

Broward County Public Schools

Cross Creek School



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Cross Creek School

1010 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 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

<p>Year</p> <p>Grade</p>		<p>2015-16</p> <p>F</p>
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School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities 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 School Principal (cont.) SBBC: B-002 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</p>

Name	Title	Job Duties and Responsibilities
		<p>performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <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>

Trevisol, Maryna	Other	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.</p> <ul style="list-style-type: none"> ? 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 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
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Name	Title	Job Duties and Responsibilities
		<p>identified internally.</p> <ul style="list-style-type: none"> ? 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.

<p>Braunstein, Stephanie</p> <p>Teacher, ESE</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.
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Name	Title	Job Duties and Responsibilities
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? Follow federal and state, as well as School Board policies.
 ? Perform other duties as assigned by the School Principal or designee.

Jaramillo, Alicia	School Counselor	<p>RESPONSIBILITIES: The Secondary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. meet with teachers to present and explain the results of various testing programs. 2. assist teachers in effective utilization of test results. 3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary. 4. establish small group counseling sessions. 5. provide materials and suggestions for classroom oriented guidance activities. <p>Secondary Guidance Counselor (Cont.) JJ-005</p> <ol style="list-style-type: none"> 6. identify community and school system resources, and when advisable, refer student situations to the proper agencies. 7. arrange student, parent and teacher conferences. 8. keep records of conferences and send reports, within the limits of confidentiality, to the principal, 9. provide educational counseling to students prior to the scheduling of classes. 10. gather information from all faculty members having contact a student being considered for referral. 11. assemble and maintain up-to-date information concerning educational and occupational possibilities. 12. review current developments, literature and technical sources of information related to job responsibility. 13. ensure adherence to good safety procedures. 14. perform other duties as assigned by the Principal. 15. follow federal and state laws, as well as School Board policies. <p>Board approved: 4/14/77 4/20/78 ER80-12 Approved: 10/2/80 Revised: 10/05/04</p>
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Swift, Andrea	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to
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Name	Title	Job Duties and Responsibilities
		<p>ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to</p>

Name	Title	Job Duties and Responsibilities
		<p>Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.)* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results</p>

Name	Title	Job Duties and Responsibilities
		<p>from action research when solving problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES: 84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.* 85. Access District and community resources to meet school needs. 86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion. 87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.* 88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.* 89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.* 90. Assist with the implementation and administration of negotiated employee contracts at the school site. 91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS: 92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration. 98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program</p>

Name	Title	Job Duties and Responsibilities
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at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.

Peterson, John	Other	<p>The ESE Counselor, Exceptional Student Learning Support (ESLS) shall carry out the performance responsibilities listed below.</p> <ul style="list-style-type: none"> • Conduct individual and/or group counseling sessions with ESE students with the goal of increasing their academic performance in exceptional education. • Provide ongoing communication with families of students in an effort to promote and maintain positive change. • Provide support to instructional staff on emotional strategies as it relates to counseling needs of students and the development of behavior intervention plans. • Implement the student counseling program according to the approved ESLS Employee Handbook and the ESLS Student Counselor Staff Manual. • Report any implementation difficulties to the lead supervisor for ESLS. • 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 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 laws, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee. <p>MINIMUM QUALIFICATIONS & EXPERIENCE:</p> <ul style="list-style-type: none"> • An earned master's degree in mental health counseling, school counseling, social work, psychology or marriage and family therapy from an accredited institution. • A minimum of three (3) years within the last five (5) years of successful experience as a mental health counselor, school counselor, clinical psychologist, school psychologist, social worker or in a field related to the title of the position. • A valid Florida license as a counselor in a mental health related field, or certification in social work, or school counseling. • Effective communication and interpersonal skills. • Computer skills as required for the position.
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Demographic Information

Principal start date

Monday 7/1/2013, Colleen Stearn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

25

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	0	2	4	4	6	10	18	20	21	14	18	19	136
Attendance below 90 percent	0	0	1	1	2	1	6	2	7	11	8	9	4	52
One or more suspensions	0	0	1	1	3	0	3	7	4	6	3	8	4	40
Course failure in ELA	0	0	0	0	0	0	1	4	9	6	7	11	3	41
Course failure in Math	0	0	0	0	0	0	0	3	6	4	8	10	3	34
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	7	8	12	15	6	2	6	59
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	7	12	13	14	11	2	4	66
	0	0	4	6	9	13	34	54	71	77	57	60	43	428

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	0	0	0	2	2	7	13	18	19	12	8	7	88

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	2	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	3	8	4	1	3	6	26

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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
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

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		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
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%				
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
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	
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
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	

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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	23

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
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%	0

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.

Due to Covid-19, formal state assessments were suspended in Spring of 2020. Data from 2019 test administration reflects that 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.

Due to Covid-19, formal state assessments were suspended in Spring of 2020. 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, the school-wide, lowest understanding area (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.

Due to Covid-19, formal state assessments were suspended in Spring of 2020. The enrollment by grade level reflects insufficient numbers of students and therefore is not reported consistently from year to year. However, the greatest gap, in comparison to the state average, was in the area of the History EOC. The factors that contributed to this continue to be the identified risk indicators for student success.

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

Due to Covid-19, formal state assessments were suspended in Spring of 2020. 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. As we transitioned to e-learning in the Spring of 2020, our school offered individualized instruction both during and after school hours to assist with the transition. A team based approach continued to be implemented to provide academic, therapeutic and behavioral supports and encourage attendance/participation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas of concern are attendance and frequency of suspension from school. Both of these factors have a negative impact on learning.

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

1. Increase average daily attendance rate
2. Implement high yield strategies to address negative behaviors
3. Increase proficiency in ELA standards
4. Increase proficiency in Math standards
5. Implement a dynamic Social/Emotional Learning curriculum, infused throughout the school day to reduce suspensions and increase engagement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In 2019, 38% of 9th grade students and 22% of 10th grade students were 0-10 points away from making learning gains on the ELA FSA. Analysis of the tested standards showed an area of weakness in reading and analyzing informational text. This area was identified as a critical area in need due to the high rate of level 1 and 2 achievement scores on this assessment.

Measurable Outcome: To increase the percentage of students making learning gains on the ELA FSA in 9th and 10th grade by 10%.

Person responsible for monitoring outcome: Alicia Jaramillo (alicia.jaramillo@browardschools.com)

Evidence-based Strategy: Ms. Jaramillo is the lead of the Academic Team; this group analyzes student data from formative assessments and provides interventions as needed to address student achievement. Data chats were utilized with this subgroup of students to heighten awareness of achievement and evoke a feeling of self-efficacy.

Rationale for Evidence-based Strategy: This strategy was selected so students became increasingly aware of their effort in ELA courses and self-monitored engagement. This is especially important when reading informational text and low-interest passages. During practice, students worked towards developing the stamina and engagement required to read and analyze lengthy passages.

Action Steps to Implement

1. The academic team will disaggregate the formative assessment data from iReady to identify areas of strength and weakness.
2. Staff will develop a list of interventions for students to select during a data chat.
3. Identified staff will meet with students on a quarterly basis to complete data chats.
4. Students and staff will collaborate to monitor progress in testing ELA sub-tests.

Person Responsible: Alicia Jaramillo (alicia.jaramillo@browardschools.com)

#2. Culture & Environment specifically relating to Student Attendance

Based on attendance data from the 2019-20 school year the following data was disaggregated:
 9th grade- 21% of students had regular attendance
 21% of students were identified as at-risk for surpassing 10% or more of overall absences
Area of Focus Description and Rationale:
 14% of students were identified as chronically absent
 43% of students were identified as severely chronically absent
 10th grade- 16% of students had regular attendance
 11% of students were identified as at-risk for surpassing 10% or more of overall absences
 37% of students were identified as chronically absent
 37% of students were identified as severely chronically absent

Measurable Outcome: To increase regular attendance of 9th and 10th grade students by 10% or more.
Person responsible for monitoring outcome: Stephanie Braunstein (stephanie.braunstein@browardschools.com)
Evidence-based Strategy: A team-based approach will be implemented to address attendance.
Rationale for Evidence-based Strategy: Cross Creek School has a diverse support staff who monitor student achievement. By using a comprehensive approach that includes therapeutic, behavioral and academic disciplines, students will be held accountable for making improvements in this area.

Action Steps to Implement

1. Identify/establish a team to address attendance.
2. Develop an initial plan of action.
3. Create a tiered system of supports.
4. Engage staff in professional development opportunities related to attendance and student engagement.
5. Enlist the support of community-based partners to encourage and reward improvements in attendance.

Person Responsible Stephanie Braunstein (stephanie.braunstein@browardschools.com)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on 2019-2020 behavior data, 9th grade students had the following:
 53% had 0-10 behavioral infractions
 20% had 11-20 behavioral infractions
 27% had 20+ behavioral infractions
 20% had 0-10 electronic violations
 27% had 11-20 electronic violations
 53% had 21+ electronic violations
 Based on the same data, 10th graders had the following:
 53% had 0-10 behavioral infractions
 12% had 11-20 behavioral infractions
 35% had 20+ behavioral infractions
 59% had 0-10 electronic violations
 6% had 11-20 electronic violations
 35% had 21+ electronic violations

Measurable Outcome: Increase student engagement and achievement by 10% for both 9th and 10th graders.

Person responsible for monitoring outcome: Stephanie Braunstein (stephanie.braunstein@browardschools.com)

Evidence-based Strategy: A team-based approach will be utilized to identify and support students.

Rationale for Evidence-based Strategy: Cross Creek School has a diverse support staff who monitor student behavior data. By using a comprehensive approach that includes therapeutic, behavioral and academic disciplines, students will be held accountable for making improvements in this area.

Action Steps to Implement

1. The behavior leadership team will analyze behavioral data weekly.
2. Students with 3 or more behavioral incidents and/or 3 or more electronic violations weekly will be identified.
3. Behavior data will be shared with the team and students' families to increase awareness of incidents.
4. The team will identify supports and/or incentives to motivate students, identify any academic interventions needed and create a short-term plan to increase student engagement and achievement.
5. Professional development will be provided to staff on student engagement, academic interventions and positive behavioral supports and interventions.

Person Responsible: Stephanie Braunstein (stephanie.braunstein@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Suspensions and attendance were identified as areas of focus within the School-Wide Improvement Priorities. The school leadership team will address these needs with the following actions:

- 1. Weekly level (elementary, middle and high) child study meetings with teachers, therapists, support staff and behavior specialist to address attendance and behavioral concerns.**
- 2. Data collection related to behavior and attendance goals to be included in the development of a functional behavior analysis (FBA) and a positive behavior intervention plan (PBIP) as needed for students with concerning behaviors.**
- 3. Early identification of students who are on the trajectory for chronic absenteeism; a referral to the school social worker and/or community liason will be made to support students.**
- 4. Positive behavior contracts and incentives will be used to encourage improvements in the areas of attendance and behaviors.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Cross Creek School has a designated Community Liaison who is a contact for students, families, agencies, community members, volunteers and staff. The Community Liaison assists with orienting the aforementioned stakeholders to programs and available supports. In addition, new partnerships are sought to meet the dynamic needs of our student population.

Stakeholders are encouraged to participate in the SAC and SAF which meets 1 time per month.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		\$500.00

						<i>Notes: Supplemental materials.</i>
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		\$500.00
						<i>Notes: Supplemental materials.</i>
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		\$500.00
						<i>Notes: Supplemental materials.</i>
					Total:	\$1,500.00