

The School District of Palm Beach County

# Crosspointe Elementary School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>8</b>
<b>Title I Requirements</b>	<b>9</b>
<b>Budget to Support Goals</b>	<b>12</b>

## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	A	C*

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### 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.

#### 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.

### School Leadership Team

#### 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
North, Gina	Assistant Principal
Lehman, Scott	Instructional Coach
Medina, Erica	Instructional Coach
Hantman, Lauren	Instructional Coach

#### Duties

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

Administration supports and enforces School-Wide Positive Behavior. They conduct classroom walk-throughs to ensure that effective learning is occurring. Administration also monitors data and tracks student progress through data chats with teachers, coaches, and students. The principal and assistant principal hold monthly faculty meetings, parent trainings, and attend professional development sessions. Administrators facilitate instructional meetings and participate in PLC's, common planning, and SBT meetings. They are very involved in parent communication and student achievement.

Instructional Coaches monitor data through Unify, EDW, iReady, FLKRS, and district assessments such as diagnostics, RRR, PBPA, USA's, FSQ's, and NGSQ's. They create ongoing assessments that align with the standards being taught. Coaches also track student progress through the implementation of student tracking forms that are analyzed with teachers. Instructional coaches provide ongoing professional development through PLC's, PDD, and common planning. All coaches support teachers and students through the coaching cycle and organize tutorials. Coaches develop school-wide content area events throughout the year to promote academic engagement and parent involvement.

## Early Warning Systems

### Year 2017-18

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	14	8	12	14	16	10	0	0	0	0	0	0	0	74
One or more suspensions	5	4	2	1	2	3	0	0	0	0	0	0	0	17
Course failure in ELA or Math	31	51	51	105	78	25	0	0	0	0	0	0	0	341
Level 1 on statewide assessment	0	0	0	52	43	43	0	0	0	0	0	0	0	138

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	8	6	11	56	48	19	0	0	0	0	0	0	0	148

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	16	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	2	0	18	0	0	0	0	0	0	0	0	0	20

Date this data was collected

Monday 8/27/2018

### Year 2016-17 - As Reported

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

### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA was lowest school-wide at 47%. Yes, FY15 - 48%, FY16 - 53%, FY17 - 51%

**Which data component showed the greatest decline from prior year?**

Math L25 declined the most from 59% to 38% which is -21%.

**Which data component had the biggest gap when compared to the state average?**

Math raw data achievement gap between the school and state was 10% points.

**Which data component showed the most improvement? Is this a trend?**

ELA LG improved slightly from 54% in 2017 to 57% in 2018.

**Describe the actions or changes that led to the improvement in this area.**

Additional reading support in all K-5 classrooms; Academic Tutor Program; After School tutorial focused on reading; Reading Coach and SAI support; PLC preparation and planning

### School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	57%	56%	53%	52%	52%
ELA Learning Gains	57%	61%	55%	68%	56%	52%
ELA Lowest 25th Percentile	52%	56%	48%	66%	51%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	52%	65%	62%	68%	61%	58%
Math Learning Gains	51%	63%	59%	81%	61%	58%
Math Lowest 25th Percentile	38%	53%	47%	67%	51%	46%
Science Achievement	59%	56%	55%	56%	53%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (20)	8 (11)	12 (12)	14 (4)	16 (5)	10 (6)	74 (58)
One or more suspensions	5 (3)	4 (1)	2 (4)	1 (5)	2 (1)	3 (1)	17 (15)
Course failure in ELA or Math	31 (23)	51 (66)	51 (48)	105 (114)	78 (55)	25 (76)	341 (382)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	52 (44)	43 (27)	43 (31)	138 (102)

#### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	56%	-11%	57%	-12%
	2017	41%	54%	-13%	58%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	44%	58%	-14%	56%	-12%
	2017	40%	57%	-17%	56%	-16%
Same Grade Comparison		4%				
Cohort Comparison		3%				
05	2018	44%	59%	-15%	55%	-11%
	2017	61%	52%	9%	53%	8%
Same Grade Comparison		-17%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	63%	-18%	62%	-17%
	2017	47%	62%	-15%	62%	-15%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	57%	63%	-6%	62%	-5%
	2017	68%	64%	4%	64%	4%
Same Grade Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		10%				
05	2018	49%	66%	-17%	61%	-12%
	2017	67%	61%	6%	57%	10%
Same Grade Comparison		-18%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	54%	56%	-2%	55%	-1%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	37	56	24	47	31	50				
ELL	33	52	48	42	48	38	47				
BLK	46	60	51	50	48	35	59				
HSP	45	42		45	64		58				
MUL	40			90							
WHT	50	58		52	58		55				
FRL	46	58	52	51	52	40	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	43	54	32	43	31					
ELL	31	46	59	54	57	73	33				
BLK	52	55	55	63	65	59	58				
HSP	47	57		61	50		47				
MUL	50			80							
WHT	51	50		62	62		67				
FRL	50	53	59	62	63	60	57				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).



## Areas of Focus:

### Activity #1

<b>Title</b>	To ensure student achievement with ELA and Math in alignment with the districts strategic plan to include LTO #1 3rd grade proficiency and LTO #2, high school readiness.
<b>Rationale</b>	ELA achievement at 47% is the lowest performing content area. Math is 52%; Science is 59% The area of focus aligns with the districts strategic plan to increase reading on grade level to 75% by 2021.
<b>Intended Outcome</b>	Crosspointe will increase proficiency in ELA achievement to 60% and Math achievement to 60%.
<b>Point Person</b>	Annmarie Dilbert (annmarie.dilbert@palmbeachschools.org)

### Action Step

<b>Description</b>	<p>Pillars of effective instruction - students are immersed in rigors tasks encompassing the full intent of the Florida State Standards and content required by Florida Statute 1003.42 continuing to develop a Single School Culture and appreciation of multicultural diversity with a focus on reading and writing across the content areas:</p> <ul style="list-style-type: none"> <li>- Students will keep journals or notebooks in which they write to explain, analyze, and reflect using question types and question stems from each of the FSA ELA reporting categories at least twice weekly across the four main content areas; ELA, Math, Science, and Social Studies</li> <li>- Students will use accountable talk to explain their thinking and writing in small heterogeneous groups at least once weekly across the four content areas</li> <li>- Academic tutors will provide in classroom support for small group instruction for ELL's</li> <li>- Teachers will utilize strategies that engage ELL's and all students more actively in learning</li> </ul>
<b>Person Responsible</b>	Karen Arnold (karen.arnold@palmbeachschools.org)

### Plan to Monitor Effectiveness

<b>Description</b>	<ul style="list-style-type: none"> <li>- Administration will monitor instruction and student performance in writing folders/journals in classrooms for twice weekly substantive writing with evidence of teacher feedback and correction</li> <li>- SSCC, literacy coach, ELL specialist will spot check and pull samples of low-middle-high achieving performance for teachers to engage in looking at student work and lesson study at least bi-weekly during the teachers weekly PLC/planning</li> <li>- Teachers will plan instruction and short explanatory/analytic writing assignments using the question types and question stems from the ELA reporting categories</li> </ul>
<b>Person Responsible</b>	Gina North (gina.north@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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 SIS 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.

#### **PFEP Link**

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

#### **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;
- SEL Pilot Program / Wallace Foundation (PSELI)
- 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.

**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.

**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 4 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 IDEA.

Crosspointe utilizes Title I funds to:

- assist with providing staff development in literacy, math, and science
- purchase SSCC, Instructional Coaches, resource teachers and after school tutorial
- support parent workshop trainings to increase parent's empowerment to help their students improve on academic skills (APTT).

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 - Participation in different PD initiatives at the district level, funds support: curriculum, Marzano, MTSS PD, LLI Interventionist.

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

Title X- Homeless - Crosspointe Elementary will coordinate with the district assigned staff to provide services. McKinney Vento case manager 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.

**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

### Part V: Budget

Total:

\$0.00