

Broward County Public Schools

Cross Creek School



2016-17 Schoolwide Improvement Plan

Cross Creek School

1010 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	65%

School Grades History

Year	2015-16
Grade	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cross Creek School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Cross Creek School is to provide, through a psycho-educational approach, a safe, orderly, and nurturing environment whereby all students are treated with dignity and respect. All students are provided with realistic goal training, supportive counseling for emotional independence, and quality academic preparation for reintegration into the least restrictive educational and social environment.

b. Provide the school's vision statement.

Cross Creek School is a place for all children to achieve their highest potential in their academic, creative, physical, emotional and moral development. A caring place where children and adults feel they make a contribution and are valued individuals.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Cross Creek is a center for students who have emotional/behavioral disabilities that interfere with their ability to be successful in their neighborhood schools. We serve students from Kindergarten to age 22 in the northern half of Broward County. Students are referred to Cross Creek from their neighborhood schools, psychiatric hospitals, or residential placements. When a referral is received, an ongrounds evaluation is scheduled with the parent, child, school family counselor, and school psychiatrist. Upon completion of the evaluation, an IEP meeting is scheduled and the child's educational needs and placement are determined. Each incoming student is assigned a family counselor and the teachers are given information about the students strengths and weaknesses. Weekly meetings are held with teachers, family counselors and support personnel to discuss students' unique needs and progress.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At the beginning of each school year a behavior assembly is held and the behavior specialists give the students an overview of the school wide behavior system. When students start during the school year, the assigned behavior specialist gives new students and their parents an orientation to the school and behavior system. A peer buddy is also assigned to the new students to help him or her navigate the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Cross Creek School is a center school that has a school-wide behavior management system that includes a level and point system. Each student carries a tracking sheet that contains his or her IEP goals. These goals are rated each period and tracked weekly. During each period, students earn points based on their class participation and task completion as well as progress on their behavioral goals.

Each student progresses through the level system by earning points and “making their day”. By progressing through the level system, students earn more responsibility and eventually demonstrate the skills and ability to return to their boundaried school and be successful.

Throughout each student's time at Cross Creek, they are provided the academic, social and emotional support identified in their IEPs. The supports provided change as students' progress and require fewer supports and, if necessary, supports are added if needed. The school-wide behavior management system, levels and points, as well as reinforcers are all in place to support the academic, therapeutic and social growth of each individual student.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Cross Creek school is a therapeutic environment where a team of therapists provide individual and group counseling to students and work closely with their families. Our school psychiatrist works closely with the clinical team to ensure all students' mental health needs are being addressed. The entire Cross Creek staff works as a team to encourage and support parent/family participation, which is considered essential to the progress of the student.

Students come to us in order to meet their individual needs for both emotional and academic growth. Cross Creek staff is sensitive to the needs of the students and their families. The staff is concerned with the "whole child" and in fact, the "whole family" in their efforts to begin to rebuild confidence and self-esteem in each of our children.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Cross Creek School is concerned regarding students not attending on a regular basis. Therapists call parents/guardians to check on students following 2 days of absence from school.

Differentiated Learning Strategies are implemented by teachers to address the diverse learning needs of our population.

Teachers perform Data Chats with individual students to review present levels of performance and develop goals.

Individual Education Plans are written annually for each student and implemented with fidelity.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	1	0	1	2	5	4	7	11	12	12	28	83	
One or more suspensions	0	0	0	0	0	1	1	3	4	9	6	6	12	42	
Course failure in ELA or Math	0	0	0	0	0	0	2	4	4	9	6	7	5	37	
Level 1 on statewide assessment	0	0	0	0	1	2	4	6	8	6	7	4	3	41	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	1	5	5	6	10	6	9	15	58

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance

- 1) Meeting set with student and school staff to discuss chronic absenteeism.
- 2) Therapists call parents/guardians following 5 excused absences or 3 unexcused to determine a reason for the absences.
- 3) Therapists make a referral to the School Social Worker through RTI process asking for home visit regarding absences.
- 4) Therapists make a referral to Case Management via Henderson Mental Health.
- 5) Individual behavioral attendance contracts will be written with students with chronic absenteeism.
- 6) Monthly incentives will be offered to students who display perfect attendance.

Differentiated Learning Strategies are implemented by teachers to address the diverse learning needs of our population.

Teachers perform Data Chats with individual students to review present levels of performance and develop goals.

Individual Education Plans are written annually for each student and implemented with fidelity.

The RtI team meets every second and fourth Thursday of each month to discuss students who are identified by the early warning system and those who may be successful in a less restrictive environment.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Cross Creek develops positive relationships with families in a number of ways. Each student is assigned a family counselor who provides therapeutic services to the students and is is frequent communication with parents regarding the student's and family's needs. The therapist will also make referral to outside agencies that provide wraparound services for the family, if needed. In addition, each child receives a daily home/ school communication note that provides information regarding the child's behavior and academic progress each day. Each student has an Individual Education Plan (IEP) and parents are invited to their child's IEP meeting, at least annually, to discuss the child's present level of performance and progress on the IEP goals. A monthly school newsletter is sent home informing parents of school events and initiatives that support the school's mission and vision. Parents are invited to attend the school open house to meet their child's teachers and receive an overview of classes.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through the Grant writing process and solicitation of neighborhood businesses, Cross Creek has amassed a viable number of Partners in Education which include, Publix, John Knox Village, Target, Walmart, and Sam's Club. Our valued community sponsors provide career shadowing and work experiences for our Community Based Instruction classrooms as well as provide incentives to motivate students, support school functions, pay for low-income students to participate in field trips or donate clothing, shoes, uniforms, books and school supplies. We maintain a good relationship with our partners by including them in our celebrations and presenting them with thank-you letters and gifts made by our students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stearn, Colleen	Principal
Judd, Sally	Assistant Principal
Morris, Roxanne	Teacher, ESE
Trevisol, Maryna	Teacher, ESE
Green, Lisa	Instructional Coach
O'Connor-Kelly, Rona	Teacher, ESE
Higgins, Raymond	Other
Braunstein, Stephanie	Teacher, ESE
Lesch, Peg	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Our school leadership team meets each week and reviews the school's operational, academic, safety, and behavioral needs. All members of the leadership team provide input from their respective departments to encompass all factions of the school. An ongoing review of policies and procedures as well as weekly action items ensure that continuous improvement is evident throughout the school community.

*Chart of Leadership Responsibilities is available in the Staff Handbook for reference.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership facilitates ongoing collaboration between all stakeholders to ensure the unique and individualized needs of each student is met. Desired outcomes are identified through the child's IEP. The school's personnel works in conjunction with outside providers to supplement and provide wraparound services. Leadership meetings, clinical meetings, behavioral monitoring meeting, IEP meetings, child study meetings are held weekly. Though these forums data and progress notes are reviewed to determine successful interventions and modify or develop additional interventions when progress is not evident.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Peg Lesch	Teacher
Angela Adams	Teacher
Leslie Adams	Parent
Martha Adams	Education Support Employee
Keyshawn Barnes	Student
Sean Cambridge	Teacher
Christanta Cole	Parent
Ben Guerriero	Business/Community
Lamar Hanna	Business/Community
Reyes Miranda	Student
John Peterson	Teacher
Robin Reichbach	Education Support Employee
Odalys Rosua	Business/Community
Derrick Silensky	Parent
Karen Silensky	Parent
Khaleel Spencer	Student
Colleen Stearn	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the school year, last year's school improvement plan is reviewed along with supporting student achievement data. Members were encouraged to share concerns, feedback and suggestions for improvement for the upcoming school year in response to the evaluation of last year's improvement plan.

b. Development of this school improvement plan

During the last meeting of the school year and the first meeting of the school year, SAC reviews the student achievement data and develops ideas for strategies professional development and student remediation. PLCs and academic teams make recommendation to the SAC committee of effective

strategies and additional research based strategies the school would like to implement to close the achievement gap.

c. Preparation of the school's annual budget and plan

The school's annual budget includes funds for professional development, instructional materials, and motivational components that help support the school's SIP.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year the SAC allocated funds for motivational incentives for students to perform their best academically in the amount of \$250. School accountability funds were also earmarked for the end of the year field trip to Orlando to improve students' behavior and time in class in the amount of \$1700.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Stearn, Colleen	Principal
Judd, Sally	Assistant Principal
Jaramillo, Alicia	School Counselor
Trevisol, Maryna	Teacher, ESE
Morris, Roxanne	Teacher, ESE
Adams, Angela	Instructional Coach
Lester, Daniel	Instructional Coach
Giummule, Joseph	Teacher, ESE
Solomon, Tameka	Teacher, ESE
Green, Lisa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Academic Leadership Team meets bimonthly, to focus on student achievement. This committee writes, monitors and supports the school's literacy plan. The school literacy plan focuses on ELA standard in the Reading and English classes and identifies how the content areas will also support identified ELA standards. In addition, this group also implements reading motivation and stamina through school-wide and also grade specific activities. We have also noted that many of our students are deficient in writing and math as well as reading. The Academic Leadership Team is in the process of writing and implementing a writing and math plan that will include the support of content area classes with writing and math standards.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A semester long book study using *The Differentiated Classroom* by Carol Tomlinson is being used in all PLCs and strategies are being implemented by teachers and monitored by administration. The teachers discuss a section of the book each time they meet, answer discussion questions, and share how they are implementing the strategies in their classrooms and how those strategies are working. Teachers have common planning for like subject areas for collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Cross Creek has developed partnerships with local colleges and universities and our instructional staff hosts practicum students and student teachers from these programs. This partnership provides aspiring teachers with hands on experience with our unique population and allows them to experience the support that is an innate part of our program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All beginning teacher and teachers new to Cross Creek are assigned a TIER mentor teacher or staff member to provide support and assistance. The mentors and mentees meet on a monthly basis to express and address any concerns that may arise.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

District and state course descriptions and curriculum maps are used to ensure that the core programs are aligned to the Florida Standards. The district and state adopted instructional materials and curriculum are used in the core classes to ensure the level of rigor is at the level of a typical school. Our school-wide literacy initiative is focusing on the following standards:

1. LAFS.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how a court opinion differs from that of a newspaper).
2. LAFS.910.RI.2.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
3. LAFS.910.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
4. LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

- Reading plan for middle and high school will consist of three components: instructional, progress monitoring, and motivational

- Instructional Component:

5 reading skills to be taught within course curriculums

1. LAFS.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how a court opinion differs from that of a newspaper).

2. LAFS.910.RI.2.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

3. LAFS.910.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

4. LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- Skills 1, 2 and 3 will be taught by the Language Arts Department

- Skill 4 will be taught by the Science Department

- Skill 5 will be taught by the Social Studies Department

- Literacy coach will meet with each department in a timely manner to discuss techniques and strategies for incorporating the instruction of these skills into their present curriculum.

- Literacy coach will coordinate visits to classrooms to help facilitate and model instruction of these skills.

- Literacy coach will meet with departments after each progress assessment to discuss future strategies and techniques.

- Student Progress Monitoring Component:

- There will be 6 assessments administered between September and March.

- They will be separated by approximately 4 weeks of instruction.

- The middle school assessments will have 13 questions (3 questions each from skills 1, 2 & 3; and 2 questions each from skills 4 & 5)

- The high school assessments will have 15 questions (3 questions from each skill)

- Assessments will be administered through the reading classes

(Guimmule will also assess the remaining middle school students not in his classes)

(Solomon will assess the high school students not in reading classes)

- Lester will provide the assessments.

- Motivation Component:

- For the October and November assessments an administrator or literacy coach will make a brief visit to the testing classes reminding them of the importance of the assessment and encouraging them to do their best when they take it.

- Prior to the December assessment there will be a short assembly explaining the reward in March if they continue to improve on the assessments.

The reward will be explained as well as the criteria for achieving it.

- The high school reward will be a limo ride to lunch off campus and then returning to campus to watch a movie.

- The middle school reward will be a catered lunch on campus with the principal followed by a movie.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 3,840

Students are offered academic, behavioral, and therapeutic services during the summer. During extended school year, students have the opportunity to progress on their IEP goals.

Strategy Rationale

Based on students IEP identified needs students would attend as follows:

If students show regression on their IEP goals during times off of school or if the regression is not recouped in the amount of time expected then students are offered extended school year (ESY) services. An IEP committee determines the need for ESY services and the length of time needed based on academic and behavioral data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Trevisol, Maryna, maryna.trevisol@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring of the student's IEP goals will be analyzed to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Cross Creek our students transition in several different ways. We are a center school for students whose emotional/behavioral disabilities interfere with their ability to be successful in the general education setting. As students are taught to better control their emotions and the behaviors related to their emotions, they become ready to return to the general education setting at their neighborhood school. An IEP meeting is held with the parent, Cross Creek staff, and staff from the school the student is returning to. The assigned family counselor at Cross Creek assists the student in transition, and provides services at the neighborhood school until the student is settled in that setting. Cross Creek school has student from grades K – 12 and at the end of each academic year we hold matriculation days to familiarize the students moving from elementary to middle and from middle to high with the teachers and procedures expected at the next level.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Cross Creek School hosts an annual Transition Fair in the Spring for students and their families in grades 8-12. Representatives from several colleges, vocational schools, outside agencies, and job placement agencies present information to students that will assist them in planning for post secondary life. The students are provided applications to complete while they are attending the fair, and can speak directly to the representatives to receive more information. Also, during their IEP meetings, all students in their senior year of high school are referred to Vocational Rehabilitation,

which provides job training, assists students in job placement, and also helps to cover a portion of the cost of post secondary education expenses.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

At Cross Creek School, students in all grade levels are prepared for College and Career Readiness through the use of a variety of programs and supports. All students in grades 6-12 are utilizing the Naviance program to research career interests by completing the district's chosen tasks for each grade level. Grade 7 students are also enrolled in the Civics and Career Planning class, and spend even more time using Naviance as a part of the course curriculum. The School Counseling Director coordinates and supports teachers in using the Naviance program and also meets with all students to discuss career interests and college planning. The Counseling Director assists students and their families with choosing colleges and completing applications including the FAFSA.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Atlantic Technical College visits Cross Creek School in the Fall to present to students the technical programs that are available for them to enroll. All students in grades 9-12 then attend a field trip to Atlantic Tech to tour the classrooms of the various technical programs so that they may see what the courses are like and what they have to offer.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Due to limited data on the high school feedback report, Cross Creek utilizes other data points to prepare students for post secondary experiences. Preparation for out students is two prong approach, students that have demonstrated stable behaviors and academic progression are transitioned back to the traditional school setting. This will allow them to be integrated and prepare for post secondary opportunities in the general education setting with appropriate supports in accordance with their IEP.

Students that require the services at the center site will be provided opportunities with community based instruction, vocational training, as well as assistance in community college programs.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. By May 2016, the number of students making learning gains on the ELA sections of the FSA will increase by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By May 2016, the number of students making learning gains on the ELA sections of the FSA will increase by 5%. 1a

G087516

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	35.0

Targeted Barriers to Achieving the Goal 3

- Emotional/Behavioral Disabilities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Family Counselors and certified ESE Teachers provide specialized instruction in academics, behavior, communication. Students also receive counseling in compliance with their IEP and emotional needs.
- Small class size and specialized instruction with a focus on remediation and literacy development
- Family Counselors Social Worker School-Wide Attendance plan with an emphasis on incentives to increase attendance.

Plan to Monitor Progress Toward G1. 8

Progress reports and daily tracking sheets

Person Responsible

Maryna Trevisol

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Daily Tracking Sheets and Progress monitoring on IEP goals.

Plan to Monitor Progress Toward G1. 8

Behavioral data and Formative Assessment data

Person Responsible

Daniel Lester

Schedule

Monthly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Formative Assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. By May 2016, the number of students making learning gains on the ELA sections of the FSA will increase by 5%. 1

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G1.B1 Emotional/Behavioral Disabilities 2

B232644

G1.B1.S1 Through a multi-disciplinary approach to teach student how to manage mental health Lessen the academic impact of their disability to increase their learning gains 4

S245566

Strategy Rationale

Students learn to use coping, self awareness and life management skills based on their individual needs to manage the impact of their disability

Action Step 1 5

Every student has an Individual Education Plan (IEP) as well as a Positive Behavior Intervention Plan (PBIP) base on a Functional Behavioral Assessment (FBA).

Person Responsible

Maryna Trevisol

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Daily tracking sheets are completed by each teacher to monitor progress on their behavioral and coping strategy goals.

Action Step 2 5

Professional Learning Communities

Person Responsible

Lisa Green

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC minutes will be taken and submitted each week to the district database which includes attendance rosters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District audit for ESE services and IEP compliance monitoring

Person Responsible

Maryna Trevisol

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Audit report

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

iObservations and administration in attendance during weekly PLCs.

Person Responsible

Colleen Stearn

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

iObservation results and minutes of the PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Service providers report to parents on the progress the student has made on their goals.

Person Responsible

Maryna Trevisol

Schedule

Semiannually, from 8/22/2016 to 6/8/2017

Evidence of Completion

An interim IEP meeting is scheduled if the student is not making progress after two quarters. The IEP committee will review the student's needs and change the goals accordingly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative assessment data is reviewed and instructional changes made as necessary.

Person Responsible

Colleen Stearn









Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Assessment data and Academic Leadership Team minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA4  M331082	Formative assessment data is reviewed and instructional changes made as necessary.	Stearn, Colleen	9/12/2016	Assessment data and Academic Leadership Team minutes	5/26/2017 monthly
G1.B1.S1.MA3  M331084	iObservations and administration in attendance during weekly PLCs.	Stearn, Colleen	8/15/2016	iObservation results and minutes of the PLC meetings.	5/26/2017 weekly
G1.B1.S1.A2  A317931	Professional Learning Communities	Green, Lisa	8/15/2016	PLC minutes will be taken and submitted each week to the district database which includes attendance rosters.	5/26/2017 weekly
G1.MA2  M331086	Behavioral data and Formative Assessment data	Lester, Daniel	8/29/2016	Formative Assessment data	5/29/2017 monthly
G1.MA1  M331085	Progress reports and daily tracking sheets	Trevisol, Maryna	8/22/2016	Daily Tracking Sheets and Progress monitoring on IEP goals.	6/8/2017 quarterly
G1.B1.S1.MA1  M331081	Service providers report to parents on the progress the student has made on their goals.	Trevisol, Maryna	8/22/2016	An interim IEP meeting is scheduled if the student is not making progress after two quarters. The IEP committee will review the student's needs and change the goals accordingly.	6/8/2017 semiannually
G1.B1.S1.MA1  M331083	District audit for ESE services and IEP compliance monitoring	Trevisol, Maryna	8/22/2016	Audit report	6/8/2017 quarterly
G1.B1.S1.A1  A317930	Every student has an Individual Education Plan (IEP) as well as a Positive Behavior Intervention...	Trevisol, Maryna	8/22/2016	Daily tracking sheets are completed by each teacher to monitor progress on their behavioral and coping strategy goals.	6/8/2017 daily

V. Professional Development Opportunities

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

G1. By May 2016, the number of students making learning gains on the ELA sections of the FSA will increase by 5%.

G1.B1 Emotional/Behavioral Disabilities

G1.B1.S1 Through a multi-disciplinary approach to teach student how to manage mental health Lessen the academic impact of their disability to increase their learning gains

PD Opportunity 1

Every student has an Individual Education Plan (IEP) as well as a Positive Behavior Intervention Plan (PBIP) base on a Functional Behavioral Assessment (FBA).

Facilitator

Behavior Specialist and ESE Specialist

Participants

Teachers and Educational Support Professionals

Schedule

Daily, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.