
Title I Comprehensive Schoolwide Plan
CROSSPOINTE ELEMENTARY SCHOOL (2731)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our ELA diagnostic overall proficiency rate is 30% according to PM2. Our SIP goal is to increase 3rd grade ELA proficiency by 8% from 42% to 50%. Currently, we have 37 % of our third grade students on track to meet proficiency. Continue to address the needs of students not meeting proficiency (L1 and Lv2 and retained) through the use of additional support (Flite Program).

2. List the root causes for the needs assessment statements you prioritized.

Based on student data root causes were determined based on FAST assessment data. 3rd-5th grade students displayed the greatest need for development in the Reading Across Genres standards. * Lack of students not having exposure to standards based question stems * Lack of test taking strategies * Lack time to address curriculum/standard in each grade level * Lack teacher understanding of curriculum standards * Lack of prior knowledge * Lack of remediation * Lack of teachers not having the knowledge to address academic needs * Parents lack the knowledge and resources to support learning at home (reading/writing) * Lack of time and personnel to provide additional interventions for students

3. Share possible solutions that address the root causes.

Provide a comprehensive professional development plan throughout the year to meet the needs of teachers in a variety of activities (vertical planning to ensure grade level standards are covered; build teacher capacity through the use of coaching support to meet student academic needs; providing opportunities for Literacy teachers to participate in data driven CPM's and create secondary benchmark calendars based on grade level areas of weakness, create individual reteach assignments ; opportunities to attend schoolwide, districtwide trainings, state and out of state conferences to gather information, resources, best strategies to strengthen delivery of instruction.) Provide this support through the use of SSCC, coaches, PD staff, conferences) Provide materials and resources to support instruction and student learning and provide hands-on experiences/practice (utilize data folders to monitor student progress; intervention programs such as LLI, SPIRE, iReady curriculum, manipulatives, classroom libraries,) Provide adaptive technology / online resources to enhance grade level standards to increase student learning at home and/or at school (i.e, iReady & Reading Plus online platforms; Chromebooks, etc.) Provide remediation to support grade level standards to increase student learning through a variety of activities (strategically place students in small groups (skill & strategy groups)based on areas of need, resource teachers / resource teachers, paras and/or temp tutors to provide additional support to address individual academic needs (areas of weakness) Provide opportunities for extended learning - tutorial (morning & after school); during the school day (temp tutors and resource teachers) through push-in and pull out support that aligns with standards. Continue to communicate with families, provide opportunities to build parent capacity so that they can support learning at home. Provide additional staff to support interventions in a small group setting (Paras, tutors, volunteers, etc.) Parent trainings to educate parents on Literacy strategies to support their and children at home (Literacy Night)

4. How will school strengthen the PFEP to support ELA?

- **Communication**

Ongoing communication will occur through green folders, student agendas, call-outs, parent conferences Continue to work on constant communication with families regarding student progress and expectations.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Parents will be given literacy materials/activities to help support their child at home. (examples: books to read at student's independent level with question stems for parents to ask as they are reading the text to check for comprehension.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Deliver standards-based literacy instruction; teach whole and small group literacy lessons; expose students to culturally relevant materials; allocate additional funds for primary tutoring and incentives; have ongoing communication with families via green folder, student agendas, and call-outs
Provide families with specific strategies and resources to support their child's learning at home

- **Students**

Read nightly and practice what is being taught in school at home and completing home learning activities; engage in iReady & Reading Plus platforms; complete exit tickets; track their data on FSQ's & USA's in their data folders

- **Parents**

Read with their child at home; practice question stems based on reading passages; participate in literacy training opportunities

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)
Staff will engage in literacy professional development during professional development days, team meetings, and CPM's - Learn strategies and resources to share with parents to support learning at home.

- **Accessibility**

We have handicapped parking areas and an elevator for accessibility to our building for those in need Our parent liaison works with any homeless students and our ESOL coordinator communicates with staff & district personnel regarding migrant families Continue to work with all our families, meet their needs to increase parent engagement for student success.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our math diagnostic overall proficiency rate is 20% according to PM2. Our SIP goal is to increase 3rd - 5th math proficiency by 4% from 51% to 55%. Currently, we have 17% of our third - fifth grade students on track to meet proficiency.

2. List the root causes for the needs assessment statements you prioritized.

Based on student data root causes were determined based on FAST assessment data. 3rd-5th grade students displayed the greatest need for development in the Number Sense and Operations standards. * Lack of students not having exposure to standards based question stems * Lack of test taking strategies * Lack time to address curriculum/standard in each grade level to the extent of mastery *Lack teacher understanding of curriculum standards and instructional best practices * Lack of prior knowledge and vertical alignment of previously taught content *Lack of intentional remediation and ongoing aggressive monitoring of mastery *Lack of teachers not having the knowledge to address academic needs *Parents lack the knowledge and resources to support learning at home (fluency and learning)

3. Share possible solutions that address the root causes.

Provide a comprehensive professional development plan throughout the year to meet the needs of teachers in a variety of activities (vertical planning to ensure grade level standards are covered; build teacher capacity through the use of coaching support to meet student academic needs; providing opportunities for mathematics teachers to participate in data driven CPM's and create secondary benchmark calendars based on grade level areas of weakness, create individual reteach assignments ; opportunities to attend schoolwide, districtwide trainings, state and out of state conferences to gather information, resources, best strategies to strengthen delivery of instruction.) Through the use of Peer teachers, SSCC, coaches, PD staff, conferences, etc.) Provide additional staff to support interventions in a small group setting (Paras, tutors, volunteers, etc.) Provide extended learning opportunities through tutorial programs (morning, afterschool, tutorial to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade 3-5 Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Khan Academy, Reflex Math, etc.) Parent trainings to educate parents on math strategies to support their and children at home (Math Night)

4. How will school strengthen the PFEP to support Math?

• Communication

Ongoing communication will occur through green folders, student agendas, call-outs, parent conferences Continue to work on constant communication with families regarding student progress and expectations.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work on math with their students at home. Parents will be taught math strategies along with given manipulatives at our Math Night to use at home with their child.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Deliver standards-based math instruction; teach whole and small group math lessons; focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency; have ongoing communication with families via green folder, student agendas, call-outs, and parent conferences. Provide families with specific strategies and resources to support their child's learning at home

- **Students**

Engage in iReady, Successmaker, Khan Academy, Reflex platforms; complete exit tickets; focus on increasing fluency with math facts and practice at home; track their data on FSQ's & USA's in their data folders

- **Parents**

Monitor students at home with online math platforms, practice skills and strategies with their child that they learned from Math Night; participate in math training opportunities

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families with math as they work with their students at home. Staff will attend team meetings, CPMs, and professional development opportunities to enhance math skills and share best practices with colleagues that in turn will be able to transfer over to parents using the same skills to help at home.

- Accessibility

We have handicapped parking areas and an elevator for accessibility to our building for those in need. Our parent liaison works with any homeless students and our ESOL coordinator communicates with staff & district personnel regarding migrant families. Continue to work with all our families, meet their needs to increase parent engagement for student success.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our science diagnostic overall proficiency rate is 44%, according to the winter diagnostic data. Our goal is to increase proficiency from last year's SSA data which was 46% to 50%.

2. List the root causes for the needs assessment statements you prioritized.

Based on student diagnostic data, root causes were determined. Students displayed the greatest need for development with fair game benchmarks which are questions tested on prior year standards. * Lack of students not having exposure to standards based question stems * Lack of test taking strategies * Lack of previously taught content in previous grade levels *Deficiency of vocabulary and reading comprehension * Limited background knowledge *Limited opportunities to participate in hands-on activities *Lack time to address curriculum/standard in each grade level to the extent of mastery *Lack teacher understanding of curriculum standards and instructional best practices *Lack of intentional remediation and ongoing aggressive monitoring of mastery *Lack of teachers not having the knowledge to address academic needs *Parents lack the knowledge and resources to support science learning at home

3. Share possible solutions that address the root causes.

Create secondary benchmark focus calendars to include items prior to diagnostic testing and continue to teach afterwards. Include fair game content from previous grade levels as a spiral review. Offer students multiple opportunities to master content. Include opportunities for hands-on activities and experiments during the science and STEM fine arts block. Provide a comprehensive professional development plan throughout the year to meet the needs of teachers in a variety of activities (vertical planning to ensure grade level standards are covered; build teacher capacity through the use of coaching support to meet student academic needs; providing opportunities for science teachers to participate in data driven CPM's and create secondary benchmark calendars based on grade level areas of weakness, create individual reteach assignments ; opportunities to attend school-wide & district-wide trainings, & share best strategies to strengthen delivery of instruction. Through the use of Peer teachers, SSCC, coaches, PD staff, conferences, etc.) Provide additional staff to support interventions in a small group setting (Paras, tutors, volunteers, etc.) Provide extended learning opportunities through tutorial programs (afterschool to support students- struggling, at-risk, Lv. 1, Lv.2) in 5th grade Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (Measuring workbooks, J&J Bootcamp, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iExcel science, google forms, etc.) Parent trainings to educate parents on science strategies to support their and children at home (STEM Night)

4. How will school strengthen the PFEP to support Science?

- Communication

Ongoing communication will occur through green folders, student agendas, call-outs, parent conferences Continue to work on constant communication with families regarding student progress and expectations.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work on science with their students at home. STEM Parent Night will be held for parents to interact with STEM hands-on activities with their child that they can also use at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Deliver standards-based instruction; have hands-on activities for the students to partake in; teach whole and small group Provide families with specific strategies and resources to support their child's learning at home

- **Students**

Utilize StemScopes, daily practice drills, answer question of the day on the morning announcements, and engage in hands-on activities; practicing what is being taught in school at home and completing home learning activities

- **Parents**

Participate in STEM activities with their child; review homework, check student agendas; participate in science training opportunities

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work on science with their students at home

- **Accessibility**

We have handicapped parking areas and an elevator for accessibility to our building for those in need. Our parent liaison works with any homeless students and our ESOL coordinator communicates with staff & district personnel regarding migrant families. Continue to work with all our families, meet their needs to increase parent engagement for student success.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$176,231.65

Acct Description	Description																		
Behavioral Needs Assistant	Interventions with K-2 Behaviors- Behavior Needs Assistant to support student engagement to impact learning for students in grades K-2 and will also work with lowest 25% and/ or bubble students in grade K-2 in Reading, Math, and Science in small group rotations. / 6 hrs / TBD																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="401 375 900 467">Item</th> <th data-bbox="900 375 1050 467">Quantity</th> <th data-bbox="1050 375 1220 467">Rate</th> <th data-bbox="1220 375 1318 467">Days</th> <th data-bbox="1318 375 1432 467">Hours</th> <th data-bbox="1432 375 1554 467">Weeks</th> <th data-bbox="1554 375 1703 467">Certified</th> <th data-bbox="1703 375 1898 467">Type</th> <th data-bbox="1898 375 2022 467">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Amend 23- Provide extended learning opportunities for at risk students (Lv.1 and Lv.2) in grades K-5 for all content areas through small groups afterschool / Tentative start date is October 2024 (BT 490992)	4	\$37.00	2	1.5	10	Certified	Amendment	\$4,440.00										
	Amend 23- Saturday (BT 490992)	2	\$37.00	1	5	4	Certified	Amendment	\$1,480.00										
	Amend 23- Spring Break Boot Camp (BT 490992)	3	\$37.00	4	4	1	Certified	Amendment	\$1,776.00										
	BT 492027 Reducing line by 21 hrs	1	-\$777.00	1	1	1	Certified	Budget Transfer	-\$777.00										
BT 592124 Reducing line by 46 hrs	1	-\$1,702.00	1	1	1	Certified	Budget Transfer	-\$1,702.00											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="401 1214 1459 1307">Item</th> <th data-bbox="1459 1214 1608 1307">Quantity</th> <th data-bbox="1608 1214 1770 1307">Rate</th> <th data-bbox="1770 1214 1898 1307">Type</th> <th data-bbox="1898 1214 2022 1307">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
	iReady Toolbox ELA GR K-5 to support ELA standards (school site license)	1	\$3,500.00	Original	\$3,500.00														
Scholastic Digital Classroom Magazine to support reading standards for 3-5th grade	1	\$2,477.00	Original	\$2,477.00															

Acct Description	Description											
Resource Teacher	Resource Teacher will provide small group instruction, work with students who dropped out of proficiency, and students in the lowest 25% who need more assistance in Literacy and Math for grades 3-5.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="401 329 1142 418">Item</th> <th data-bbox="1142 329 1289 418">Quantity</th> <th data-bbox="1289 329 1446 418">Rate</th> <th data-bbox="1446 329 1696 418">Supply Type</th> <th data-bbox="1696 329 1906 418">Type</th> <th data-bbox="1906 329 2026 418">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
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	Composition Books to support student learning	6	\$71.49	General Supplies	Original	\$428.94						
	Top Score Curriculum set 3rd, 4th, and 5th	3	\$450.00	Instructional Materials	Original	\$1,350.00						
	Chart Paper to support student learning and delivery of instruction	1	\$52.60	General Supplies	Original	\$52.60						
	Rally workbooks to support student learning of ELA (3rd, 4th, and 5th)	1	\$1,000.00	Instructional Materials	Original	\$1,000.00						
	Primary Journals K-2 to support student learning	1	\$63.00	General Supplies	Original	\$63.00						
	Copy Paper to support student learning and delivery of instruction	5	\$44.61	General Supplies	Original	\$223.05						
	Measuring Up workbooks (3,4, 5) Level C, D, E to support student learning	16	\$32.95	Instructional Materials	Original	\$527.20						
	Shipping for Top Score	1	\$96.73	Instructional Materials	Original	\$96.73						
Highlighters x3 Colors (3rd, 4th, 5th Grade)	1	\$11.54	General Supplies	Original	\$11.54							
AstroBright Color Copy Paper - Assorted Colors to	5	\$20.99	General	Original	\$104.95							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	support student learning and delivery of instruction			Supplies		
	Post It Notes (Pack of 14) to support student learning	5	\$22.00	General Supplies	Original	\$110.00
	Dry Erase Markers - 4 Pack Colors to support student learning and delivery of instruction	2	\$4.99	General Supplies	Original	\$9.98
	Card Stock - White to support student learning	5	\$16.89	General Supplies	Original	\$84.45
	Color Ink to support delivery of instruction	4	\$100.00	Technology	Original	\$400.00
	Permanant Markers - Sharpie Assorted Colors to support student learning and delivery of instruction	2	\$15.49	General Supplies	Original	\$30.98
	Pre-Sharpened Pencils - Ticonderoga - 72 pack to support student learning	2	\$15.99	General Supplies	Original	\$31.98
	iReady Magnetic - 3rd, 4th and 5th Grade workbooks to support student learning	3	\$12.75	Instructional Materials	Original	\$38.25
	Amend 23- Magnetic Letters (BT 490992)	1	\$3,001.00	General Supplies	Amendment	\$3,001.00
	BT 492027 - increasing line for pencils	1	\$37.00	General Supplies	Budget Transfer	\$37.00
	BT492124 - increasing line for materials listed in SWP	1	\$2.00	General Supplies	Budget Transfer	\$2.00

Acct Description	Description
Resource Teacher	Resource Teacher will provide small group instruction, work with students who dropped out of proficiency, and students in the lowest 25% who need more assistance in Literacy in grades K-5.

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$102,196.00

Acct Description	Description																		
Single School Culture Coordinator	Amend 23- Single School Culture Coordinator will support teachers in grades K-5 to implement strong system for behavior, climate, culture and academics to result in high academic achievement (ELA, Math, and Science) and positive youth development (PLCs, PDDs, Literacy interventions, coaching, modeling, observation, and feedback) - BT 490992																		
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>BT 492027 - 3-5 teachers will participate in collaborative planning to plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes for all content areas. After contract hours after school (Tentative start date October 2024)</td> <td>15</td> <td>\$25.00</td> <td>2</td> <td>1</td> <td>1</td> <td>Certified</td> <td>Budget Transfer</td> <td>\$750.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	BT 492027 - 3-5 teachers will participate in collaborative planning to plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes for all content areas. After contract hours after school (Tentative start date October 2024)	15	\$25.00	2	1	1	Certified	Budget Transfer	\$750.00
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Out-of-system PD Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Amend 23- Added 20 PD Substitutes Days to cover classroom for teachers to implement collaborative planning (data analysis, identify strengths and areas of weakness, standards to address, best instructional practices, and resources for teachers) in grades K-5 for all content areas. (BT 490992)</td> <td>20</td> <td>\$16.00</td> <td>1</td> <td>6.5</td> <td>1</td> <td>Non-Certified</td> <td>Amendment</td> <td>\$2,080.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Amend 23- Added 20 PD Substitutes Days to cover classroom for teachers to implement collaborative planning (data analysis, identify strengths and areas of weakness, standards to address, best instructional practices, and resources for teachers) in grades K-5 for all content areas. (BT 490992)	20	\$16.00	1	6.5	1	Non-Certified	Amendment	\$2,080.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																			
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Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement (ELA, Math, and Science) and positive youth development (PLCs, PDDs, Literacy interventions, coaching, modeling, observation, and feedback).																											

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$84,662.60

Acct Description	Description															
Postage	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Send 1 mailing home to parents to support school home communication</td> <td>600</td> <td>\$0.68</td> <td>Original</td> <td>\$408.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Send 1 mailing home to parents to support school home communication	600	\$0.68	Original	\$408.00
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Acct Description	Description											
Teacher Parent Liaison	Teacher Parent Liaison will design and deliver parent workshops, host bi-weekly parent meetings focused on Literacy, Math, and Science, and life skills by increasing the home-school connection											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 293 1289 375">Item</th> <th data-bbox="1304 293 1444 375">Quantity</th> <th data-bbox="1444 293 1583 375">Rate</th> <th data-bbox="1583 293 1799 375">Supply Type</th> <th data-bbox="1799 293 1934 375">Type</th> <th data-bbox="1934 293 2024 375">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Pens to support parent trainings/meetings	1	\$39.99	General Supplies	Original	\$39.9						
	Nikki Folders to support school-home communication	100	\$1.45	General Supplies	Original	\$145.0						
	Copy paper to support school-home communication and parent trainings/meetings	1	\$44.61	General Supplies	Original	\$44.6						
	Laminating film to support parent trainings/meetings	2	\$65.00	General Supplies	Original	\$130.0						
Student planners to support school-home communication	1	\$150.00	General Supplies	Original	\$150.0							

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Crosspointe's mission is to provide leadership, social emotional, academic support, and resources to students/families 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. We will work cooperatively to increase and strengthen family, school, & community partnerships.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr. Annmarie Dilbert	Principal
Gina North	Assistant Principal
Daniel Chapman	SSCC
Courtney Roper	Parent Liaison
Victoria Boettcher	ESOL Coordinator/SAC Chair
Liz Nguyen	Parent
Evelyne Joseph-Laurevil	Parent
Michael Sprung	Community Member
Iris Ochoa	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

First the principal creates a list of stakeholder groups that includes all subgroups (such as ESE, ESOL, etc.). Next, she surveys the leadership team regarding their interest in serving on the Title I Stakeholder team. The principal first selects representatives from the leadership team who have expressed interest in these roles. Unfilled roles are selected using the same process among rising leaders and other faculty. Parents and community members are recruited in a variety of formats including flyers being sent home, social media postings, call-outs, and during parent meetings. We also utilized SAC and PTA meetings to report out Title I needs and planning, and provided parents the opportunity to provide individual verbal input through these meetings. Parents and community members are selected for their participation and to represent the community the schools serve.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will meet on various dates to create the School wide Plan through the CNA process. The documents will be shared with the whole group during the meetings. Stakeholders will have opportunities to share feedback with minutes being taken. The first meeting starts with our leadership team (1/28/25), next with our staff (2/10/25), and lastly with the parents/community (2/25/25) to seek input on creating our plans. Once we meet with all stakeholders plans are finalized with input from all parties involved. Our SAC meetings are held monthly. Title 1 items are discussed throughout the year at each meeting.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders attend monthly meetings. During this time parents and community members contribute and solicit ideas for how Title 1 funding can help support family engagement. Current data is always discussed and areas of improvement are presented to parents and suggestions of how to increase student achievement are recommended. Discussions take place between teachers, administration, and parents. Title 1 funding is voted on for academic support as well as parent and family engagement. Parents specifically requested literacy, math, and STEM parent trainings, which became a focus of our parent engagement plan. Funds for parent engagement will be used for a parent liaison to support parents, supplies for parent trainings, communication between school and home (agendas, folders), and for postage.

Name	Title
Dr. Valerie Valcourt	Principal
Karen Arnold	Math/Science Coach
Allison Pandev	Parent
Evelyn Joseph Laurevil	Parent
Christy Goulbourne	Parent
Isilma Lazo Garcia	Parent / School District Employee

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The annual meeting will be held on October 8th at 7:30 a.m. at Crosspointe Elementary School.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers, and community members will be notified about the annual meeting through the following modes of communication: e-mail, call-out, social media, and parent invitations in all languages.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The Title 1 PPT, agenda, sign-in sheets, school-parent compact, and family engagement plan will be part of the annual meeting. CLFs will be present to translate meeting information to our Spanish and Creole speaking attendees.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to,

communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Skills for Learning and Life (SLL) / House System

- What specific strategy, skill or program will staff learn to implement with families?

Skills for Learning & Life training will help teachers build positive relationships with parents using the SLL framework and resources. House System will build a sense of community among staff, teachers, students, & parents.

- What is the expected impact of this training on family engagement?

Parents will be able to implement SLL and House System strategies consistently outside of school to support learning.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes including communication between teachers and parents regarding SLL / House System strategies.

- Month of Training

September

- Responsible Person(s)

Wenda Oscar

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Skills for Learning & Life (SLL) - framework includes social awareness, relationship skills, responsible decision-making, self-awareness & self-management, and resiliency. House System builds a sense of community among all stakeholders.

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Resolution to Promote Welcoming and Inclusive Schools for all Students and Families

- What specific strategy, skill or program will staff learn to implement with families?

Teachers can identify the procedures for ICE officers on campus, and teachers can implement culturally relevant teaching within their classrooms. Teachers can determine which school support staff to contact for the needs of ELLs and immigrant students.

- What is the expected impact of this training on family engagement?

Staff will develop efficient practices to establish parent relationships, leading to open communication and positively impacting student achievement.

- What will teachers submit as evidence of implementation?

As evidence of implementation, staff will complete a Google survey detailing how they have implemented the strategy with parents and families. Conference notes that state welcoming activity and optimistic closure that includes next steps to support student learning and school-home partnerships.

- Month of Training

November

- Responsible Person(s)

Victoria Boettcher

4. Reflection/Evaluation of Training #2

- Name and Brief Description

FY25 Immigrant Support School Plan: Promoting Welcoming and Inclusive Schools

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Support literacy at home by involving parents in K-5 activities to enhance learning at home.

- Describe the interactive hands-on component of the training.

Parents will participate in K-2 hands-on activities such as rhyming, sight words, and asking questions when students get stuck on reading certain words. 3-5 parents will learn how to annotate passages with their children along with using question stems to help with understanding of the text.

- What is the expected impact of this training on student achievement?

To improve literacy skills at home by practicing the strategies learned from the training. Increase in student proficiency at school with extra support and bridging the gap from home to school.

- Date of Training

October

- Responsible Person(s)

Jocelyn Love

- Resources and Materials

PPT with helpful strategies for parents to use to increase literacy and manipulatives

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Focus on regrouping with both addition and subtraction. A review of foundational multiplication and division strategies to ensure students are presented with an effective strategy. Discuss and implement instructional strategies to bridge the gap between school and home help.

- Describe the interactive hands-on component of the training.

Parents will work with manipulatives to model addition, subtraction, multiplication, and division on a hands-on and foundational level.

- What is the expected impact of this training on student achievement?

Parents will increase their capacity to help students complete tasks at home. Instructional strategies will be streamlined between the teachers and parents.

- Date of Training

January

- Responsible Person(s)

Daniel Chapman

- Resources and Materials

Handouts and manipulatives

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to engage in STEM activities with their children at home.

- Describe the interactive hands-on component of the training.

Parents and children will rotate to various stations and participate in hands-on STEM activities.

- What is the expected impact of this training on student achievement?

To increase STEM learning at home which in turn will help enhance math and science proficiency at school.

- Date of Training

March

- Responsible Person(s)

Karen Arnold

- Resources and Materials

Various STEM activities

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESOL Department from the District

- Describe how agency/organization supports families.

They organize monthly meetings, offer weekly support, and provide resources for Parent Leadership Council (PLC).

- Based on the description list the documentation you will provide to showcase this partnership.

Sample of a monthly meeting agenda, sample of weekly support offered, and slides from Open House with resources for PLC.

- Frequency

Yearly

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Ed Foundation of Palm Beach

- Describe how agency/organization supports families.

They donate backpacks filled with supplies and miscellaneous items throughout the year.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos (w/description), business partnership agreement, and thank you notes

- Frequency

Twice a year

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

They support families by providing weekly food boxes to go home with students EVERY Friday. Over 300 families benefit from this program.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos (w/description), business partnership agreement, and thank you notes

- Frequency

Weekly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Crosspointe Elementary School provides parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand in their native language by sharing information in multiple ways through the support of Community Language facilitators (CLP support, flyers, Parentlinks, letters, etc.)

- List evidence that you will upload based on your description.

Parent link report, flyers, and social media

- Description

Crosspointe Elementary School informs parents about the curriculum and proficiency levels students are expected to meet through Open House/Curriculum Night, parent conferences, progress reports, and report cards.

- List evidence that you will upload based on your description.

Conference notes, copies of progress reports, educational updates which specifically articulating curriculum and expected level of proficiency and report cards

- Description

Crosspointe Elementary School informs parents about forms of academic assessments used to measure student progress and achievement levels of state academic standards at SAC meetings, parent conferences, and during LEP/IEP meetings.

- List evidence that you will upload based on your description.

Conference notes, student data reports, SAC agenda/PPT, progress reports, and report cards

- Description

Crosspointe Elementary School informs parents about opportunities to participate in decision-making related to the education of their children through call-outs, parent conferences, and during SBT, LEP/IEP meetings.

- List evidence that you will upload based on your description.

Parent link report, parent conference notes, and SBT meetings

- Description

Crosspointe Elementary School Meetings will be held in the mornings and evenings with childcare for parents to be able to attend around their work schedules.

- List evidence that you will upload based on your description.

Flyers offering child care, home visit notes, home visits, links to virtual meetings, & parent conferences

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

CLF's will be present at all family events to translate information in their native language. Invitations and flyers, will be all provided in native languages. Crosspointe staff communicates effectively throughout the year in a variety of ways including: student agendas, conferences, call-outs, and e-mails. Single School Culture presentation and flyers are provided in students' native languages.

- List evidence that you will upload based on your description.

Invitations and flyers, conference notes, parent links, translated handouts, translated Compacts and PFEP summaries.

- Description

ESE coordinator will assure parents and families with disabilities have the proper mode of communication during events. Meetings will be held in a format accessible to parents with disabilities and impairments. Handicapped Accessible parking is available for all parents and students. Meetings can be held on first floor only if needed for physical accommodations, or the handicapped accessible elevator is also available. School will contact the District asking for accommodations for families as needed.

- List evidence that you will upload based on your description.

Invitations (w/notation regarding accommodations available), conference notes, emails, Photos of elevator and parking spaces

- Description

Parents and families engaged in migratory work will be included in activities. Data processor and ESOL coordinator monitor migratory students that enroll in Crosspointe through SIS reports continuously throughout the year. Once students have been identified, migrant personnel at the district will be contacted and appropriate language facilitation will be identified. A meeting will be established to identify specific needs of the student /family and an academic plan will be created to ensure student success. School will also provide resources available as needed.

- List evidence that you will upload based on your description.

Conference note pending migratory student enrollment, ESOL training or share-out report of migratory work process, log of resources provided (supplies, uniforms, etc.), email communication with Migrant department pending student enrollment.

- Description

School personnel will work with families experiencing homelessness to assist with their unique situations. McKinney Vento District contact will be notified. Crosspointe staff will request the list of students affected by homelessness from the data processor. Meetings will be conducted through School-based Team to identify student needs. School will also provide resources available as needed.

- List evidence that you will upload based on your description.

School-based Team conference notes; flier for personal hygiene needs, log of resources provided (supplies, uniforms, etc.), email communications between McKinney-Vento team and school.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Multicultural Night

- Brief Description

Families learn about various cultures via entertainment, food, and guest speakers.

2. Activity #2

- Name of Activity

Career Day

- Brief Description

School counselor organizes career event to promote college and career readiness (AVID). Volunteers from the community as well as parents participate and present to students.

3. Activity #3

- Name of Activity

Fine Arts Nights

- Brief Description

The fine arts team puts together performances and displays projects based on their in class learning. The book fair will also be on display for families to purchase items during the event.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

We have a team of staff members which includes our School-based team leader, ESE contact, teachers, and school psychologist that meet on a weekly basis to discuss students with barriers in regards to academics and behavior. This is a tiered process where additional support is provided to students based on the data collected and interventions put in place. If the interventions are working the student is monitored and if the student continues through all tiers without the success rate then the student is referred to the Child Study team which will lead to additional testing along the lines of ESE. Parents are involved throughout the whole process whether they attend in person or on the phone. •Mentors assigned to students identified with Life skills concerns. We have staff members who are assigned to students with life skills concerns to work with them and give them coping strategies with situations they may encounter. •Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions. We have some students who check in with a someone who they consider a trusted adult in the mornings, afternoons, and on an as needed basis to help them with anything that may be bothering the child to get through the day. •Instruction and various campus activities that address social/emotional needs of students; •Connect students to agencies who have Cooperative Agreements or are on campus. Our school counselors work with agencies to work with students in different capacities based on their need. Agencies come during their non-academic times to work with these students in one-on-one or group settings. Some agencies go to the child's home to provide services if parent prefers them to be seen at home. •Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve(Evaluation). •Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. Single School Culture program, specifically the School-wide Positive Behavior Plan (SwPBS). Our entire school uses the same plan to promote positive behavior. Our students are awarded with STARR bucks on a monthly basis when caught following school-wide procedures which in turn they get to purchase items from our STARR store at the end of each month during lunch time.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. * Problem Solving Model The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education. Weekly grade level planning meetings, including ESE and ELL teachers as well as biweekly. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM, AIMS Web, DIBELS Next. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child' response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "Crosspointe Elementary's S.T.A.R R. Expectations"(Safety, Teamwork, Attitude, Respect, Responsibility). Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of supplemental intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. For those students that are not meeting expectations in their Tier 2 group they would move to Tier 3. Tier 3 Implementation : Students who receive Tier 3 academic or behavior instruction will be provided an additional fifteen minutes of intensive intervention in their area of weakness. Typically, the instruction is provided to individual students or in very small groups. Progress is monitored and reviewed regularly by SBT team.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards through their core classes. During common planning meetings, instructional staff members collaborate to analyze compiled formative and summative assessment data. Based on this analysis classroom teachers and additional support staff are planning for differentiated, data-driven small group instruction. While meeting bi-weekly on a formal basis, teams are revisiting data and ensuring best practices are being facilitated. Instruction is planned with instructional math and ELA coaches. Materials are vetted prior to instruction and best practices are discussed in common planning meetings. Standards are unpacked during common planning meetings to ensure rigorous instruction to challenge students and teach to the full depth of the standards. Teams are backwards designing units to ensure the level of rigor is matching the upcoming assessments and state item specifications. Crosspointe is utilizing additional funding to provide students with extended learning time. The school hosts curriculum, math, literacy, and STEM nights to ensure families understand the academic expectations and rigor required to achieve proficiency in grade level. Tutorial programs are based on the level of need for our students and are offered in the morning and afternoon to ensure all students can participate. As a STEM school, Crosspointe focuses largely on the implementation of real world knowledge and experiences within the curriculum. Each teacher focuses on exposing students to the real world applications for their instruction and provides students with enrichment activities to deepen these concepts. Our fine arts consists of 5 offerings which include 30 minutes of music, art, guidance (character education), physical education & media. Students rotate through fine arts on a five day rotation. All fine arts classes contain a district approved curriculum and is taught by a teacher who is certified within the content. Extra curricular opportunities provide our students with the real-world experiences and background knowledge required for high level academic achievement. By exposing students to hand-on activities we are providing students with an immersive, equitable learning environment. The experiences gained through our school's robotics, friendship, teachers of tomorrow, student council, colorguard, and sports clubs offer students a variety of enrichment activities focused on growing the whole child. Crosspointe ES provides opportunities to extend learning in the morning and after school to strengthen student learning in reading, math and science for grades K-5.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

To build students' awareness of and readiness for postsecondary opportunities, college awareness/readiness curricula and programs such as AVID (Advancement Via Individual Determination) are in place in grades 3-5. Our focus in early implementation stages is around organization, growth mindset, and WICOR strategies. School-wide, we are committed to building college and career awareness through displays of the staff's Alma Maters posted throughout the school, college days where student wear their favorite college t-shirt., guidance lessons revolving around college readiness. Additionally, college and career awareness events through AVID and our guidance programs include: career day/week, speakers at our Multicultural Night, and SAC meeting presentations.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Crosspointe Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. A team from Crosspointe will meet with the parents who have students enrolled in our on-site prekindergarten programs. The team will share information about registration, curriculum and additional services offered. The school's Community Language Facilitators conducts community visits to local day care and recreation centers distributing flyers and speaking with parents about Crosspointe's kindergarten program. In turn, parents will be invited to visit Crosspointe to meet the staff, tour the facility, and observe the curriculum in action. In the spring, Kindergarten Round-Up is held where the introduction to staff, tours of school, and goodie bags with educational preparatory materials are handed out to entire audience of Preschoolers who attend. Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into kindergarten. Staggered Start is implemented for all kindergarten students to provide the students with a more supportive, less overwhelming environment.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- Mentoring
- PAR Teacher
- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in Common Planning Meetings (CPM's) biweekly as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Administration and coaches attend the meetings to help facilitate conversations, best practices, and data analysis. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching and create action plans. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Teachers implementing AVID Elementary have the opportunity to attend Summer Institute to receive initial training. Teachers can attend sessions through the year to further their knowledge. The Site team meets regularly to support teacher implementation. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. ESP meetings are held monthly by admin to help support the teachers through the process along with additional meetings with their specific mentors. During the meetings with admin most are focused around the Palm Beach Model of Instruction (PBMI) to help them with understanding the tool. Community Language Facilitators (CLFs) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies. Fine arts teachers during their off periods also assist with working in small group instruction to provide additional help to the classroom teachers and students.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs

Retention:

- Orientation

- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration strives to recruit and retain highly qualified and effective educators. Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Region Office, and word of mouth. Additionally, Crosspointe has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Academic tutors are also utilized to support small group instruction which in turn provide valuable school experience for potential permanent hires. At Crosspointe we retain our teachers by creating a positive school climate and celebrating successes of our staff members at faculty meetings and other events throughout the year. We offer after-school tutorial to give teachers an opportunity to make additional money along with being sponsors for certain clubs. We are fortunate to have a reading coach, math coach, science coach, and parent liaison to help provide additional assistance to our teachers with curriculum. Administration has an open-door policy to help keep the lines of communication open between staff and leadership.