



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crosspointe Elementary School
3015 S CONGRESS AVE
Boynton Beach, FL 33426
561-292-4100
www.edline.net/pages/crosspointe_elementary

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Crosspointe Elementary School

Principal

Dr. Cheryl A. McKeever

School Advisory Council chair

Dan Kindel & Lauren Hepworth

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bryan White	Assistant Principal
Ben Defillippo	ESOL Coordinator
Sonya Green	Reading Coach
Karen Becker	Math & Science Coach
Lynn Vileno	Parent Liaison
Jan Henrich	Guidance Coordinator
Linda Gounaris	ESE Coordinator

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Dr. Cheryl A. McKeever - Principal
- Bryan White - Assistant Principal
- Dan Kindel - SAC Co-Chair
- Lauren Hepworth - SAC Co-Chair
- Jan Henrich - Co-Secretary
- Linda Gounaris - Co- Secretary
- Lynn Scheibervileno - Parent Liaison
- Steven Benson - Community Member
- Carolyn Garcia - Parent
- Priscilla Mejia - Parent

Pamelina Baglio - Parent
Ryan Irby - Parent
Philippe Alezi - Parent
Sabine Asse - Parent
Luckner Exama - CLF (Staff)
Mulouse vilsaint - Parent

Involvement of the SAC in the development of the SIP

The SAC meets on a monthly basis to discuss the trends and daily operating procedures involved with running school based management.

Activities of the SAC for the upcoming school year

SAC will continue to serve as the governing board over the daily operational procedures of the school such as reviewing the SIP and monitoring its progress towards meeting those goals. The SAC will also give suggestions towards academic initiatives to ensure that all public school students experience academic success.

Projected use of school improvement funds, including the amount allocated to each project

The State is no longer awarding school based funds to public schools based on student allocations for FY 2014. However, the remaining funds carried over from the previous year will be used to support the school's Literacy Initiatives inclusive of implementation of the Common Core Standards and new Literacy series.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Cheryl A. McKeever

Principal

Years as Administrator: 19

Years at Current School: 8

Credentials

B. S. Therapeutic Recreation, University of Florida; M.S., Specific Learning Disabilities; Nova University; Ed.D., Educational Leadership, Nova University. Certificaions: Middle Grades English; Specific Learning Disabilities K-12; ESOL & Reading Endorsement

Current Status:

Principal of Crosspointe Elementary 2012-2013

School Grade: A Reading Mastery: 60% Math Mastery: 65% Science Mastery: 50% Writing Mastery: 90% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%C

Principal of Crosspointe Elementary 2011-2012

School Grade: A Reading Mastery: 51% Math Mastery: 56% Science Mastery: 39% Writing Mastery: 80% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: 83% Lowest 25% making learning gains in Math: 84%

Principal of Crosspointe Elementary 2010-2011

School Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 50% Writing Mastery: 79% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: 71% Lowest 25% making learning gains in Math: 73%

Principal of Crosspointe Elementary 2009-2010

School Grade: B Reading Mastery: 63% Math Mastery: 69% Science Mastery: 42% Writing Mastery: 72% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: 69% Lowest 25% making learning gains in Math: 65%

Principal of Crosspointe Elementary 2008-2009

School Grade: A Reading Mastery: 64% Math Mastery: 65% Science Mastery: 32% Writing Mastery: 90% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: % Lowest 25% making learning gains in Math: %

Principal of Crosspointe Elementary 2007-2008

School Grade: B Reading Mastery: 64% Math Mastery: 65% Science Mastery: 32% Writing Mastery: 77% Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%

Principal of Crosspointe Elementary 2006-2007

School Grade: A Reading Mastery: 66% Math Mastery: 60% Science Mastery: 30% Writing Mastery: % Learning Gains Reading - Learning Gaines Math - Lowest 25% making learning gains in Reading: % Lowest 25% making learning gains in Math:

Performance Record

%

Principal of Bear Lakes Middle 2005-2006

School Grade: B Reading Mastery: 43% Math Mastery: 44%

Science Mastery: % Writing Mastery: % Learning Gains Reading -

Learning Gains Math - Lowest 25% making learning gains in

Reading: % Lowest 25% making learning gains in Math: %

Bryan White		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials

B.S. Elementary Education, SUNY Buffalo State College; M.S. Educational Leadership, Grand Canyon University

Performance Record

Current Status:
 Principal of Crosspointe Elementary 2012-2013
 School Grade: A Reading Mastery: 60% Math Mastery: 65% Science Mastery: 50% Writing Mastery: 90% Learning Gains Reading - Learning Gains Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%.

Assistant Principal of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.

Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%, AYP: 87%, Black did not make AYP in reading and math, Economically Disadvantaged and ELL made AYP in math but not in reading.

Mathematics Resource Teacher (nonschool) 2010-2011.

Mathematics Coach at South Grade Elementary, 2009-2010. "B" grade in FY10 with 60% reading mastery & 64% math mastery and 79% AYP met. Subgroups making AYP included total school - reading, Black - reading, Economically Disadvantaged - reading.

2008-2009: Intermediate Mathematics Resource Teacher. "A" grade in FY09 with 55% reading mastery & 71% math mastery and 77% AYP met. Subgroups making AYP included total school - math,

Black - math, Economically Disadvantaged
- math.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sonya Green		
Part-time / District-based	Years as Coach: 6	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS; Business Administration MS; Elementary Education Clinical Educator, Reading Endorsed	
Performance Record	<p>Current Data: School Grade: A Reading Mastery: 60% Math Mastery: 65% Science Mastery: 50% Writing Mastery: 90% Learning Gains Reading - Learning Gains Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%.</p> <p>Reading Coach of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Reading Coach of Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%, AYP: 87%, Black did not make AYP in reading and math, Economically Disadvantaged and ELL and FRL did not make AYP in reading. Lowest 25% making learning gains in reading 69%.</p> <p>Science Mastery 42%, Writing Mastery 72%.</p> <p>Reading Coach of Crosspointe Elementary School in 2009-2010: Grade B Reading Mastery: 63%, AYP:, Black, Hispanic, ELL made AYP in math but not in reading.</p>	

Karen Becker		
Part-time / District-based	Years as Coach: 6	Years at Current School: 6
Areas	Mathematics, Science	
Credentials	BS; Elementary Education, MA; Elementary Education - Reading, National Board Certified 1995/2005, Clinical Educator, ESE endorsed, ESOL endorsed	
Performance Record	Current Data: School Grade: A Reading Mastery: 60% Math Mastery: 65% Science Mastery: 50% Writing Mastery: 90% Learning Gains Reading - Learning Gains Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%C Math/Science Coach of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%. Math/Science Coach of Crosspointe Elementary School in 2010-2011: Grade A Science Mastery: 50%, Math Mastery 72%, Lowest 25% making learning gains in Math: 73%, AYP met in all subgroups in Math Math/Science Coach of Crosspointe Elementary School in 2009-2010: Grade B Math Mastery: 69%, Science Mastery: 42%, Lowest 25% making learning gains in math 65%, AYP: 79%, Hispanic made AYP, White, Black, Economically Disadvantaged and ELL did not make AYP in math.	

Bonnie Gomez		
Part-time / District-based	Years as Coach: 1	Years at Current School: 11
Areas	Other	
Credentials	B.S. Florida Atlantic University, Elementary Education Elementary Education 1-6 ELL Endorsement	
Performance Record	<p>Current Data: School Grade: A Reading Mastery: 60% Math Mastery: 65% Science Mastery: 50% Writing Mastery: 90% Learning Gains Reading - Learning Gains Math - Lowest 25% making learning gains in Reading: 81% Lowest 25% making learning gains in Math: 85%.</p> <p>Reading Coach of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Reading Coach of Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%.</p>	

Classroom Teachers

# of classroom teachers	41
# receiving effective rating or higher	41, 100%
# Highly Qualified Teachers	100%
# certified in-field	41, 100%
# ESOL endorsed	32, 78%
# reading endorsed	3, 7%
# with advanced degrees	15, 37%

National Board Certified

3, 7%

first-year teachers

4, 10%

with 1-5 years of experience

23, 56%

with 6-14 years of experience

18, 44%

with 15 or more years of experience

16, 39%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 qualified candidates to ensure the right match for the school center.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 resources.
2. Crosspointe has a New Teacher Buddy System to serve just that, Buddy. 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. They have monthly meetings and issue a Bi-weekly Coaches Curriculum Corner news letter filled with helpful tips, ideas, and suggestions.

4. Teacher modeling and classroom visitations are also conducted to demonstrate effective teaching techniques and lessons.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

* 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 RtI 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 team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI 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).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based RtI 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 team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. 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) and report back on all data collected for further discussion at future meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources & Management Systems

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan of support involves providing professional Development to classroom teachers during teachers' planning and after school, Professional Development Days, and Faculty meetings. Administration will also use small group sessions compiled on days when substitutes are provided for core curriculum training.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,200

Students identified as to scoring a Level 1 and Level 2 i Reading or math are provided opportunities to receive remedial instruction in core academic subjects by certified teachers. Crosspointe also offers a before and Saturday enrichment program for on grade level students. Grade level teachers collaborate and plan enriched grade level activities within their lessons. These programs contribute to a well-rounded education.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on a monthly based and housed in the School's Title I audit box for monthly review by the Title I District personnel and school administration.

Who is responsible for monitoring implementation of this strategy?

School's Parent Liaison and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cheryl Mckeever	Principal
Sonya Green	Reading Coach
Ben Defillippo	ELL Coordinator
Celeste Larore	Guidance CounselorTeacher
Paula Rowe	Kindergarten Teacher
Candis Murphy	2nd Grade Teacher
Karen Brown-Haynes	4th Grade Teacher
Marcken Volmy	ESE Teacher
Judith Satin	1st Grade Teacher
Bonnie Gomez	Writing Coach
Dan Kindel	3rd Grade Teacher
Krystal Schecther	5th Grade Teacher

How the school-based LLT functions

The LLT will meet once a month to discuss progress toward making our school goals to proficiency. The LLT will incorporate school wide Literacy Activities that brings Literacy to Life and real world application. The teams's goal is to enhance the Love of Literacy in ALL children!!

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Crosspointe's 90 minute Reading block is comprised of the major components (Read -A-Loud, Shared Reading, Differentiated Centers, Leveled Readers, Guided Reading, Buddy Reading, Writing about Reading) that are required to be incorporated daily in the class instructional block. The reading block has a mandatory Vocabulary and Secondary Benchmark lesson that is taught daily. The reading classes are all required to have components needed in a Reading classroom (word wall, vocabulary, Writing Centers, Individual centers, etc.). Ensuring that these components are in place, monitored, and utilized daily within the classroom instruction ensures that fidelity is evident.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A team from Crosspointe will meet with the parents who have students enrolled in our feeder pre-kindergarten programs. The team will share information about registration, curriculum and additional services offered at the school site. The school's Parent Liaison and Community Language Facilitator 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 of 2014, 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 attends.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	55%	Yes	60%
American Indian				
Asian				
Black/African American	48%	50%	Yes	54%
Hispanic	75%	62%	No	78%
White	81%	71%	No	83%
English language learners	38%	36%	No	45%
Students with disabilities	42%	35%	No	48%
Economically disadvantaged	51%	54%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	24%	34%
Students scoring at or above Achievement Level 4	107	30%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	251	71%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	53	81%	90%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	106	43%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	71	29%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	18%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	75	66%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	65%	Yes	64%
American Indian				
Asian				
Black/African American	54%	61%	Yes	59%
Hispanic	75%	75%	Yes	78%
White	78%	76%	No	80%
English language learners	50%	57%	Yes	55%
Students with disabilities	53%	46%	No	57%
Economically disadvantaged	58%	64%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	32%	42%
Students scoring at or above Achievement Level 4	119	33%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	290	82%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	53	84%	90%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	28%	50%
Students scoring at or above Achievement Level 4	25	21%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	130	18%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	69	50%	0%
Students who receive two or more behavior referrals	46	6%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	3%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% of parents at Crosspointe elementary School will attend Curriculum and Literacy Nights			80%

Area 10: Additional Targets

Additional targets for the school

- Cpes will infuse Florida Statue 1003.4292) and S.B. Ploicy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
- History of Holocaust
 - History of Africans & African Americans
 - Hispanic Contributions
 - Women's Contributions
 - Sacrifices of Veterans
 - Single School Culture

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The instructional staff at Cpes will infuse the District's content required by Florida Statue 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: African & African American , Hispanic Contributions, Women's Contributions, Sacrifices of Veterans, Single School Culture		100%	100%

Goals Summary

- G1.** Increase writing proficiency to 100% students scoring 4.0
- G2.** Increase the rigor and relevance across grade level curriculum.

Goals Detail

G1. Increase writing proficiency to 100% students scoring 4.0

Targets Supported

- Writing

Resources Available to Support the Goal

- professional development opportunities
- funding
- curriculum
- instruction
- Materials

Targeted Barriers to Achieving the Goal

- scheduling
- teacher's knowledge and skills

Plan to Monitor Progress Toward the Goal

flexible Scheduling

Person or Persons Responsible

4th Grade teachers and Writing Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

School's Master board

G2. Increase the rigor and relevance across grade level curriculum.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Professional Development
- Curriculum
- Personnel
- Funding
- materials
- Instruction
- Business & Volunteer Partners

Targeted Barriers to Achieving the Goal

- Instructional strategies
- alignment of instruction with standards,
- Parental involvement

Plan to Monitor Progress Toward the Goal

Targeted skill listed within the grade level's teacher's classroom

Person or Persons Responsible

LTF, Assistant Principal, Principal

Target Dates or Schedule:

During Bi-weekly grade level LTM

Evidence of Completion:

IObservation Reports and LTM Documents

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase writing proficiency to 100% students scoring 4.0

G1.B1 scheduling

G1.B1.S1 Provide a flexible schedule for writing

Action Step 1

flexible writing schedule to accommodate teacher/students and after school tutorials to increase writing time for identified students

Person or Persons Responsible

Administration and Writing coach

Target Dates or Schedule

Daily

Evidence of Completion

Master board

Facilitator:

Writing coach

Participants:

Writing coach, 4th grade teachers, & Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Flexible Scheduling

Person or Persons Responsible

4th Grade teachers, Writing coach

Target Dates or Schedule

Daily

Evidence of Completion

School's Master Schedule

Plan to Monitor Effectiveness of G1.B1.S1

Flexible Scheduling

Person or Persons Responsible

4th Grade teachers, Writing Coach

Target Dates or Schedule

Daily

Evidence of Completion

School's Master Board

G1.B1.S2 Schedule two teachers to teach writing for all 6 units

Action Step 1

Schedule two teachers for writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Master board

Facilitator:

Administration and Writing coach

Participants:

4th Grade teachers and Writing Coach

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

Two Writing teachers

Person or Persons Responsible

Writing Coach and 4th grade teachers

Target Dates or Schedule

Daily

Evidence of Completion

Master board

Plan to Monitor Effectiveness of G1.B1.S2

Two teachers scheduled

Person or Persons Responsible

Writing coach and 4th Grade teachers

Target Dates or Schedule

Daily

Evidence of Completion

Master board

G2. Increase the rigor and relevance across grade level curriculum.

G2.B2 alignment of instruction with standards,

G2.B2.S1 Use LTM to compare Instruction to the standard

Action Step 1

Use LTM meetings to compare class instruction to grade level standard

Person or Persons Responsible

LTF, and grade level teachers

Target Dates or Schedule

During bi-weekly Learning Team meetings

Evidence of Completion

LTM documents

Facilitator:

LTF

Participants:

LTF, Grade level teachers and school administration

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Use LTM to align standards to classroom instruction

Person or Persons Responsible

LTF, Assistant Principal and Principal

Target Dates or Schedule

During bi-weekly LTM grade level meetings

Evidence of Completion

LTM documents and classroom instructional materials

Plan to Monitor Effectiveness of G2.B2.S1

Aligning classroom instruction to grade level standards

Person or Persons Responsible

LTF, Assistant Principal, and Principal

Target Dates or Schedule

During Bi-weekly LTM grade level meetings

Evidence of Completion

Classroom activities and LTM documents

G2.B2.S6 Unpack the Standard

Action Step 1

Teachers will unpack grade level standards to have a greater understanding of what they need to teach.

Person or Persons Responsible

LTF and grade level teachers

Target Dates or Schedule

During Learning Team Meeting

Evidence of Completion

Learning Team meeting documentation

Facilitator:

LTF

Participants:

Grade Level teachers

Action Step 2

School purchased materials to help teachers demonstrate standards being taught within their classroom

Person or Persons Responsible

School Treasurer

Target Dates or Schedule

Throughout the year

Evidence of Completion

Packing slip and invoice

Plan to Monitor Fidelity of Implementation of G2.B2.S6

Participating in the unpacking the standard process

Person or Persons Responsible

LTF, Assistant Principal and Principal

Target Dates or Schedule

During Bi-weekly Grade Level Learning Team Meetings

Evidence of Completion

Documents used in Learning Team Meetings

Plan to Monitor Effectiveness of G2.B2.S6

Observing classroom Target skill

Person or Persons Responsible

LTF, Assistant Principal, and Principal

Target Dates or Schedule

During classroom Walkthroughs and LTM

Evidence of Completion

Walk Through Reports in lobservation and LTM documents

G2.B4 Parental involvement

G2.B4.S1 Increase parental involvement

Action Step 1

Increase parent trainings, home visits, and parent communication in appropriate languages

Person or Persons Responsible

parent liaison, teachers, CLf's

Target Dates or Schedule

ongoing

Evidence of Completion

parent sign-ins, documentation in Title 1 audit box, Title 1 survey results

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Increase parent trainings, home visits, and parent communication in appropriate languages

Person or Persons Responsible

administration

Target Dates or Schedule

during parent involvement events

Evidence of Completion

sign-ins, communication logs, conference notes

Plan to Monitor Effectiveness of G2.B4.S1

increase in percentage of parents participating in school activities

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

sign-in sheets, conference records, parent liaison schedule of activities

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Reading, Writing, & Math coaches, Paraprofessionals, and a Parent Liaison between the school and the home. Title I funds will additionally be utilized for before and after school tutorial. Title 1 funds support parent workshop training to enhance the academic development of their students and increased parent's empowerment to help their students improve on academic skills.

FY 2014 school year has indicated that we do not have a migrant population enrolled at the time of completion of SIP.

Title III

Services are provided through the district for education materials and ELL district support services to improve

the education of immigrant and English Language Learners.

Title X- Homeless

Guidance Counselors and Parent Liaison 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.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students who fit the District's criteria for placement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase writing proficiency to 100% students scoring 4.0

G1.B1 scheduling

G1.B1.S1 Provide a flexible schedule for writing

PD Opportunity 1

flexible writing schedule to accommodate teacher/students and after school tutorials to increase writing time for identified students

Facilitator

Writing coach

Participants

Writing coach, 4th grade teachers, & Administration

Target Dates or Schedule

Daily

Evidence of Completion

Master board

G1.B1.S2 Schedule two teachers to teach writing for all 6 units

PD Opportunity 1

Schedule two teachers for writing

Facilitator

Administration and Writing coach

Participants

4th Grade teachers and Writing Coach

Target Dates or Schedule

Daily

Evidence of Completion

Master board

G2. Increase the rigor and relevance across grade level curriculum.

G2.B2 alignment of instruction with standards,

G2.B2.S1 Use LTM to compare Instruction to the standard

PD Opportunity 1

Use LTM meetings to compare class instruction to grade level standard

Facilitator

LTF

Participants

LTF, Grade level teachers and school administration

Target Dates or Schedule

During bi-weekly Learning Team meetings

Evidence of Completion

LTM documents

G2.B2.S6 Unpack the Standard

PD Opportunity 1

Teachers will unpack grade level standards to have a greater understanding of what they need to teach.

Facilitator

LTF

Participants

Grade Level teachers

Target Dates or Schedule

During Learning Team Meeting

Evidence of Completion

Learning Team meeting documentation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing proficiency to 100% students scoring 4.0	\$40,271
G2.	Increase the rigor and relevance across grade level curriculum.	\$230,490
Total		\$270,761

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Other	Total
Title I	\$224,502	\$38,271	\$2,000	\$5,988	\$270,761
Total	\$224,502	\$38,271	\$2,000	\$5,988	\$270,761

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase writing proficiency to 100% students scoring 4.0

G1.B1 scheduling

G1.B1.S1 Provide a flexible schedule for writing

Action Step 1

flexible writing schedule to accommodate teacher/students and after school tutorials to increase writing time for identified students

Resource Type

Personnel

Resource

materials for writing instruction within the flexible class schedules (Top Score). (\$1,050); paraprofessional to support instruction during regular school day (\$34,157.68); tutors and software subscriptions (\$3,046.21)

Funding Source

Title I

Amount Needed

\$38,271

G1.B1.S2 Schedule two teachers to teach writing for all 6 units

Action Step 1

Schedule two teachers for writing

Resource Type

Evidence-Based Materials

Resource

Write Score Teacher & Student Materials

Funding Source

Title I

Amount Needed

\$2,000

G2. Increase the rigor and relevance across grade level curriculum.

G2.B2 alignment of instruction with standards,

G2.B2.S1 Use LTM to compare Instruction to the standard

Action Step 1

Use LTM meetings to compare class instruction to grade level standard

Resource Type

Evidence-Based Program

Resource

0.5 Writing Coach (\$35,536.00), 0.5 Math Coach (\$35,536.00), and 1.0 Reading Coach (\$71,074.00); Common Core PD (\$240.00); Stipends (\$776.00) and subs (\$600.00) for teachers to attend training; PD supplies such as copy paper and chart paper, toner, ink, markers, pens, post-its, etc. (\$45.50).

Funding Source

Title I

Amount Needed

\$143,807

G2.B2.S6 Unpack the Standard

Action Step 2

School purchased materials to help teachers demonstrate standards being taught within their classroom

Resource Type

Other

Resource

Easels, Academic stands for flip chart, Bulletin Bars, Classroom Clotheslines (\$2,500.00) and Foundations materials, paper, ink, post-its, chart paper, notebooks, folders, markers, literacy carpets (\$3488.11)

Funding Source

Title I

Amount Needed

\$5,988

G2.B4 Parental involvement

G2.B4.S1 Increase parental involvement

Action Step 1

Increase parent trainings, home visits, and parent communication in appropriate languages

Resource Type

Evidence-Based Program

Resource

part time parent liaisons and social services facilitator (\$77,194.96); travel and registration for parent involvement trainings and home visits (\$500) and supplies such as pens, paper, folders, books, refreshments for parent trainings (\$3,00.73)

Funding Source

Title I

Amount Needed

\$80,695