

The School District of Palm Beach County

Crosspointe Elementary School



2021-22 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: 7/24/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (57%) 2017-18: C (51%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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<https://cpes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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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 provide leadership, social emotional and academic support, and resources to students that will allow for the equitable 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 equity. We will foster a culture of active engagement, connection, 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Dilbert, Annmarie	Principal	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.
North, Gina	Assistant Principal	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.
Arnold, Karen	Instructional Coach	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 schoolwide content area events with the other coaches throughout the year to promote academic engagement and parent involvement.
Medina, Erica	Instructional Coach	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 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 schoolwide content area events throughout the year to promote academic engagement and parent involvement.
Chapman, Daniel	Teacher, K-12	Mr. Chapman serves as the fourth grade team leader. Leads teachers on developing the necessary instructional capacities, through the palm beach model of instruction. Works collaboratively with administration, parents and community, as SAC chair, to best serve the needs of all students.

Demographic Information

Principal start date

Thursday 7/24/2014, Annmarie Giddings Dilbert

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

698

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	116	88	100	131	96	81	0	0	0	0	0	0	0	612
Attendance below 90 percent	15	12	14	7	12	0	0	0	0	0	0	0	0	60
One or more suspensions	0	0	2	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	24	16	84	59	60	0	0	0	0	0	0	0	0	243
Course failure in Math	13	14	55	57	32	0	0	0	0	0	0	0	0	171
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	16	0	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	15	0	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	3	12	14	18	10	7	0	0	0	0	0	0	0	64
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Winter Diag Level 1 & 2	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	15	15	58	54	42	0	0	0	0	0	0	0	0	184

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	5	8	8	4	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - 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	
Number of students enrolled	79	110	115	108	84	96	0	0	0	0	0	0	0	592
Attendance below 90 percent	25	30	12	5	13	10	0	0	0	0	0	0	0	95
One or more suspensions	1	8	1	0	2	4	0	0	0	0	0	0	0	16
Course failure in ELA	0	25	72	43	61	8	0	0	0	0	0	0	0	209
Course failure in Math	7	12	67	30	16	9	0	0	0	0	0	0	0	141
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	47	38	0	0	0	0	0	0	0	85
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	31	37	0	0	0	0	0	0	0	68

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	15	62	27	20	9	0	0	0	0	0	0	0	140

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	5	9	2	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	79	110	115	108	84	96	0	0	0	0	0	0	0	592
Attendance below 90 percent	25	30	12	5	13	10	0	0	0	0	0	0	0	95
One or more suspensions	1	8	1	0	2	4	0	0	0	0	0	0	0	16
Course failure in ELA	0	25	72	43	61	8	0	0	0	0	0	0	0	209
Course failure in Math	7	12	67	30	16	9	0	0	0	0	0	0	0	141
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	47	38	0	0	0	0	0	0	0	85
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	31	37	0	0	0	0	0	0	0	68

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	15	62	27	20	9	0	0	0	0	0	0	0	140

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	5	9	2	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	58%	57%	47%	57%	56%
ELA Learning Gains				64%	63%	58%	57%	61%	55%
ELA Lowest 25th Percentile				60%	56%	53%	52%	56%	48%
Math Achievement				61%	68%	63%	52%	65%	62%
Math Learning Gains				67%	68%	62%	51%	63%	59%
Math Lowest 25th Percentile				54%	59%	51%	38%	53%	47%
Science Achievement				40%	51%	53%	59%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	46%	54%	-8%	58%	-12%
Cohort Comparison						
04	2021					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-46%				
05	2021					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	73%	67%	6%	64%	9%
Cohort Comparison		-56%				
05	2021					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	51%	-12%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

- Grades K-2 we will use iReady for Fall, Winter & Spring for reading
- Grades 3-5 we will use USA's for Fall, Winter, & Spring for reading
- Grades K-1 we will use SuccessMaker for Fall, Winter, and Spring for math
- Grades 2-5 we will use USA's in the Fall, Winter, & Spring for math
- Grade 5 we will use USA's in the Fall, Winter, & Spring for science

iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.7	16.3	34.7
	Economically Disadvantaged	15.9	13.6	29.5
	Students With Disabilities	0.0	5.9	17.6
	English Language Learners	9.7	6.5	12.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		70.1	81.7
	Economically Disadvantaged		68.0	79.6
	Students With Disabilities		63.2	66.7
	English Language Learners		63.9	66.7
	Number/% Proficiency	Fall	Winter	Spring

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.9	18.2	26.4
	Economically Disadvantaged	20.4	15.3	23.2
	Students With Disabilities	3.8	3.8	11.5
	English Language Learners	7.5	7.7	10.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		75.9	75.4
	Economically Disadvantaged		75.2	73.6
	Students With Disabilities		65.4	64.3
	English Language Learners		52.3	54.3
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		55.2	54.1
	Economically Disadvantaged		55.0	53.3
	Students With Disabilities		32.0	28.0
	English Language Learners		39.5	35.9
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		53.3	42.5
	Economically Disadvantaged		52.5	41.5
	Students With Disabilities		32.0	19.2
	English Language Learners		37.8	30.8
		Number/% Proficiency	Fall	Winter

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.8	56.3
	Economically Disadvantaged		50.6	54.9
	Students With Disabilities		40.0	38.1
	English Language Learners		35.5	40.6
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	49.4	50.0	48.4
	Economically Disadvantaged	47.4	48.1	48.8
	Students With Disabilities	36.4	36.4	33.3
	English Language Learners	30.0	33.3	33.3
		Number/% Proficiency	Fall	Winter

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		69.2	65.7
	Economically Disadvantaged		68.7	63.7
	Students With Disabilities		35.0	40.9
	English Language Learners		59.3	53.1
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	50.6	35.8	23.0
	Economically Disadvantaged	50.0	35.6	21.7
	Students With Disabilities	33.3	14.3	0.0
	English Language Learners	44.4	24.1	9.1
		Number/% Proficiency	Fall	Winter
Science	All Students	55.0	55.4	69.4
	Economically Disadvantaged	56.2	55.3	68.1
	Students With Disabilities	26.7	25.0	40.9
	English Language Learners	46.2	42.9	61.3
		Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	48	54	21	19	31	9				
ELL	39	49	58	32	24	29	22				
BLK	43	54	56	34	24	25	33				
HSP	49	67		43	17		11				
WHT	67			38							
FRL	44	56	59	36	22	27	28				
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				

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
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	53
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When reviewing SY21 iReady data for K-2 there is a decline (K-47%, 1st-35%, and 2nd-26%) for overall student performance; however, when using FSQ's/USA's in grades 2-5 the data is more consistent (2nd-56%, 3rd-54%, 4th-56%, and 5th-66%). We noticed an increase with ELL student performance on FSQ's/USA's from 2nd to 5th grade (2nd-35%, 3rd-36%, 4th-41%, and 5th-53%). In addition, our FRL students showed an increase on FSQ's/USA's from 2nd to 5th grade (2nd-52% 3rd-53%, 4th-55%, and 5th-64%). SWD students in grades 2-5 increased on FSQ's/USA's (2nd-21%, 3rd-28%, 4th-38%, and 5th-41%).

Looking at trends for math data utilizing SuccessMaker showed a decrease in overall student proficiency from K-2 (K-91%, 1st-82%, 2nd-75%). FRL students in grades K-5 outscored all other subgroups in math.

For 5th grade science the USA data indicated FRL students outscored SWD's and ELL's (FRL-68%, SWD-41%, ELL-61%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science demonstrates the greatest need for improvement. FY18 5th grade science data was 59%. FY19 was 40% which was a decline in 19% points. When looking at progress monitoring data we see that from winter to the spring testing window all students had an increase of 14%, economically disadvantaged showed an increase of 13%, students with disabilities increased 15%, and English Language Learners increased 19%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Overall decrease in proficiency from prior year as well as student attendance due to the COVID pandemic. Action steps include: a focus on math during PLC's (unpacking standards, backwards design teaching, teacher led PD (this teacher's scores were the highest in the school and also outperformed the district), and vertical alignment.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math showed the most improvement (3-5 FY18-52%, 3-5 FY19-61% +9%). Math learning gains (3-5 FY18-51%; 3-5 FY19-67% + 16%). Low 25 (3-5 FY18-38%, 3-5 FY19-54% +16%)

When looking at our progress monitoring data from winter to spring we noticed data was stagnant or decreased minimally. All students decreased by 2%, economically disadvantaged decreased by less than 1%, students with disabilities by 3%, and English Language Learners remained the same.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Departmentalization for grades 4-5 along with the math coach providing professional development to teachers, unpacking standards, creating focus calendars with teachers, modeling lessons, and working with students all contributed to improvement.

Action Steps:

During PLC's all grade levels identified students to target based on assessment results, broken down by standard. Strategic plans for small group instruction were created based on these results with focus on secondary benchmarks. Monitoring of target students will continue during PLC's, team planning, and data chats.

Students will be remediated and enriched through small skill groups, digital learning opportunities, and tutorial programs. Students will focus on standards that have not been mastered through small group instruction. Continue use of SuccessMaker and Reflex to enhance their skills through digital learning.

Math Coach will help support teachers with the planning process, differentiating instruction, and with small groups. Administration will oversee and monitor progress for the duration of the school year.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning Crosspointe Elementary offers a gifted program. We have seven certified gifted teachers. Through their coursework as well as professional development these teachers receive specialized training and strategies to enhance student learning. Our new budget included an Accelerated Academic Teacher who works closely with the gifted teachers as well as the whole staff on differentiated instruction to increase our acceleration program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be offered through PLC's led by the Accelerated Academic Teacher, on district professional development days, and during faculty meetings. Additional support can be provided by district personnel.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability of improvement not only for this year but in the future we will primarily focus on:

- 1) Social Emotional Needs for staff and students: morning meetings have been embedded in the master schedule along with infusing the Second Step Curriculum throughout the day. Staff meetings begin with a welcoming ritual and optimistic closure. Mystery Mondays; staff will be surprised with various snacks (coffee, pastries, popcorn, etc.) are incorporated for staff SEL.
- 2) Math achievement
- 3) Science achievement

Improvement strategies and initiatives will be developed throughout FY22.

Initiatives:

- 1) Teachers disaggregate data during PLC's to determine trends, identify strengths/weaknesses, create focus calendars with secondary benchmarks to plan for whole and small group instruction, and share best practices.
- 2) After school tutorial programs will be offered to students needing additional assistance.
- 3) FSQ's, USA's, district diagnostic data, and online technology programs will be monitored by coaches and admin.
- 4) Incentives are utilized for proficiency rates with SuccessMaker and Reflex.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To ensure progress toward student achievement in math across all grade levels. Rationale: Math achievement for FY21 overall is at 36% which is -24% points from FY19. The 36% is comprised of 29% White females, 33% Black females, 30% Hispanic females, 26% ELL females, 16% SWD females, 50% White males, 35% Black Males, 50% Hispanic Males, 23% ELL Males, and 21% SWD males.

Measurable Outcome: Our measurable goal for FY22 will be to increase 10% in Math proficiency as measured by the Math FSA. This will be an increase of 37% to 47% in Math.
Students will be remediated and enriched through small skill group instruction using digital learning opportunities and tutorial programs.

Monitoring:

- 1) Teachers and administration will analyze data to determine the needs and strengths of students to form small groups during the math block.
2. Students will keep interactive notebooks for note taking and solving problems and use accountable talk to explain their thinking.
3. Academic tutors / coaches will provide in classroom support for small group instruction.
4. Teachers will utilize engagement strategies learned through PLC's to promote active learning.
5. Monitoring will occur through data analysis, classroom observations, and lesson plans.
6. Data is analyzed to determine the focus of PLC's. Teachers are taught to analyze student data to assist with and plan for instruction.
7. Individual teacher secondary benchmarks are created from current performance data
8. Remediation or enrichment strategies are provided to teachers through observations and coaching cycle.

Person responsible for monitoring outcome: Annmarie Dilbert (annmarie.dilbert@palmbeachschools.org)

Evidence-based Strategy: Professional Learning Communities will take place ensuring strategic focus and alignment to standards based instruction. Math 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.

Rationale for Evidence-based Strategy: 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 differentiated small group support to meet their needs.

Action Steps to Implement

Action Steps:

Accelerated Academic Teacher and admin will monitor data weekly to assist teachers with secondary benchmark calendars, identify small groups for reteaching / enrichment, and provide ongoing professional development. Teachers will attend biweekly PLCs where they will disaggregate current data, review

assessments, and discuss upcoming lesson plans.

Person Responsible Gina North (gina.north@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

To ensure progress towards student achievement within ELA across all grade levels.
 Rationale:
 ELA achievement for FY21 overall is 44% which is minus 10% points from FY19. The 44% is comprised of 48% White females, 46% Black females, 45% Hispanic females, 38% ELL females, 17% SWD females, 61% White males, 37% Black Males, 45% Hispanic Males, 26% ELL Males, and 24% SWD males.

Measurable Outcome:

Our measurable goals for FY21 will be to have a 10% increase in ELA proficiency as measured by the ELA FSA. This will be an increase of 44% to 54% in ELA.

Students will be remediated and enriched through small skill groups instruction using digital learning opportunities, tutorial programs, and additional reading support outside of the 90-minute literacy block.

Monitoring:

1. Teachers and administration will analyze data to determine the needs and strengths of students to form small groups during the ELA block.
2. 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.
3. Students will use accountable talk to explain their thinking and writing in small heterogeneous groups at least once weekly across the four content areas.
4. Academic tutors / coaches will provide in classroom support for small group instruction.
5. Teachers will utilize engagement strategies learned through PLC's to promote active learning.
6. Monitoring will occur through data analysis, classroom observations, and lesson plans.

Person responsible for monitoring outcome:

Gina North (gina.north@palmbeachschools.org)

Evidence-based Strategy:

1. Students will be remediated and enriched through small skill group instruction, digital learning opportunities, tutorial programs, and additional reading support outside of the 90-minute literacy block.
2. Professional Learning Communities ensuring strategic focus and alignment to standards based instruction. 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.

Rationale for Evidence-based Strategy:

1. 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.
2. Professional Learning Communities ensuring strategic focus and alignment to standards based instruction. 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.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the School Safety Dashboard, Crosspointe Elementary falls into the moderate category ranking number 750 out of 1395 elementary schools statewide. The school is ranked 55 out of 82 in Palm Beach County. Students are taught campus procedures through our SwPBS matrix. SwPBS plan is in place. STARR bucks are passed out to students for exhibiting STARR behavior which in turn they get to spend their money at the school store. Discipline data is monitored with the SwPBS/Safety Committee on a monthly basis. Behavior plans are implemented by homeroom teachers for repetitive offenses.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Crosspointe Elementary is a diverse neighborhood school. We are a Title 1 school with many students and parents speaking other languages primarily Haitian Creole. Our parent community as well as the City of Boynton Beach work closely together to ensure that we are meeting the needs of our students. Crosspointe Elementary was recognized by the State and received the Family Involvement Award and our PTA won an award for Family and Community Involvement.

- 80% of parents at Crosspointe Elementary School will attend Curriculum, STEM, Math, & Literacy Nights.
- 80% of parents of ELL students will attend Curriculum, STEM, Math, & Literacy Nights.
- 80% of parents of SWD students will attend Curriculum, STEM, Math, & 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration and staff promote a positive culture and environment through our Social Emotional Initiative. Administration makes sure SEL is build into the master schedule allowing time for full implementation. Morning meeting is being implemented with fidelity by the homeroom teachers on a daily basis. The Second Step Curriculum is infused into the core academics for explicit SEL instruction. Afterschool staff continues the SEL lessons during their interactions with the students to dive deeper into the competencies. We have a SEL Committee that plans monthly SEL activities to create a positive environment in which everyone feels included and welcome. Mystery Mondays have been established to celebrate success by offering incentives for staff members. Ongoing communication with parents and community members takes place to inform them of SEL competencies to ensure SEL practices are implemented beyond the school day.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math					\$5,422.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100		2731 - Crosspointe Elementary School	School Improvement Funds	22.0	\$5,422.00	
			<i>Notes: Academic support for students or professional development for teachers.</i>				
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
Total:						\$5,422.00	