
Title I Comprehensive Schoolwide Plan
CROSSPOINTE ELEMENTARY SCHOOL (2731)

ELA

1. List prioritized needs statements.

Based on PM2 data, 74% of students in grades 3-5 are not meeting grade level standards. Continue to address the needs of students not meeting proficiency (L1 and Lv2 and retained).

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

* Lack teacher knowledge in regards to the curriculum standards * Lack of test taking strategies * Lack of tutorial * 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 * Lack of foundational skills (phonics, decoding strategies, vocabulary development, etc) * Lack of reading stamina and love of reading is not developed * Lack of ability to think critically

3. Share possible solutions that address the root causes.

- Provide ongoing professional development throughout the year that meets the needs of teachers through the use PD staff, collaborative planning, PLCs, Conferences -Provide remediation to support grade levels -Continue to communicate with parents and families, provide opportunities to build parent capacity so that they can support learning at home - Provide opportunities for extended learning – tutorial (morning and afterschool, summer, Spring break, Thanksgiving); during the school day (tutors and resource teachers) through push in and pull out support that aligns with the standards -Parent trainings to educate parents on Literacy strategies to support their and children at home (Literacy Night) - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (uFLI, student workbooks, headphones,etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Imagine Learning, IXL, etc.) - Provide additional staff (Resource Teachers, Tutors) to support interventions in a small group setting - Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction - Provide additional staff (Parent Liaison) to support parent engagement for student success.

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

- **Communication**

- Ongoing parent communication will occur through folders, call outs, parent conferences. - Handicapped parking areas and elevator for accessibility
- Parent liaison works with any homeless students and our ESOL coordinator communicates with staff and district personnel regarding migrant families - Continue to work with teachers to document their communication with parents and sharing student progress

- **Parent Training**

- Monthly Parent University Trainings - Parents will be given literacy materials/activities to help support their child at home (based on needs for foundational Skills - phonics, decoding strategies, vocabulary development, etc)

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 -Provide families with specific strategies and resources to support their child's learning at home - Provide parent trainings focused on foundational skills (phonics, decoding strategies, vocabulary development, etc)

- **Students**

-Read nightly; engage in iReady and tumble books at home; track their data and participate in all lessons. - Students will practice foundational skills at home (phonics, decoding strategies, vocabulary development, etc)

- **Parents**

-Read with their child at home daily; practice questions stems based on reading passages; participate in training opportunities - Parents will support student learning of foundational skills (phonics, decoding strategies, vocabulary development, etc) at home.

- **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, Professional Learning Communities focused on foundational skills (phonics, decoding strategies, vocabulary development, etc)

- **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

1. List prioritized needs statements.

Based on PM2 data, 82% of students in grades 3-5 are not meeting grade level standards

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

* Lack teacher knowledge in regards to the curriculum standards and best instructional practices * Lack of test taking strategies * Lack of tutorial * 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 (math) * Lack of time and personnel to provide additional interventions for students * Lack of fundamental skills (addition, subtraction, multiplication, and division facts) * Lack of ability to think critically and word problems and apply operations appropriately

3. Share possible solutions that address the root causes.

- Provide ongoing professional development throughout the year that meets the needs of teachers -Provide remediation to support grade levels - Continue to communicate with parents and families, provide opportunities to build parent capacity so that they can support learning at home - Provide opportunities for extended learning – tutorial (morning and afterschool); during the school day (tutors and resource teachers) through push in and pull out support that aligns with the standards -Parent trainings to educate parents on math strategies to support their and children at home (Math Night) Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, student workbooks, whiteboards, headphones,etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc.) - Provide additional staff (Resource Teachers, Tutors) to support interventions in a small group setting - Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction - Provide additional staff (Parent Liaison) to support parent engagement for student success.

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

• Communication

- Ongoing parent communication will occur through folders, call outs, parent conferences. - Handicapped parking areas and elevator for accessibility - Parent liaison works with any homeless students and our ESOL coordinator communicates with staff and district personnel regarding migrant families - Continue to work with teachers to document their communication with parents and sharing student progress

• Parent Training

- Monthly Parent University Trainings - Parents will be given math materials/activities to help support their child at home - Parents will be given literacy materials/activities to help support their child at home (additional, subtraction, multiplication, and division facts)

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 math fluency (addition, subtraction, multiplication, division facts) -Provide a school wide math challenge to increase fluency across grades 3-5 -Provide families with specific strategies and resources to support their child's learning at home (addition, subtraction, multiplication, division facts)

- **Students**

-Read nightly; engage in iReady, Khan Academy, and 99 Math -Students will practice math fluency (addition, subtraction, multiplication, division facts)

- **Parents**

- Monitor students at home with online math platforms - Practice multiplication and division strategies - Parents will support student learning of foundational skills (addition, subtraction, multiplication, division facts)

- **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 (MATH) - Staff will engage in literacy professional development during Professional development days, team meetings, Professional Learning Communities focused on foundational skills (addition, subtraction, multiplication, and division facts)

- **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

1. List prioritized needs statements.

Based on Winter Diagnostics, 55% of students are not meeting grade level standards

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

* Lack teacher knowledge in regards to the curriculum standards and best instructional practices * Lack of test taking strategies * Lack of tutorial * 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 (Science) * Lack of time and personnel to provide additional interventions for students * Limited opportunities to participate in hands on activities * Lack of vocabulary skills * Missing fair game benchmarks in lower grades * Lack of ELA skills needed to take FSA science * Not enough exposure in primary grades due to scheduling * Prior Knowledge * Lack of reading stamina and the understanding of science vocabulary * Lack of ability to think critically

3. Share possible solutions that address the root causes.

- Provide ongoing professional development throughout the year that meets the needs of teachers - Incorporate Science Lab as part of Fine Arts rotation - Provide double down in the Science block - Provide remediation to support grade levels - Continue to communicate with parents and families, provide opportunities to build parent capacity so that they can support learning at home - Provide opportunities for extended learning – tutorial (morning and afterschool); during the school day (tutors and resource teachers) through push in and pull out support that aligns with the standards - Parent trainings to educate parents on Science strategies to support their and children at home (STEM Night) - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (manipulatives, student workbooks, whiteboards, headphones, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, etc.) - Provide additional staff (Resource Teachers, Tutors) to support interventions in a small group setting - Provide additional staff (SSCC, Coaches) to support teachers in the delivery of instruction - Provide additional staff (Parent Liaison) to support parent engagement for student success.

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

• Communication

- Ongoing parent communication will occur through folders, call outs, parent conferences. - Handicapped parking areas and elevator for accessibility - Parent liaison works with any homeless students and our ESOL coordinator communicates with staff and district personnel regarding migrant families - Continue to work with teachers to document their communication with parents and sharing student progress

• Parent Training

- Monthly Parent University Trainings - Parents will be given Science materials/activities to help support their child at home during STEM night

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

• School

-Deliver standards based Science instruction; teach whole and small group science lessons. -Provide hands on science labs -Provide families with specific strategies and resources to support their child's learning at home (science vocabulary)

• Students

-Daily practice drills, participate in lessons and engage in hands on activities/labs -Students will practice science vocabulary at home

• Parents

-Participate in STEM activities with their child; Review Homework; Check green folder -Parents will support student learning at home with science science vocabulary

• 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 (MATH) - Staff will engage in science professional development during Professional development days, team meetings, Professional Learning Communities

• 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: \$177,172.25

Acct Description	Description																		
Classroom Teacher	Resource Teacher will provide small group instruction to students in grades K-5 with all content areas (ELA, Math, and Science), who dropped out of proficiency and students in the lowest 25% who need more assistance.																		
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="428 610 1199 727">Item</th> <th data-bbox="1199 610 1346 727">Quantity</th> <th data-bbox="1346 610 1522 727">Rate</th> <th data-bbox="1522 610 1703 727">Supply Type</th> <th data-bbox="1703 610 1892 727">Type</th> <th data-bbox="1892 610 2022 727">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
	Item	Quantity	Rate	Supply Type	Type	Total													
	Adjustment - benefits credit and final allocation																		
T 514427 Amendment #3 Reducing line create a 1.0 Resource Teacher position to support student learning and OOS Non Certified tutor.																			
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="428 1032 947 1105">Item</th> <th data-bbox="947 1032 1094 1105">Quantity</th> <th data-bbox="1094 1032 1209 1105">Rate</th> <th data-bbox="1209 1032 1310 1105">Days</th> <th data-bbox="1310 1032 1423 1105">Hours</th> <th data-bbox="1423 1032 1543 1105">Weeks</th> <th data-bbox="1543 1032 1713 1105">Certified</th> <th data-bbox="1713 1032 1898 1105">Type</th> <th data-bbox="1898 1032 2022 1105">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Out of System Temp Tutor position non-certified with a Bachelors' degree effective Aug. 2025 HC 1																			
Resource Teacher	Literacy Resource Teacher will provide small group instruction to students in grades K-5 who dropped out of proficiency and students in the lowest 25% who need more assistance.																		
Resource Teacher	Resource Teacher will provide small group instruction, working with grades 3-5 students who dropped out of proficiency and students in the lowest 25% who need more assistance in Literacy and Math.																		

Action Step: Professional Learning

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

Budget Total: **\$86,032.00**

Acct Description	Description
Tch Res Staff Development	Teacher Resource Staff Development will support teachers in grades K-5 in implementing strong systems of instruction, behavior, climate, culture and academics to result in high academic achievement in ELA, Math, Science, and Social Studies, and positive youth development (PLCs, PDDs, Literacy interventions, coaching, modeling, observation, collaborative planning, 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: **\$86,032.00**

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.

Mission Statement

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

Name	Title
Dr. Valerie Valcourt	Principal
Kevaughn Thomas	Assistant Principal
Rita Wicks	Coach
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 (2/9/26), next with our staff (2/16/26), and lastly with the parents/community (2/25/26) to seek input on creating our plans. Once we meet with all stakeholders plans are finalized with input documented on recording template 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
Evelyn Joseph Laurevil	Parent
Christy Goulbourne	Parent
Isilma Lazo Garcia	Parent / School District Employee

Annual Parent Meeting

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

The annual meeting will be held on October 8th at 5:30 p.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

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 or utilize the comments log to include communication between teachers and parents regarding SLL / House System strategies.

- Month of Training

September

- Responsible Person(s)

Rita Wicks

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging Students and Families in at home Literacy and Math Strategies

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

Teachers will learn different resources that will help and benefit parents at home to motivate and help their child's learning at home.

- 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 the Comment Log and Conference notes stating strategies shared with parents to support them as they work with their child at home.

- Month of Training

February 2026

- Responsible Person(s)

Thomas

Parent Trainings

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)**

Rita Wicks

- **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

Literacy Night (Parent University)

- 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 phonics, rhyming, blending 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

January

- Responsible Person(s)

Thomas

- Resources and Materials

PPT with helpful strategies for parents to use to increase literacy 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

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

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

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

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

N/A

- Brief Description

N/A

Building Non-Academic Skills

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

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's 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

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

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

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

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

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.