
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (56%) 2018-19: B (57%) 2017-18: C (51%)
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	N/A

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Crosspointe Elementary School

3015 S CONGRESS AVE, Boynton Beach, FL 33426

<https://cpes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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SIP Authority

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Chapman, Daniel	Math Coach	Mr. Chapman serves as the school math coach. Monitors data through Unify, EDW, iReady, Instructional district assessments such as diagnostics, USA's, and FSQ's. Mr. Chapman leads teachers on developing the necessary instructional capacities, through the palm beach model of instruction and coaching cycle. He works collaboratively with administration, parents and community, as SAC chair, to best serve the needs of all students.
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 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.
Meyer, Karen	Reading Coach	Mrs. Meyer works with K-5 ELA teacher to provide support on creating strategy-rich classroom environments. She works diligently to analyze data, form differentiated instructional groups, model lessons, and provide feedback for emerging educators. Through attendance at each common planning meeting, Mrs. Meyer is able to ensure the needs of our teachers are met.

Demographic Information

Principal start date

Thursday 7/24/2014, Annmarie Giddings Dilbert

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

630

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	100	117	97	106	118	96	0	0	0	0	0	0	0	634
Attendance below 90 percent	0	32	14	18	17	9	0	0	0	0	0	0	0	90
One or more suspensions	0	5	1	2	3	5	0	0	0	0	0	0	0	16
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 2022 statewide FSA ELA assessment	0	0	0	12	23	22	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	33	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	9	31	33	16	24	13	0	0	0	0	0	0	0	126

Using the table above, complete the table below with the number of students by current grade level who have 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	0	22	24	27	30	31	0	0	0	0	0	0	0	134

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	10	6	15	23	19	13	0	0	0	0	0	0	0	86
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

Thursday 8/25/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	59%	56%				54%	58%	57%
ELA Learning Gains	67%						64%	63%	58%
ELA Lowest 25th Percentile	59%						60%	56%	53%
Math Achievement	49%	53%	50%				61%	68%	63%
Math Learning Gains	66%						67%	68%	62%
Math Lowest 25th Percentile	71%						54%	59%	51%
Science Achievement	24%	59%	59%				40%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	54%	-8%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-46%				
05	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	73%	67%	6%	64%	9%
Cohort Comparison		-56%				
05	2022					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	51%	-12%	53%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	62	72	20	52	65	5				
ELL	50	57	48	44	64	77	18				
ASN	70			80							
BLK	52	67	60	46	66	72	22				
HSP	62	61		49	64		30				
WHT	76	80		59	60						
FRL	55	66	60	47	64	70	23				
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				
MUL	80			60							
WHT	73	88		68	76		50				
FRL	52	63	62	60	66	51	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 SY22 FSA data compared to Sy19 assessment scores for 3-5 we noticed:

- there is a decline in ELA assessment data (3rd grade: -5% , 4th Grade -1%, 5th Grade 0%)
- a decrease when comparing Math assessment scores for 3-5 (3rd grade: -13% , 4th Grade -7%, 5th Grade -21%).
- a decrease when comparing science assessment scores (-16%).

When reviewing SY22 FSA data compared to Sy19 assessment scores for ELL 3-5 students we noticed:

- an increase in ELA assessment scores for 3rd and 5th (3rd grade: +3% and 5th Grade +6%).
- a decrease in Math assessment scores for 3rd-5th (3rd grade: -15%, 4th Grade: -19%, and 5th Grade -13%)
- a decrease of Science assessment scores (-10%).

When reviewing SY22 FSA data compared to Sy19 assessment scores for ESE 3-5 students we noticed:

- an increase in ELA assessment scores for 3rd and 5th (3rd grade: +11% and 5th Grade +21%).
- a decrease in Math assessment scores for 3rd-5th (3rd grade: -17%, and 5th Grade -8%).
- an increase in science assessment scores (+1%).

When reviewing SY22 FSA data compared to Sy19 assessment scores for FRL 3-5 students we noticed:

- an increase of ELA assessment scores for 3rd and 5th (3rd grade: +6% and 5th Grade +3%).
- a decrease in Math assessment scores for 3rd-5th (3rd grade: -13%, 4th Grade -10 and 5th Grade -18%).
- a decrease in science assessment scores (-15%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science demonstrates the greatest need for improvement. FY19 5th grade science data was 45%. FY21 was 29% which was a decline of 16% points.

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

The overall decrease in science achievement for 5th grade students can be contributed to a lack of foundational skills and accountability for science instruction in previous grade levels and a lack of hands on instruction due to the COVID-19 pandemic.

Action steps include: a focus on science during common planning meetings (CPMs) (unpacking standards, backwards designed lesson planning and teaching, teacher led PD, and an emphasis on vertical alignment and accountability among k-4 grade level teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When reviewing FY22 state assessment results ELA produced an 11% gain from the previous school year assessments. When looking at pre-pandemic achievement scores of Crosspointe in FY19, FY22 ELA assessment scores have not only reached, but surpassed these levels (Fy19 54%, FY22 56%).

When reviewing the data for our ESE subgroup population, ELA again succeeded in raising proficiency rates in both 3rd and 5th grade students (3rd grade: +11%, 5th Grade +21%).

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 reading 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 all PLC's 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 continued during CPM's, team planning, and data chats.

Students were remediated and enriched through small skill groups, digital learning opportunities, and tutorial programs.

Reading Coach helped support teachers with the planning process, differentiating instruction, and with small groups. Administration was actively walking classrooms to ensure differentiated instruction and a strategy rich environment were taking place.

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

To accelerate learning Crosspointe Elementary offers an enrichment 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.

Through several grants received by CPE, we have created a STEM lab which increases students hands-on experiences, as well as, their critical thinking ability to solve weekly STEM challenges.

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 Common Planning Meetings (CPM's) led by the coaches, on district professional development days, and during faculty meetings. Additional support can be provided by district personnel.

Surveys were sent to all teachers at the beginning of the year to determine which areas were in need of professional development. Based on these results, our coaches have created a PD schedule based on the hierarchy of needs.

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.
- 2) Math achievement with a focus on differentiated small-group instruction, developing strategy-rich environments, and strategically planning for and implementing data-driven secondary benchmark calendars.
- 3) Science achievement with a focus on increased accountability, hands-on activities, and strategic spiral review of critical content.

Improvement strategies and initiatives will be developed throughout FY23.

Initiatives:

- 1) Teachers disaggregate data during CPM'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 iReady and Reflex math.
- 5) Grade levels will be responsible for establishing and reflecting upon grade level goals. Each meeting will start with a review of goals and a discussion of steps to obtain the desired level of proficiency.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

To ensure progress toward student achievement in math across all grade levels. Math achievement for third grade FY22 overall is at 46% which is up 12% points from FY21.

The 46% is comprised of 50% White females, 37% Black females, 30% Hispanic females, 38% ELL females, 16% SWD females, 100% White males, 45% Black Males, 62% Hispanic Males, 52% ELL Males, and 14% SWD males.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goal for FY22 will be to increase 6% in 3rd grade math proficiency as measured by the end of year Math FAST assessment. This will be an increase of 44% to 50% in Math.

- 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.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

Annamarie Dilbert
(annmarie.dilbert@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

The instruction cycle will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in CPMs we can ensure that all students receive rigorous instruction and differentiated small group support to meet their needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish systems for backwards designing units to maintain the level of rigor and expectation of local and state level assessments.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

Establish a system for aggressively monitoring student understanding of grade-level standards and working with teachers to formulate secondary benchmark calendars, differentiated small-groups, and afterschool tutorial programs.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

Actively monitor assessments to ensure a pace is being followed and areas of growth are quickly identified.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

To ensure progress towards student achievement within ELA across all grade levels.
 Rationale:
 ELA achievement for FY22 overall is 52% which is a 7% gain from FY21. 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goal for FY22 will be to have a 5% increase in third grade ELA proficiency as measured by the end of year FAST assessment. This will be an increase of 55% to 60% in ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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.

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 FAST 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

1. The instruction cycle will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in common planning meetings, we can ensure that all students receive rigorous instruction and small group support to meet their needs.

2. Common Planning Meetings 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students identified as being low performing based on iReady diagnostic, first progress monitoring assessment, and Reading Running Record data to formulate instructional small groups and intervention schedules for intervention support staff.

Person Responsible Karen Meyer (karen.meyer@palmbeachschools.org)

Common Planning Meetings reflect the needs of the teachers, grade-levels, and students. Data and student work is regularly analyzed to ensure classrooms are using best practices and aggressively monitoring student achievement.

Person Responsible Karen Meyer (karen.meyer@palmbeachschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

To ensure progress toward student achievement in math across all grade levels. Science achievement for fifth grade FY22 overall is at 24% which is down 5% points from FY21. The 24% is comprised of 50% White females, 21% Black females, 50% Hispanic females, 0% ELL females, 0% SWD females, 50% White males, 22% Black Males, 0% Hispanic Males, 25% ELL Males, and 9% SWD males.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goal for FY22 will be to increase 6% in 5th grade science proficiency as measured by the Science FAST assessment. This will be an increase of 24% to 30%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- 1) Teachers and administration will analyze data to determine the needs and strengths of students to form small groups during the science 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 Common Planning Meetings 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 CPMs. 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:

Daniel Chapman
 (daniel.chapman@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Common planning meetings 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. The instruction cycle will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in CPMs we can ensure that all students receive rigorous instruction and differentiated small group support to meet their needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Revisit past instructional techniques and begin to identify shared best practices for science instruction.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

Backwards design lessons and units to ensure instruction is maintaining the level of rigor and expectations of local and state level assessments.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

Actively monitor assessments to ensure struggling students are being pulled for intentional and immediate small-group reteaches.

Person Responsible

Daniel Chapman
(daniel.chapman@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

- 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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK).

To assist with the transition of school-based and community children into the kindergarten program at Crosspointe Elementary, we engage in the following kindergarten transition activities:

- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house for families of incoming kindergarten children
- Providing home learning activities to families to help them prepare children for kindergarten entry

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

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. 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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to 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 taught 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, 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 prioritize 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 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 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.