

The School District of Palm Beach County

# Crosspointe Elementary School



2019-20 Schoolwide Improvement Plan

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# Crosspointe Elementary School

3015 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cpes.palmbeachschools.org>

## Demographics

**Principal: Annmarie Giddings Dilbert**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (51%) 2016-17: B (58%) 2015-16: A (66%) 2014-15: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>92%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>92%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	C	B	A

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## 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	Job Duties and Responsibilities
Dilbert, Anmarie	Principal	<p>Administration supports and enforces School-Wide Positive Behavior. They conduct classroom walkthroughs 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.</p>
Arnold, Karen	Instructional Coach	<p>Mrs. Arnold monitors data through Unify, EDW, Successmaker, and district assessments such as diagnostics, USA's, and FSQ's. She creates ongoing assessments that align with the standards being taught. In addition, she also tracks student progress through the implementation of student tracking forms that are analyzed with teachers. Mrs. Arnold provides ongoing professional development through PLC's, PDD, and common planning. She support teachers and students through the coaching cycle and organizes and implements tutorials. Mrs. Arnold develops school-wide content area events with the other coaches throughout the year to promote academic engagement and parent involvement.</p>
North, Gina	Assistant Principal	<p>Administration supports and enforces School-Wide Positive Behavior. They conduct classroom walkthroughs 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.</p>
Medina, Erica	Instructional Coach	<p>Ms. Medina monitors data through Unify, EDW, iReady, and district assessments such as diagnostics, RRR, PBPA, USA's, and FSQ's. She creates ongoing assessments that align with the standards being taught. In addition, she also tracks student progress through the implementation of student tracking forms that are analyzed with teachers. Ms. Medina</p>



Name	Title	Job Duties and Responsibilities
		provides ongoing professional development through PLC's, PDD, and common planning. She supports teachers and students through the coaching cycle and organizes and implements tutorials. Ms. Medina develops school-wide content area events throughout the year to promote academic engagement and parent involvement.
Hantman, Lauren	Instructional Coach	Ms. Hantman monitors data through Unify, EDW, iReady, FLKRS, and district assessments such as diagnostics, RRR, PBPA, USA's, and FSQ's. She creates ongoing assessments that align with the standards being taught. She also tracks student progress through the implementation of student tracking forms that are analyzed with teachers. Ms. Hantman provides ongoing professional development through PLC's, PDD, and common planning. In addition, she supports teachers and students through the coaching cycle and organizes and implements tutorials. Along with the other coaches she develops school-wide content area events throughout the year to promote academic engagement and parent involvement.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	120	119	97	122	120	133	0	0	0	0	0	0	0	711
Attendance below 90 percent	18	11	4	8	10	7	0	0	0	0	0	0	0	58
One or more suspensions	2	3	1	2	0	11	0	0	0	0	0	0	0	19
Course failure in ELA or Math	33	50	62	71	80	43	0	0	0	0	0	0	0	339
Level 1 on statewide assessment	0	0	0	34	28	58	0	0	0	0	0	0	0	120
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	5	2	33	32	39	0	0	0	0	0	0	0	118

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	10	10	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

36

**Date this data was collected or last updated**

Friday 9/6/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	6	11	56	48	19	0	0	0	0	0	0	0	148

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	6	11	56	48	19	0	0	0	0	0	0	0	148

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	58%	57%	51%	53%	55%
ELA Learning Gains	64%	63%	58%	54%	59%	57%
ELA Lowest 25th Percentile	60%	56%	53%	59%	55%	52%
Math Achievement	61%	68%	63%	63%	62%	61%
Math Learning Gains	67%	68%	62%	63%	62%	61%
Math Lowest 25th Percentile	54%	59%	51%	59%	53%	51%
Science Achievement	40%	51%	53%	57%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	120 (0)	119 (0)	97 (0)	122 (0)	120 (0)	133 (0)	711 (0)
Attendance below 90 percent	18 (14)	11 (8)	4 (12)	8 (14)	10 (16)	7 (10)	58 (74)
One or more suspensions	2 (5)	3 (4)	1 (2)	2 (1)	0 (2)	11 (3)	19 (17)
Course failure in ELA or Math	33 (31)	50 (51)	62 (51)	71 (105)	80 (78)	43 (25)	339 (341)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	34 (52)	28 (43)	58 (43)	120 (138)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	54%	-8%	58%	-12%
	2018	45%	56%	-11%	57%	-12%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	59%	62%	-3%	58%	1%
	2018	44%	58%	-14%	56%	-12%
Same Grade Comparison		15%				
Cohort Comparison		14%				
05	2019	50%	59%	-9%	56%	-6%
	2018	44%	59%	-15%	55%	-11%
Same Grade Comparison		6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	65%	-9%	62%	-6%
	2018	45%	63%	-18%	62%	-17%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	73%	67%	6%	64%	9%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		16%				
Cohort Comparison		28%				
05	2019	50%	65%	-15%	60%	-10%
	2018	49%	66%	-17%	61%	-12%
Same Grade Comparison		1%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	51%	-12%	53%	-14%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-15%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	66	68	30	56	48	8				
ELL	46	65	63	55	66	59	32				
BLK	48	62	59	59	66	48	39				
HSP	60	61		66	74		42				
MUL	80			60							
WHT	73	88		68	76		50				
FRL	52	63	62	60	66	51	39				

  

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				

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
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				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	56
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

When looking at the data our fifth grade Statewide Science Assessment (SSA) significantly decreased from 2018 to 2019 by 14.3%. The contributing factors were new curriculum with limited resources and new teachers to fifth grade science. High population of ELL students with a lack of background knowledge.

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

When looking at the data our fifth grade Statewide Science Assessment (SSA) significantly decreased from 2018 to 2019 by 14.3%. The contributing factors were new curriculum with limited resources and new teachers to fifth grade science. High population of ELL students with a lack of background knowledge.

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

Our science proficiency had the greatest gap where we needed 13% points to meet state proficiency average. This was attributed to new curriculum with limited resources and new teachers to fifth grade science. High population of ELL students with a lack of background knowledge.

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

Math increased 9% points and this was attributed to common planning between math grade levels and implementation of standards-based instruction tailored to the needs of students. We focused heavily on small group instruction and monitoring student progress.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the early warning systems two potential areas of concern are the number of students with course failures in ELA and math (especially in grades 3 and 4) and the number of level 1 students on the statewide assessment in grade 5.

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

1. Science SSA scores
2. Reducing the number of level one students on FSA ELA and math

3. Integrate science standards across all content areas
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	To ensure progress towards student achievement within ELA in alignment with the districts strategic plan to include LTO 1 and LTO 2.
<b>Rationale</b>	ELA achievement in third grade is at 46% which is the lowest proficiency rate for ELA across grade levels. Though considerable growth has been made, our ELA scores have under performed district and state averages by 3-4% points.

<b>State the measurable outcome the school plans to achieve</b>	Our measurable goals for FY20 will be to have a 13% increase in ELA proficiency as measured by the ELA FSA. This will be an increase of 51.78% to 65% in ELA.
<b>Person responsible for monitoring outcome</b>	Annmarie Dilbert (annmarie.dilbert@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Students will be remediated and enriched through small skill groups, digital learning opportunities, tutorial programs, and additional reading support outside of the 90-minute literacy block.</li> <li>2. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The instruction cycle will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs.

<b>Action Step</b>	
<b>Description</b>	<p>Pillars of Effective Instruction - students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida Statue 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> <ol style="list-style-type: none"> <li>1. 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>2. 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>3. Academic tutors will provide in classroom support for small group instruction.</li> <li>4. Teachers will utilize engagement strategies to promote active learning.</li> </ol>
<b>Person Responsible</b>	Karen Arnold (karen.arnold@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Our school will stay focused on the priorities and monitor progress toward the goals. In addition, we will enhance our service delivery models within inclusive settings. All State assessed grade-level courses will use the co-teacher service delivery model for inclusion and the other courses will use support facilitation for inclusion. The subgroup SWD will be monitored closely as the gap between this subgroup and others is too large.

Of critical importance, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Throughout this plan's implementation, single school culture and an appreciation of multicultural diversity is interwoven. We know that school climate is dependent on positive relationships, cultural sensitivity, as well as the instructional expectations and personalization necessary to meet the needs of every child that enable all students to reach their highest potential.

## 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 Schoolwide Improvement Plan 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.**

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 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.

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**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.**

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. 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 all content areas
- purchase 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

Title I, Part C- Migrant services are provided to students identified as migratory.

Title II - Participation in different PD initiatives at the district level, funds support: curriculum, PBMI, 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 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. School 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.**

Integrate AVID strategies across all grade levels to ensure equitable educational opportunities for all students for college and career readiness.

**Part V: Budget**

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

1	III.A.	Areas of Focus: To ensure progress towards student achievement within ELA in alignment with the districts strategic plan to include LTO 1 and LTO 2.	\$0.00
<b>Total:</b>			<b>\$0.00</b>