Cross Creek School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year	2015-16
Grade	F

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
Stearn, Colleen	Principal	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-0024 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. ORGANIZATIONAL LEADERSHIP:

Name	Position Title	Job Duties and Responsibilities
		14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 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. 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. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. School Principal (cont.) SBBC: B-002 5 PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

Name	Position Title	Job Duties and Responsibilities
		30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Swift, Andrea	Assistant Principal	LEADERSHIP: 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 ensure all students the opportunity to learn.

Name	Position Title	Job Duties and Responsibilities
		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.

Name	Position Title	Job Duties and Responsibilities
		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 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

Name	Position Title	Job Duties and Responsibilities
		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

Name	Position Title	Job Duties and Responsibilities
		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 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

Name	Position Title	Job Duties and Responsibilities
		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.* 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. 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

Name	Position Title	Job Duties and Responsibilities
		preparation and disbursement of the school's budget and internal accounts. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 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 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.
Trevisol, Maryna	Other	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.

Name	Position Title	Job Duties and Responsibilities
		? 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.
Braunstein, Stephanie	Behavior Specialist	coordinate the development, implementation, and evaluation of effective educational curriculum/services and/or programs which promote academic achievement as well as student growth and well being which may include but not be limited to student services, health services, exceptional student services or other initiatives as assigned. 2. serve as a liaison between the schools, parents, community agencies, government programs, and/or district personnel to support the effective implementation of education programs, policies, and procedures which enhance the learning

Name	Position Title	Job Duties and Responsibilities
		process as well as student growth and well being. 3. effectively and accurately communicate to school personnel, parents, and the community about applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs. 4. provide instructional support, technical assistance, and ongoing staff development for faculty and staff on policies, procedures, curricula, and/or program organization. 5. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, programs, and services that support student achievement. 6. facilitate the design, selection, and evaluation of effective instructional materials, equipment, and textbooks. 7. be proficient in and model the use of technology to increase productivity and efficiency. 8. provide support for the instructional process by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for improved student progress. 9. participate in district planning to ensure quality and consistency in the development and implementation of assigned curriculum or programs and related procedures. 10. work collaboratively in cross-functional teams and settings to provide direct/indirect support to the teacher to improve student achievement. 11. evaluate the effectiveness of the curriculum or program services by monitoring customer feedback using the established data collection and analysis systems. 12. prepare reports to document progress and effectiveness of services. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County. 14. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments. 15. review current developments, literature and technical sources of information related to job responsibility. 16. ensure adherence to good safety procedures. 17. follow Federal and State laws, as well as School Board policies. 18. perform other duties as assigned by administrator or designee.

Name	Position Title	Job Duties and Responsibilities
McCorvey, Terrance	Behavior Specialist	coordinate the development, implementation, and evaluation of effective educational curriculum/services and/or programs which promote academic achievement as well as student growth and well being which may include but not be limited to student services, health services, exceptional student services or other initiatives as assigned. 2. serve as a liaison between the schools, parents, community agencies, government programs, and/or district personnel to support the effective implementation of education programs, policies, and procedures which enhance the learning process as well as student growth and well being. 3. effectively and accurately communicate to school personnel, parents, and the community about applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs. 4. provide instructional support, technical assistance, and ongoing staff development for faculty and staff on policies, procedures, curricula, and/or program organization. 5. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, programs, and services that support student achievement. 6. facilitate the design, selection, and evaluation of effective instructional materials, equipment, and textbooks. 7. be proficient in and model the use of technology to increase productivity and efficiency. 8. provide support for the instructional process by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for improved student progress. 9. participate in district planning to ensure quality and consistency in the development and implementation of assigned curriculum or programs and related procedures. 10. work collaboratively in cross-functional teams and settings to provide direct/indirect support to the teacher to improve student achievement. 11. evaluate the effectiveness of the curriculum or program services by monitoring customer feedback using the established data collection and analysis

Name	Position Title	Job Duties and Responsibilities
		systems. 12. prepare reports to document progress and effectiveness of services. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County. 14. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments. 15. review current developments, literature and technical sources of information related to job responsibility. 16. ensure adherence to good safety procedures. 17. follow Federal and State laws, as well as School Board policies. 18. perform other duties as assigned by administrator or designee.
Jaramillo, Alicia	School Counselor	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. Secondary Guidance Counselor (Cont.) JJ-005 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.
Higgins, Raymond	Other	Work with school administrators, school staff, District personnel and public safety officials to help create and maintain a positive, caring, reasonably safe and effective learning environment.

Name	Position Title	Job Duties and Responsibilities
		? Advise the School Principal of significant disturbances, hazardous conditions, unsafe procedures and other serious security matters. ? Suggest ways to enhance school safety, security and emergency preparedness. ? Practice situational awareness to help detect students who are in distress as well as identify and address potentially dangerous conditions, situations and individuals. ? Patrol the school's perimeter, grounds and interior areas providing a high degree of visibility in order to help prevent trespassing, criminal activity, potentially dangerous behaviors, substance abuse, acts of self-harm and school violence. ? Communicate with students in age and developmentally appropriate ways. ? Work effectively with students, staff and visitors with special needs. ? Practice positive cultural awareness and demonstrate respect for diversity among students, employees, public safety partners and visitors. ? Help prevent and address bullying, harassment and intimidation of students, staff and visitors. ? Request identification and investigate the presence of individuals who appear to be out-of-place based on the time, location, setting, behaviors and circumstances when it appears safe and appropriate to do so. ? Work with school administrators, faculty and support staff to help create and maintain active and effective student supervision. ? Assist with maintaining proper student conduct, orderliness and security during breakfast and lunch periods when directed by school administrators. ? Help reduce potential physical conflicts among students using proactive and professional attention to student interaction and appropriate intervention strategies. ? Actively supervise bus and automobile parking and pedestrian and vehicle traffic patterns on school property. Help administrators develop and implement ways to improve parking and traffic flow while promoting enhanced safety for pedestrians and vehicle occupants. ? Maintain effective communications with school bus drivers regarding student behavior and safety concerns. Investigate discipline code violations occurring on school buses. ? Participate on the School Improvement Team for matters relating to the school's climate, culture, safety and security. ? Assist with student threat assessments if requested to do so by the School Principal or members of the Threat Assessment Team. ? Discuss age and developmentally appropriate safety, security and emergency preparedness information with students as requested. ? Maintain open communications with residents and business establishments in the vicinity of the schools' campus to enhance the safety and security of the school and to foster their willingness to cooperate with school and public safety personnel in Security Specialist (cont.) SBBC: NN-130 2 maintaining a safer school environment. ? Follow District procedures and Florida laws regarding reporting of criminal

Name	Position Title	Job Duties and Responsibilities
		incidents.

? Serve as an appropriate role model for students while maintaining appropriate boundaries during all interaction with students.

? Maintain appropriate boundaries when interacting with students, refraining from participation in peer-to-peer behavior with students or engaging in conduct which is prohibited by policy, statute or, by its nature, is likely to create alarm or suspicion of potential misconduct by an employee.

? Comply with District policies, procedures and Florida statutes relating to the protection of students from physical, emotional and sexual abuse.

? Comply with District policies and Florida statutes relating to mandatory reporting of boundaries invasion, and any other indications that physical, emotional and/or sexual abuse of students is taking place at or away from school.

? In cooperation with administrators, investigate incidents of negative non-criminal conduct occurring on school property.

? In close coordination with and following the direction of the School Principal, Special Investigative Unit, School Resource Officer, Law Enforcement Departments, City Police Departments and other law enforcement agencies, provide support and assistance in investigation of criminal acts.

? Record legally required information pertaining to non-criminal and criminal incidents. Obtain statements from witnesses, complete evidence documentation forms, security reports, property loss and other reports, as necessary.

? Take reasonable steps to prevent confidential and protected information from being disclosed in violation of District policy, Safety, Security and Emergency Preparedness Division operating procedures, Florida statutes and federal government guidelines.

? Follow established policies and procedures related to the prevention of cyber security incidents involving life-safety systems and sensitive student and employee information.

? Represent the school and provide testimony in courts of law, as required.

? Proactively communicate the need for emergency protective actions or requests for response by public safety personnel when visual and auditory senses indicate that action must be taken to protect human life. Use appropriate form of communication to inform of emergencies, including verbal warnings, portable radio, fire alarm or other communications systems or devices.

? Take prompt action, as appropriate, to protect human life in an emergency situation, including the initiation of an emergency code on school campuses, or District sites, as appropriate.

? Work in collaboration with administrators, support staff and public safety officials to help improve the level of emergency preparedness among staff and students.

? Organize and administer school safety, security and emergency preparedness awareness programs, as assigned. Examples include but are not limited to fire drills, lockdown drills, reverse evacuation procedures, emergency evacuation procedures, emergency communications protocols and other emergency protective actions.

Name	Position Title	Job Duties and Responsibilities
		? Assist with school safety, security and emergency preparedness assessments as directed by the School Principal and/or Safety, Security and Emergency Preparedness supervisor. ? Report to duty assignments on time, physically and emotionally fit for duty and with any required equipment in proper working order. ? Operate School Board owned vehicles (including golf carts) in a safe manner. ? Complete in-service training, staff development programs, web learning programs, and advanced training as directed by school administrators and Safety, Security and Emergency Preparedness Department supervisory personnel. ? Achieve and demonstrate proficiency in conflict resolution, verbal de-escalation, passive restraint techniques and the use of force as authorized, trained and in compliance with written directives, policies or manuals. ? 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, including conflict resolution and cultural diversity training. ? 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 School Principal or designated Safety, Security and Emergency Preparedness supervisory personnel.
Ford, Lamont	Parent Engagement Liaison	1. Assist in organizing, recruiting, and providing support to school organizations and committees that require parent involvement; provide and coordinate activities that will encourage parent involvement in the school. 2. Attend and participate in staff meetings, individual supervisory sessions, workshops and training sessions as needed for program effectiveness and compliance. 3. Consult and cooperate with the principal, /district administrator, assistant principals, school psychologists, guidance counselors, school social workers, and classroom teachers in providing support services to parents. 4. Visit students' homes to explain school programs, to reinforce positive attitudes to parents and students toward school and to learn of any home problems that may have a bearing on student accomplishments in school; and to report such problems to appropriate school personnel (including school social workers). 5. Present a positive image of the school to parents and the community. 6. Become familiar with public and private agencies (health, welfare, police, etc.) in order to better service families in need. 7. Assist in developing ways of involving parents in the affairs of the school and community.

Name	Position Title	Job Duties and Responsibilities
		8. Discourage absenteeism by working in conjunction with the school social workers. 9. Serve as a channel of communication for relaying the concerns, thoughts, and attitudes of parents and general public to the school. 10. Keep complete, up-to-date, and accurate records and reports as required. 11. Serve as a member of the school's committees as determined by the principal or /district administrator. Community Liaison (cont'd) SBBC: OO-021 12. Participate in the daily activities of the school (through involvement with Parent-Teacher Organization [PTO] and /Parent-Teacher Association [PTA] and the advisory committee). 13. Keep abreast of providing information on, and see involvement of school personnel, parents, and students in the activities sponsored by community groups. 14. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments. 15. Review current developments, literature and technical sources of information related to job responsibility. 16. Ensure adherence to good safety procedures. 17. Follow federal and state laws, as well as School Board policies. 18. Perform other duties as assigned by the principal/district administrator.

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

Total number of students enrolled at the school
129

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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	5	7	10	20	23	25	16	21	23	156
Attendance below 90 percent	0	0	2	3	2	5	5	15	17	17	13	15	16	110
One or more suspensions	0	0	2	2	2	4	6	10	6	4	4	0	1	41
Course failure in ELA	0	0	0	0	0	0	4	8	10	15	8	9	6	60
Course failure in Math	0	0	0	0	0	0	4	7	11	13	8	10	3	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	7	8	11	15	7	3	8	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	7	13	12	14	13	2	8	73
Number of students with a substantial reading deficiency	0	0	0	0	0	1	10	19	23	0	0	0	0	53

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	2	2	2	5	10	19	22	24	15	13	13	127

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	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	1	3	7	5	1	3	7	27

Date this data was collected or last updated
Thursday 8/26/2021

2020-21 - 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	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

2020-21 - 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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		0%				
06	2021					
	2019	8%	57%	-49%	54%	-46%
Cohort Comparison		-33%				
07	2021					
	2019	7%	55%	-48%	52%	-45%
Cohort Comparison		-8%				
08	2021					
	2019	20%	59%	-39%	56%	-36%
Cohort Comparison		-7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	0%	57%	-57%	55%	-55%
Cohort Comparison		-20%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	8%	64%	-56%	60%	-52%
Cohort Comparison		0%				
06	2021					
	2019	8%	58%	-50%	55%	-47%
Cohort Comparison		-8%				
07	2021					
	2019	8%	53%	-45%	54%	-46%
Cohort Comparison		-8%				
08	2021					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	8%	49%	-41%	53%	-45%
Cohort Comparison						
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		-8%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	71%	-63%	71%	-63%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady was used by each grade.
* There were no 1st-grade students last year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	0	0
	Economically Disadvantaged	50%	0	0
	Students With Disabilities	50%	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	50%	50%
	Economically Disadvantaged	0	50%	50%
	Students With Disabilities	0	50%	50%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	20%	60%
	Economically Disadvantaged	0	20%	60%
	Students With Disabilities	0	20%	60%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	14%	14%
	Economically Disadvantaged	0	14%	14%
	Students With Disabilities	0	14%	14%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	0	0
	Economically Disadvantaged	13%	0	0
	Students With Disabilities	13%	0	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	23%	20%
	Economically Disadvantaged	18%	23%	20%
	Students With Disabilities	18%	23%	20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	8%	7%
	Economically Disadvantaged	10%	8%	7%
	Students With Disabilities	10%	8%	7%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	10%
	Economically Disadvantaged	0	0	10%
	Students With Disabilities	0	0	10%
	English Language Learners	0	0	0

Grade 8				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	7%	0	0
	Economically Disadvantaged	7%	0	0
	Students With Disabilities	7%	0	0
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8%	7%	11%
	Economically Disadvantaged	8%	7%	11%
	Students With Disabilities	8%	7%	11%
	English Language Learners	0	0	0
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	7%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	6%	5%
	Economically Disadvantaged	0	6%	5%
	Students With Disabilities	0	6%	5%
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	33	40	11	39	36	5	18		87	
BLK	15	34		3	38			20			
WHT	25	36		40							
FRL	18	36	40	7	37		7	13		83	

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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	

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	10
Percent Tested	70%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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

Native American Students	
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	18
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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 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	34
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels, students remain below grade level in both reading and math. This trend is established on diagnostic/formative assessments as well as standardized assessments. Student reading ability has a significant impact on core subject area tests including state assessments such as World History, Biology, and Civics. These trends remain consistent across subgroups (race, sex, Free and Reduced Lunch, etc.)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the area of reading informational text. State assessments from 2019 reveal that 15% of all students scored in the proficient range for ELA. Finding Key Ideas and Details was the weakest FSA subscore for ELA, schoolwide.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students require intensive remediation in all areas of English/Language Arts and Reading. Contributing factors include the presence of a disability, school attendance, previous school experience/transient school location, at-home support for learning, and interest in topics presented. A new reading program has been selected for the 2021-22 school year. Cross Creek School has a well-established academic team that meets on a weekly basis. During weekly meetings, progress monitoring of individual and groups of students takes place. Additional reading interventions are established and monitored. Students meet with a member of the academic team to review individual progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The percentage of students in 6th and 7th grades showed the greatest increase in success based on state exams. Students in 5th grade showed the greatest gains in English Language Arts based upon formative assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The sixth and seventh-grade cohorts were split into smaller groups to receive intensive instruction. A renewed focus on student attendance. A social worker was hired for the 2021-22 school year. This staff member's primary focus will be monitoring and supporting improved attendance.

What strategies will need to be implemented in order to accelerate learning?

Continuation of small learning groups based on academic level and preferred peers. Target pull-out programs focused on identified skills for students in elementary and middle school. Continuation of progress monitoring. All students have had a comprehensive review of formative data and have been assigned to tiers for reading intervention.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All Reading and English/Language Arts teachers, as well as academic support staff, are being trained in new reading programs, established by the district.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The academic team will continue to develop responsive protocols to encourage improvement throughout the year. Students will participate in formative and state assessments with a preferred staff member to encourage participation and motivation.

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%.
Monitoring:	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 selfefficacy.
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 selfefficacy.
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	
Area of Focus Description and Rationale:	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 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.
Monitoring:	
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)

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.
Monitoring:	
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

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Suspensions and attendance were identified as areas of focus within the SchoolWide Improvement Priorities. The school leadership team will continue to 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.
5. Integration of intramural sports programs for students with positive behavior and school attendance.

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.

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.

Cross Creek School previously had a district-appointed social worker; however, for the 2021-22 school year, a social worker who is solely responsible for Cross Creek School students has been identified as well. The social worker provides assistance in developing and monitoring programs that support a positive learning environment and school culture.

The social worker, community liaison, and school administration collaborate to write grants and establish relationships within the community to support the mission of bringing programs focused on increasing independent living skills, college/career readiness, and agency collaboration.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Members of the school leadership team, community partners, BCPS District support services, and local agencies work together to promote a positive culture around the school. This year the entire Cross Creek team has committed to C.A.R.E. in order to maintain a positive culture and school climate. When interacting with one another, students and staff will demonstrate Concern (C), Appreciation (A), Respect (R), and Empathy (E). In order to show concern, our Cross Creek School community will demonstrate an appropriate tone of voice, monitor body language, demonstrate active listening skills, and keep an open mind. To demonstrate an appreciation of one another, the Cross Creek School community will seek others' opinions, give positive feedback kindly, establish trusting relationships, and respect one another's differences. A culture of respect will be established through asking questions for understanding, remaining patient with one another, discuss expectations, valuing various points of view, and taking ownership of situations. Finally, our team has agreed that empathy is an important commitment each stakeholder must make to promote a positive culture and environment. As such, our team has agreed not to be dismissive, ask what is needed from others, understand what others need, and understand where others are coming from.

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	2021-22
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		$500.00
			Notes: Supplemental materials			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		$500.00
			Notes: Supplemental materials			
			3222 - Cross Creek School			$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5200	500-Materials and Supplies	3222 - Cross Creek School	UniSIG		$500.00
			Notes: Supplemental materials			
					Total:	$1,500.00