arnold

Schedule

Daily, from 8/16/2017 to 5/31/2018

Evidence of Completion

PLC agenda and sign-in sheets, unpacking of standards, learning goals & scales, learning walks

Action Step 3 [5]

Teachers will attend Top Score training and implement program in grades 2-5.

Person Responsible

Gina North

Schedule

Daily, from 8/12/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student work samples, PBPA, FSA

Action Step 4 [5]

Engage parents and community in supporting student success through deliberate parent trainings and community engagement.

Person Responsible

Gina North

Schedule

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

Evidence of Completion

Agendas, sign-in sheets, parent training resources, flyers, student agendas and communication folders.

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

Lesson plans will be collected and reviewed, student individual data sheets will be collected and reviewed, Formative data from EDW will be monitored

Person Responsible

Annmarie Dilbert

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Checked lesson plans, logs of services, administrative team meeting agendas, sign-ins, notes from meetings in which data discussion takes place and reflection, student sign-in, teacher sign in, and resource teacher was discussed/debriefed

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student progress will be monitored through Performance Matter & Unify

Person Responsible

Annmarie Dilbert

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership meeting agenda and discussion notes

G1.B1.S2 New teachers will be provided support by their team leader, a buddy teacher, a mentor, content coaches, and administrators. 4

🔑 S269925

Strategy Rationale

To support and train new teachers with district protocols, systems, and Florida standards.

Action Step 1 5

New teachers will meet weekly with their team leader.

Person Responsible

Annmarie Dilbert

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Team leader minutes and sign-in sheets

Action Step 2 5

New teachers will meet regularly with their buddies, mentors, content coaches, and administrators.

Person Responsible

Annmarie Dilbert

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Reflection logs, ESP documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

New teacher documentation will be collected.

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, reflection logs, lesson plans, PLC notes, goals and scales, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

We would build a new teacher learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students social/emotional needs.

Person Responsible

Annmarie Dilbert

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Professional development agendas, sign-in sheets, weekly grade level minutes, eLearning registrations

G1.B2 Develop the depth of knowledge aligned to the Florida Standards [2]

🔑 B255424

G1.B2.S1 Support the use of instructional strategies in the classroom through a comprehensive system of supports that includes content focused PD, pedagogical PD, and coaching support for teachers. [4]

🔑 S269926

Strategy Rationale

Provide support to teachers in implementing first best instruction aligned to standards, scaffolding and differentiating instruction, and monitoring students' progress

Action Step 1 [5]

Coaches will meet with K-5 teachers weekly in PLCs to guide teachers through analysis of student data, unpack standards, and discuss instructional strategies that address students' needs.

Person Responsible

Karen Arnold

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meeting schedule, agenda and action plans from meetings; copies of data discussed and findings; lesson plans developed in PLCs to support action plan

Action Step 2 [5]

ELL teachers will provide push in support to provide ELL students standards based small group instruction.

Person Responsible

Damaris Gonzalez

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Ell teacher's schedules,lesson plans, action plans, goals and scales.

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

Administration will solicit feedback from teachers and debrief with PLC leader.

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Debriefing notes and teacher survey feedback, and reflection

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

Literacy data will be monitored for improvements during PLC's.

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership meeting agenda and discussion notes

G1.B2.S2 Develop the capacity of all teachers to provide instructional programs and interventions that are customized to the individual strengths, needs, interests and aspirations of each student. 4

🔑 S269927

Strategy Rationale

To increase the teacher knowledge of the new standards and assist them with identifying struggling students so we can offer differentiated instruction.

Action Step 1 5

Reading Coach will provide Florida standards aligned professional development to all teachers, build vertical alignment so that each teacher knows their grade level benchmarks as well as those of grades above and below, and work with teachers that need additional support.

Person Responsible

Erica Medina

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Coaching schedule, coach logs/notes, documentation of coaching conversation, agenda, sign-in, and presentation handouts from PD given, and lesson plans from the lessons modeled

Action Step 2 5

Build teachers' and instructional leaders knowledge of the literacy standards during PLC's and common planning. Staff members will also attend an out of district AVID conference and Marzano Training to help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage student engagement.

Person Responsible

Annmarie Dilbert

Schedule

Annually, from 6/25/2017 to 6/1/2018

Evidence of Completion

TDEs, registration, agendas, receipts for lodging and travel, PLC agendas & sign-in sheets

Action Step 3 5

Teachers will meet during the summer (July) to unpack standards along with creating goals and scales, and develop lessons to support action plan.

Person Responsible

Annmarie Dilbert

Schedule

On 7/24/2017

Evidence of Completion

Schedule for planning, agenda, sign-ins, notes, and work products from planning meetings

Action Step 4 5

Professional Development consultant will work with teachers to improve instruction in writing

Person Responsible

Annmarie Dilbert

Schedule

On 8/12/2017

Evidence of Completion

Consultant contract, PD agenda, sign-in, presentation/handouts, evaluation

Action Step 5 5

Teachers will engage in district/school provided on site and off campus professional development that supports school's academic goals and teacher's professional growth plans.

Person Responsible

Annmarie Dilbert

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Sub slips, TDE's and agendas, from the district provided workshops/training; agendas, sign-ins, and hand-outs/presentations from on site PD

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

Administration will monitor the fidelity of Coaching Model in order to ensure that all teachers get the support they need to improve instructional deliveries

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Review of coach shedule and PD program, observations of the coach in action, debriefing/ conferences, reflection sheet

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

Select attendees who will play an important role in implementing best practices learned from the ECTAC conference

Person Responsible

Annmarie Dilbert

Schedule

On 9/13/2017

Evidence of Completion

Debriefing notes on impact of training

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

Select the members of the Summer Collaborative Team and lay out expectation

Person Responsible

Annmarie Dilbert

Schedule

On 7/10/2017

Evidence of Completion

Teacher sign-in and collaborative meeting's output/product

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

Schedule and implement writing PD workshop with the consultant

Person Responsible

Annmarie Dilbert

Schedule

On 8/12/2017

Evidence of Completion

Reflection on Consultant's PD; Admin team meeting agenda, sign-in, and notes from meetings at which PD consultant is discussed.

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

Staff will be scheduled to attend specif PD activities both on and off sites

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Reflection on PD, debriefing notes, regarding the impact/values of PD

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

Literacy data will be monitored as a result of the coach's support to teachers and other academic interventions and initiatives.

Person Responsible

Annmarie Dilbert

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Leadership meeting agenda and dicussion notes

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S2.MA4 M385636	Select the members of the Summer Collaborative Team and lay out expectation	Dilbert, Annmarie	7/10/2017	Teacher sign-in and collaborative meeting's output/product	7/10/2017 one-time
G1.B2.S2.A3 A360947	Teachers will meet during the summer (July) to unpack standards along with creating goals and...	Dilbert, Annmarie	7/24/2017	Schedule for planning, agenda, sign-ins, notes, and work products from planning meetings	7/24/2017 one-time
G1.B2.S2.MA5 M385637	Schedule and implement writing PD workshop with the consultant	Dilbert, Annmarie	8/12/2017	Reflection on Consultant's PD; Admin team meeting agenda, sign-in, and notes from meetings at which PD consultant is discussed.	8/12/2017 one-time
G1.B2.S2.A4 A360948	Professional Development consultant will work with teachers to improve instruction in writing	Dilbert, Annmarie	8/12/2017	Consultant contract, PD agenda, sign-in, presentation/handouts, evaluation	8/12/2017 one-time
G1.B2.S2.MA3 M385635	Select attendees who will play an important role in implementing best practices learned from the...	Dilbert, Annmarie	9/11/2017	Debriefing notes on impact of training	9/13/2017 one-time
G1.B1.S1.A4 A360940	Engage parents and community in supporting student success through deliberate parent trainings and...	North, Gina	9/5/2017	Agendas, sign-in sheets, parent training resources, flyers, student agendas and communication folders.	5/1/2018 weekly
G1.B1.S1.A2 A360938	Teachers will attend Professional Learning Communities on a six day rotation where we will develop...	Arnold, Karen	8/16/2017	PLC agenda and sign-in sheets, unpacking of standards, learning goals & scales, learning walks	5/31/2018 daily
G1.MA1 M385645	iReady student reports, district diagnostics, LLI data, FSQ's, USA's, FSA year-end data, will be...	Dilbert, Annmarie	9/8/2017	Leadership team meeting agendas, notes, sign-ins from meetings at which data is discussed.	6/1/2018 weekly
G1.B1.S1.MA1 M385627	Student progress will be monitored through Performance Matter & Unify	Dilbert, Annmarie	8/14/2017	Leadership meeting agenda and discussion notes	6/1/2018 monthly
G1.B1.S1.MA1 M385628	Lesson plans will be collected and reviewed, student individual data sheets will be collected and...	Dilbert, Annmarie	8/14/2017	Checked lesson plans, logs of services, administrative team meeting agendas, sign-ins, notes from meetings in which data discussion takes place and reflection, student sign-in, teacher sign in, and resource teacher was discussed/ debriefed	6/1/2018 monthly
G1.B1.S1.A1 A360937	All new teachers will attend RRR, LLI, and iReady trainings.	Dilbert, Annmarie	8/14/2017	Agendas, work samples, AVID notebooks, eLearning documentation, iReady workbooks	6/1/2018 daily
G1.B1.S1.A3 A360939	Teachers will attend Top Score training and implement program in grades 2-5.	North, Gina	8/12/2017	Lesson plans, student work samples, PBPA, FSA	6/1/2018 daily
G1.B2.S1.MA1 M385631	Literacy data will be monitored for improvements during PLC's.	Dilbert, Annmarie	8/14/2017	Leadership meeting agenda and discussion notes	6/1/2018 quarterly
G1.B2.S1.MA1 M385632	Administration will solicit feedback from teachers and debrief with PLC leader.	Dilbert, Annmarie	8/7/2017	Debriefing notes and teacher survey feedback, and reflection	6/1/2018 quarterly
G1.B2.S1.A1 A360943	Coaches will meet with K-5 teachers weekly in PLCs to guide teachers through analysis of student...	Arnold, Karen	8/14/2017	PLC meeting schedule, agenda and action plans from meetings; copies of data discussed and findings; lesson plans developed in PLCs to support action plan	6/1/2018 biweekly
G1.B2.S1.A2 A360944	ELL teachers will provide push in support to provide ELL students standards based small group...	Gonzalez, Damaris	8/14/2017	Ell teacher's schedules,lesson plans, action plans, goals and scales.	6/1/2018 daily
G1.B1.S2.MA1 M385629	We would build a new teacher learning community that sets high expectations, accommodates diverse...	Dilbert, Annmarie	8/7/2017	Professional development agendas, sign-in sheets, weekly grade level minutes, eLearning registrations	6/1/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 🔍 M385630	New teacher documentation will be collected.	Dilbert, Annmarie	8/7/2017	Agenda, sign-in sheets, reflection logs, lesson plans, PLC notes, goals and scales, student work	6/1/2018 quarterly
G1.B1.S2.A1 🔍 A360941	New teachers will meet weekly with their team leader.	Dilbert, Annmarie	8/7/2017	Team leader minutes and sign-in sheets	6/1/2018 weekly
G1.B1.S2.A2 🔍 A360942	New teachers will meet regularly with their buddies, mentors, content coaches, and administrators.	Dilbert, Annmarie	8/7/2017	Reflection logs, ESP documentation	6/1/2018 monthly
G1.B2.S2.MA1 🔍 M385633	Literacy data will be monitored as a result of the coach's support to teachers and other academic...	Dilbert, Annmarie	8/7/2017	Leadership meeting agenda and dicussion notes	6/1/2018 quarterly
G1.B2.S2.MA1 🔍 M385634	Administration will monitor the fidelity of Coaching Model in order to ensure that all teachers get...	Dilbert, Annmarie	8/7/2017	Review of coach shedule and PD program, observations of the coach in action, debriefing/conferences, reflection sheet	6/1/2018 quarterly
G1.B2.S2.MA6 🔍 M385638	Staff will be scheduled to attend specif PD activities both on and off sites	Dilbert, Annmarie	8/7/2017	Reflection on PD, debriefing notes, regarding the impact/values of PD	6/1/2018 quarterly
G1.B2.S2.A1 🔍 A360945	Reading Coach will provide Florida standards aligned professional development to all teachers,...	Medina, Erica	8/7/2017	Coaching schedule, coach logs/notes, documentation of coaching conversation, agenda, sign-in, and presentation handouts from PD given, and lesson plans from the lessons modeled	6/1/2018 monthly
G1.B2.S2.A2 🔍 A360946	Build teachers' and instructional leaders knowledge of the literacy standards during PLC's and...	Dilbert, Annmarie	6/25/2017	TDEs, registration, agendas, receipts for lodging and travel, PLC agendas & sign-in sheets	6/1/2018 annually
G1.B2.S2.A5 🔍 A360949	Teachers will engage in district/school provided on site and off campus professional development...	Dilbert, Annmarie	8/7/2017	Sub slips, TDE's and agendas, from the district provided workshops/training; agendas, sign-ins, and hand-outs/ presentations from on site PD	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B2 Develop the depth of knowledge aligned to the Florida Standards

G1.B2.S1 Support the use of instructional strategies in the classroom through a comprehensive system of supports that includes content focused PD, pedagogical PD, and coaching support for teachers.

PD Opportunity 1

Coaches will meet with K-5 teachers weekly in PLCs to guide teachers through analysis of student data, unpack standards, and discuss instructional strategies that address students' needs.

Facilitator

Karen Arnold

Participants

Teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G1.B2.S2 Develop the capacity of all teachers to provide instructional programs and interventions that are customized to the individual strengths, needs, interests and aspirations of each student.

PD Opportunity 1

Reading Coach will provide Florida standards aligned professional development to all teachers, build vertical alignment so that each teacher knows their grade level benchmarks as well as those of grades above and below, and work with teachers that need additional support.

Facilitator

Erica Medina - Reading Coach

Participants

Literacy Teachers

Schedule

Monthly, from 8/7/2017 to 6/1/2018

PD Opportunity 2

Professional Development consultant will work with teachers to improve instruction in writing

Facilitator

Consultant

Participants

Teachers and Staff

Schedule

On 8/12/2017

PD Opportunity 3

Teachers will engage in district/school provided on site and off campus professional development that supports school's academic goals and teacher's professional growth plans.

Facilitator

District Office Staff

Participants

Concerned Staff

Schedule

Monthly, from 8/7/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All new teachers will attend RRR, LLI, and iReady trainings.	$0.00
2	G1.B1.S1.A2	Teachers will attend Professional Learning Communities on a six day rotation where we will develop and implement a comprehensive literacy professional development plan to support teachers growth in planning for and delivering differentiated literacy instruction through the analysis of data and development of appropriate instructional resources.	$0.00
3	G1.B1.S1.A3	Teachers will attend Top Score training and implement program in grades 2-5.	$0.00
4	G1.B1.S1.A4	Engage parents and community in supporting student success through deliberate parent trainings and community engagement.	$0.00
5	G1.B1.S2.A1	New teachers will meet weekly with their team leader.	$0.00
6	G1.B1.S2.A2	New teachers will meet regularly with their buddies, mentors, content coaches, and administrators.	$0.00
7	G1.B2.S1.A1	Coaches will meet with K-5 teachers weekly in PLCs to guide teachers through analysis of student data, unpack standards, and discuss instructional strategies that address students' needs.	$0.00
8	G1.B2.S1.A2	ELL teachers will provide push in support to provide ELL students standards based small group instruction.	$0.00
9	G1.B2.S2.A1	Reading Coach will provide Florida standards aligned professional development to all teachers, build vertical alignment so that each teacher knows their grade level benchmarks as well as those of grades above and below, and work with teachers that need additional support.	$0.00
10	G1.B2.S2.A2	Build teachers' and instructional leaders knowledge of the literacy standards during PLC's and common planning. Staff members will also attend an out of district AVID conference and Marzano Training to help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage student engagement.	$0.00
11	G1.B2.S2.A3	Teachers will meet during the summer (July) to unpack standards along with creating goals and scales, and develop lessons to support action plan.	$0.00
12	G1.B2.S2.A4	Professional Development consultant will work with teachers to improve instruction in writing	$0.00
13	G1.B2.S2.A5	Teachers will engage in district/school provided on site and off campus professional development that supports school's academic goals and teacher's professional growth plans.	$0.00
		Total:	$0.00