

Broward County Public Schools

Cross Creek School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

Cross Creek School

1010 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

Demographics

Principal: Colleen Stearn

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (21%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

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

School Grades History

Year	2015-16
Grade	F

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cross Creek School is committed to providing a safe, caring, therapeutic environment where all students are treated with dignity and respect. To present all students with a specialized academic program with an emphasis on social emotional growth. Developing students who are resilient and adaptable with the skills and knowledge to become successful in reaching their desired goals.

Provide the school's vision statement.

Our vision for Cross Creek School is to provide a supportive environment in which students are actively engaged in learning. Through a therapeutic milieu, we foster a climate of dignity and respect for all students and staff. Teachers have high expectations and prepare students to have the skills to succeed in a less restrictive setting both academically and socially. Students have the confidence in their ability to attempt all tasks laid before them.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Stearn, Colleen	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build <p>School Principal (cont.) SBBC: B-002 4</p> <ol style="list-style-type: none"> and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

Name	Title	Job Duties and Responsibilities
		<p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002</p> <p>5</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p>

Name	Title	Job Duties and Responsibilities
		<p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Lesch, Peg	Teacher, ESE	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESE Support Facilitator shall carry out the performance responsibilities listed below.</p> <ul style="list-style-type: none"> ? This position does not have any supervisory responsibilities. ? May serve as a member of Individual Educational Plan (IEP) meetings. ? Provide support for students with disabilities to enhance their achievement in the general class setting through cooperative consultation and co-teaching. ? Transition between two or more general education classrooms, while collaborating with general education teachers and assisting students with disabilities. ? Provide the level and frequency of support needed, based upon the general educators' and the students' need for assistance. ? Arrange for alternative classroom and testing accommodations for students with disabilities. ? Develop and adapt curriculum and testing materials to meet the needs of teachers and students. ? Model small group instruction to students with disabilities in general classes, as well as in pullout settings. ? Provide consultation services to general education teachers on best practices related to instruction of students with disabilities as well as specific, differentiated instructional strategies for use with individual students in accordance to their IEP. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures.

Name	Title	Job Duties and Responsibilities
		<p>? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the School Principal or designee.</p>
<p>Green, Lisa</p>	<p>Teacher, ESE</p>	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESE Support Facilitator shall carry out the performance responsibilities listed below. ? This position does not have any supervisory responsibilities. ? May serve as a member of Individual Educational Plan (IEP) meetings. ? Provide support for students with disabilities to enhance their achievement in the general class setting through cooperative consultation and co-teaching. ? Transition between two or more general education classrooms, while collaborating with general education teachers and assisting students with disabilities. ? Provide the level and frequency of support needed, based upon the general educators' and the students' need for assistance. ? Arrange for alternative classroom and testing accommodations for students with disabilities. ? Develop and adapt curriculum and testing materials to meet the needs of teachers and students. ? Model small group instruction to students with disabilities in general classes, as well as in pullout settings. ? Provide consultation services to general education teachers on best practices related to instruction of students with disabilities as well as specific, differentiated instructional strategies for use with individual students in accordance to their IEP. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the School Principal or designee.</p>
<p>Trevisol, Maryna</p>	<p>Other</p>	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. ? This position does not have any supervisory responsibilities. ? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual</p>

Name	Title	Job Duties and Responsibilities
		Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Shall report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the school principal.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	5	2	4	2	12	15	22	16	20	15	21	29	163
Attendance below 90 percent	0	3	0	0	0	4	7	15	11	12	11	10	18	91
One or more suspensions	0	2	2	3	1	5	10	11	5	10	7	6	8	70
Course failure in ELA or Math	0	0	0	0	0	0	7	9	9	7	10	7	4	53
Level 1 on statewide assessment	0	0	0	4	1	11	12	16	15	11	8	15	7	100

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	3	1	7	15	16	12	14	14	10	10	104

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	1	1	0	2	1	0	0	8	13
Students retained two or more times	0	0	0	0	0	7	10	5	3	6	5	3	6	45

FTE units allocated to school (total number of teacher units)

163

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	1	1	0	4	6	8	10	8	13	15	14	15	95
One or more suspensions	0	4	0	0	5	9	6	8	5	12	8	4	5	66
Course failure in ELA or Math	0	0	0	0	0	0	7	14	10	13	11	5	5	65
Level 1 on statewide assessment	0	0	0	1	6	11	11	15	11	15	18	11	17	116

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	0	6	12	10	11	10	17	17	11	14	110

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	58%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	50%	51%
Math Achievement	0%	58%	62%	0%	53%	58%
Math Learning Gains	0%	58%	59%	0%	53%	56%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	50%
Science Achievement	0%	51%	56%	0%	46%	53%
Social Studies Achievement	0%	74%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	5 (0)	2 (0)	4 (0)	2 (0)	12 (0)	15 (0)	22 (0)	16 (0)	20 (0)	15 (0)	21 (0)	29 (0)	163 (0)
Attendance below 90 percent	0 ()	3 ()	0 ()	0 ()	0 ()	4 ()	7 ()	15 ()	11 ()	12 ()	11 ()	10 ()	18 ()	91 (0)
One or more suspensions	0 ()	2 (0)	2 (0)	3 (0)	1 (0)	5 (0)	10 (0)	11 (0)	5 (0)	10 (0)	7 (0)	6 (0)	8 (0)	70 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	7 (0)	9 (0)	9 (0)	7 (0)	10 (0)	7 (0)	4 (0)	53 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	1 (0)	11 (0)	12 (0)	16 (0)	15 (0)	11 (0)	8 (0)	15 (0)	7 (0)	100 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	60%	-60%	58%	-58%
	2018	0%	59%	-59%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	62%	-62%	58%	-58%
	2018	0%	58%	-58%	56%	-56%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	33%	59%	-26%	56%	-23%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		33%				
Cohort Comparison		33%				
06	2019	8%	57%	-49%	54%	-46%
	2018	9%	54%	-45%	52%	-43%
Same Grade Comparison		-1%				
Cohort Comparison		8%				
07	2019	7%	55%	-48%	52%	-45%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		7%				
Cohort Comparison		-2%				
08	2019	20%	59%	-39%	56%	-36%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		20%				
Cohort Comparison		20%				
09	2019	0%	57%	-57%	55%	-55%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	6%	53%	-47%	53%	-47%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	65%	-65%	62%	-62%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	67%	-67%	64%	-64%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	8%	64%	-56%	60%	-52%
	2018	0%	62%	-62%	61%	-61%
Same Grade Comparison		8%				
Cohort Comparison		8%				
06	2019	8%	58%	-50%	55%	-47%
	2018	0%	55%	-55%	52%	-52%
Same Grade Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		8%				
07	2019	8%	53%	-45%	54%	-46%
	2018	0%	54%	-54%	54%	-54%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2019	0%	45%	-45%	46%	-46%
	2018	0%	47%	-47%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	8%	49%	-41%	53%	-45%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		8%				
Cohort Comparison						
08	2019	0%	43%	-43%	48%	-48%
	2018	0%	45%	-45%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	67%	-67%
2018	7%	62%	-55%	65%	-58%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	71%	-63%	71%	-63%
2018	10%	70%	-60%	71%	-61%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	70%	-70%
2018	0%	66%	-66%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	61%	-61%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	7%	51%	-44%	56%	-49%
Compare		-7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	52	40	19	42	46	26	30		31	
BLK	26	60		20	33		31	40			
HSP	31	30		9							
WHT	25			20						20	
FRL	25	51		19	41	42	19	37		38	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	9
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

100% of 3rd grade students scored a Level 1 in ELA or Math. All students at Cross Creek School are identified as part of the Exceptional Student Education Program. In addition, many students have a history of limited school success and 75% of these students exhibit 2 or more early warning indicators. It is also noteworthy that elementary students may have only recently transferred to Cross Creek School due to the transient nature of this population.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In 2019 83% of students who took the statewide science exams (5th and 8th grades), earned a Level 1 which was a decline from 2018 (76% earned a Level 1). By far, school-wide, the lowest understanding area for 2019 was in comprehension of informational text (per ELA data). Lack of reading informational texts across the curriculum and student interest levels are major contributing factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average was the History EOC (with a differential of -70% between school and state scores). By far, school-wide, the lowest understanding area for 2019 was in comprehension of informational text (per ELA data). Lack of reading informational texts across the curriculum and student interest levels are major contributing factors.

Which data component showed the most improvement? What new actions did your school take in this area?

In 2018, 14% of 4th grade students performed at an achievement level of 3 or higher in ELA, whereas, in 2019, 100% of 4th grade students performed at an achievement level of 3 or higher. An additional elementary school class was added in an effort to lower the student to teacher ratio for students participating in Exceptional Student Education and increase consistency of cohesive academic groupings.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the percentage of students scoring a Level 1 in ELA or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. All students will make one year of learning gains within one year of time.
2. Improve student attendance.
3. Increase proficiency in ELA.
4. Increase proficiency in Math.
5. Increase proficiency in reading informational text.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing proficiency in comprehension of informational text
Rationale	Students performed below the state average in content specific End of Course Exams (History, Civics, etc.) and in the area of comprehension of informational texts across grade levels on the ELA FSA.
State the measurable outcome the school plans to achieve	By April 2020, student scores in the area of comprehension of informational text will increase by an average of 5% across all grade levels as measured by iReady data collection.
Person responsible for monitoring outcome	Alicia Jaramillo (alicia.jaramillo@browardschools.com)
Evidence-based Strategy	Response to Intervention (RTI): Provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning.
Rationale for Evidence-based Strategy	Students benefit from increasingly intensive instruction that targets skill deficits.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify trends in Formative Data as it relates to informational text. 2. Provide targeted instruction in this area. 3. Analyze student growth in this domain. 4. Provide intensive remediation, as needed, via one to one instruction. 5.
Person Responsible	Alicia Jaramillo (alicia.jaramillo@browardschools.com)

#2	
Title	Leaning Gains
Rationale	In 2019, the average of ELA mastery was Level 2.14 with 80% of students making a year's growth in a year's time. For students scoring a Level 1 on the 2019 ELA 75% demonstrated a year's growth in a year's time.
State the measurable outcome the school plans to achieve	By April 2020, 80% of students who earned a Level 1 on the ELA/FSA will demonstrate learning gains of a year's growth in a year's time.
Person responsible for monitoring outcome	Alicia Jaramillo (alicia.jaramillo@browardschools.com)
Evidence-based Strategy	Students will engage in deliberate and relevant practice activities in order to improve particular aspects of performance.
Rationale for Evidence-based Strategy	This strategy yields an effect size of 0.79 and has the potential to considerably accelerate student learning (visiblelearningmetax.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Development and implementation of Instructional Focus Calendars that specifically target each grade level and focus on reading across the curriculum. 2. Areas of weakness will be identified. 3. Provide opportunities for challenging and effortful repetition of skills. 4. Engage students in targeted feedback (data chats). 5.
Person Responsible	Alicia Jaramillo (alicia.jaramillo@browardschools.com)

#3	
Title	Increasing student proficiency in ELA
Rationale	21% of elementary students demonstrated grade level proficiency in ELA. 1% of middle school students demonstrated grade level proficiency in ELA. 1.5% of high school students demonstrated grade level proficiency in ELA.
State the measurable outcome the school plans to achieve	31% of elementary students will demonstrate grade level proficiency in ELA. 10% of middle school students will demonstrate grade level proficiency in ELA. 11.5% of high school students will demonstrate grade level proficiency in ELA.
Person responsible for monitoring outcome	Alicia Jaramillo (alicia.jaramillo@browardschools.com)
Evidence-based Strategy	Reinforcing efforts and providing recognition: teachers will reward based on standards of performance; use symbolic recognition rather than tangible rewards.
Rationale for Evidence-based Strategy	According to Marzano's High Yield Strategies, reinforcing effort yields a 29 percentile gain. As all students at Cross Creek School are identified with emotional/behavioral disabilities, strategies that integrate a social/emotional focus address specific student needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify ELA skills of the month on the Instructional Focus Calendar. 2. Collect Formative data on student abilities. 3. Teachers monitor iReady data and assign individual tasks that match their skill level in class 4. Determine students who have made learning gains 5. Recognize student progress with praise and symbolic recognition.
Person Responsible	Alicia Jaramillo (alicia.jaramillo@browardschools.com)

#4	
Title	Increasing student proficiency in Math
Rationale	3.1% of elementary students demonstrated grade level proficiency in Math. 0% of middle school students demonstrated grade level proficiency in Math. 0% of high school students demonstrated grade level proficiency in Math.
State the measurable outcome the school plans to achieve	13.1% of elementary students will demonstrated grade level proficiency in Math. 10% of middle school students will demonstrated grade level proficiency in Math. 10% of high school students will demonstrated grade level proficiency in Math.
Person responsible for monitoring outcome	Alicia Jaramillo (alicia.jaramillo@browardschools.com)
Evidence-based Strategy	Setting objectives and provide feedback: Teachers will create specific but flexible goals for each student. Teachers will provide criterion specific feedback in a timely manner.
Rationale for Evidence-based Strategy	According to Marzano, setting objectives and providing feedback yields a 23 percentile gain.
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	Alicia Jaramillo (alicia.jaramillo@browardschools.com)

#5	
Title	Improving Student Attendance
Rationale	<p>60% of 1st graders have 10% or more absences 33% of 5th graders have 10% or more absences 47% of 6th graders have 10% or more absences 68% of 7th graders have 10% or more absences 68% of 8th graders have 10% or more absences 60% of 9th graders have 10% or more absences 73% of 10th graders have 10% or more absences 48% of 11th graders have 10% or more absences 62% of 12th graders have 10% or more absences</p>
State the measurable outcome the school plans to achieve	<p>50% of 1st graders will have 10% or fewer absences 23% of 5th graders will have 10% or fewer absences 37% of 6th graders will have 10% or fewer absences 58% of 7th graders will have 10% or fewer absences 58% of 8th graders will have 10% or fewer absences 50% of 9th graders will have 10% or fewer absences 63% of 10th graders will have 10% or fewer absences 38% of 11th graders will have 10% or fewer absences 52% of 12th graders will have 10% or fewer absences</p>
Person responsible for monitoring outcome	Alicia Jaramillo (alicia.jaramillo@browardschools.com)
Evidence-based Strategy	<p>Implement a multi-faceted intervention approach that includes:</p> <ul style="list-style-type: none"> A. Engaging students and parents B. Recognizing good and improved attendance C. Monitor attendance data and practice D. Provide personalized early outreach E. Develop programatic response to barriers
Rationale for Evidence-based Strategy	According to Attendanceworks.org intervention efforts listed above positively impact student attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide Tier 1 intervention to students missing 5-9% of school days. 2. Provide personalized Tier 2 intervention to students missing 10-19% of school days. 3. Provide individualized Tier 3 intervention to students with chronic absenteeism. 4. Celebrate students with good and improved attendance.
Person Responsible	Alicia Jaramillo (alicia.jaramillo@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

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

1	III.A.	Areas of Focus: Increasing proficiency in comprehension of informational text				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3222 - Cross Creek School	School Improvement Funds		\$500.00
2	III.A.	Areas of Focus: Learning Gains				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3222 - Cross Creek School	School Improvement Funds		\$800.00
3	III.A.	Areas of Focus: Increasing student proficiency in ELA				\$275.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3222 - Cross Creek School	School Improvement Funds		\$275.00
4	III.A.	Areas of Focus: Increasing student proficiency in Math				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3222 - Cross Creek School	School Improvement Funds		\$350.00
5	III.A.	Areas of Focus: Improving Student Attendance				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3222 - Cross Creek School	School Improvement Funds		\$600.00
					Total:	\$2,525.00