

Broward County Public Schools

# Cross Creek School



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>16</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>

## 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

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Improvement Rating History</b>	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Commendable 2017-18: Unsatisfactory 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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 confidence in their ability to attempt all tasks laid before them.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Cross Creek School (CCS) is an Exceptional Student Education Center in Pompano Beach, Florida. Students in Kindergarten through age twenty-two attend the school and receive academic, therapeutic, and behavioral support to access the curriculum. The population of CCS is diverse and is approximately 75% male and 25% female; the student population is 32% white, 62% black, and 6% other, with 14% identifying as Hispanic. All of the students who attend have Individual Education Plans (IEPs) and have been staffed into CCS based on their need for therapeutic support throughout the school day. There is a small class size at CCS, and most classes are smaller than twelve students. Our staff is comprised of twenty-one Classroom Teachers, twenty Educational Support Professionals, three Curriculum Support Staff, two Behavioral Specialists, two ESE Specialists, one Guidance Counselor, nine Mental Health Providers, a part-time Psychiatrist and Psychologist, one Speech-Language Pathologist, Fourteen Behavior Technicians, and two Administrators.

CCS has a comprehensive behavioral management system, a tiered academic support system, and a robust therapeutic program that features individual, group, and on-call therapy. CCS staff work with traditional schools and technical colleges to provide part-time mainstream services for students who qualify. Post-secondary outcomes are an essential aspect of our framework. They include a partnership with the Vocational Rehabilitation program and off-site job skill training opportunities as part of the Community Based Instruction program. CCS creates individualized plans based on student's needs, and staff work alongside outside agencies to provide wrap-around services to support successful outcomes for all learners.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stearn, Colleen	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>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).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>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.</li> <li>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.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>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.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>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.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol> <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> <li>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</li> <li>15. Utilize processes to empower others and distribute leadership when appropriate.</li> <li>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.</li> <li>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.</li> <li>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</li> <li>19. Manage and delegate tasks while consistently demonstrating fiscal</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>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>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <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 &amp; Accountability or designee, consistent with the goals and objectives of the position.</p>
Swift, Andrea	Administrative Support	1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.

Name	Position Title	Job Duties and Responsibilities
		<p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.</p> <p>6. Use quality improvement principles and processes in daily administration of school.</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>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.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.*</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>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.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION &amp; ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.</p> <p>35. Make data accessible to all stakeholders.</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>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.</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>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.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues.</p> <p>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.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility. 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>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.</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>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.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>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:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.</p> <p>85. Access District and community resources to meet school needs.</p> <p>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.</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.</p> <p>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>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Trevisol, Maryna	Other	<p>The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.</p> <ol style="list-style-type: none"> <li>1. This position does not have any supervisory responsibilities.</li> <li>2. 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.</li> <li>3. Coordinate required ESE meetings.</li> <li>4. 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.</li> <li>5. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</li> <li>6. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</li> <li>7. 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.</li> <li>8. 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.</li> <li>9. Assist in identifying, reporting and correcting IDEA compliance concerns.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
Jaramillo, Alicia	School Counselor	<p>The Secondary Guidance Counselor shall</p> <ol style="list-style-type: none"> <li>1. meet with teachers to present and explain the results of various testing programs.</li> <li>2. assist teachers in effective utilization of test results.</li> <li>3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary.</li> <li>4. establish small group counseling sessions.</li> <li>5. provide materials and suggestions for classroom oriented guidance activities.</li> <li>6. identify community and school system resources, and when advisable, refer student situations to the proper agencies.</li> <li>7. arrange student, parent and teacher conferences.</li> <li>8. keep records of conferences and send reports, within the limits of confidentiality, to the principal,</li> <li>9. provide educational counseling to students prior to the scheduling of classes.</li> <li>10. gather information from all faculty members having contact a student being considered for referral.</li> <li>11. assemble and maintain up-to-date information concerning educational and occupational possibilities.</li> <li>12. review current developments, literature and technical sources of information related to job responsibility.</li> <li>13. ensure adherence to good safety procedures.</li> <li>14. perform other duties as assigned by the Principal.</li> <li>15. follow federal and state laws, as well as School</li> </ol>
Solomon, Tameka	Other	<p>The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.</p> <ol style="list-style-type: none"> <li>1. This position does not have any supervisory responsibilities.</li> <li>2. 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.</li> <li>3. Coordinate required ESE meetings.</li> <li>4. 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.</li> <li>5. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</li> <li>6. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</li> <li>7. 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.</li> <li>8. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP</li> </ol>

Name	Position Title	Job Duties and Responsibilities
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meetings, in which all participants feel valued and heard.  
9. Assist in identifying, reporting and correcting IDEA compliance concerns.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

## Demographic Information

**Principal start date**

Monday 7/1/2013, Colleen Stearn

**Total number of students enrolled at the school.**

100

**Total number of teacher positions allocated to the school.**

24

**Number of teachers with professional teaching certificates?**

14

**Number of teachers with temporary teaching certificates?**

4

**Number of teachers with ESE certification?**

12

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

**Demographic Data**

## Early Warning Systems

**2022-23**

**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	1	2	4	9	10	12	19	18	25	19	24	143	
Attendance below 90 percent	0	0	0	2	1	8	6	7	11	13	18	15	20	101	
One or more suspensions	0	0	0	1	2	5	4	6	5	11	6	5	8	53	
Course failure in ELA	0	0	0	0	0	0	3	1	3	9	7	4	3	30	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	5	4	2	13	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	3	3	9	5	10	9	11	1	6	58	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	3	9	8	12	0	9	11	0	58	
Number of students with a substantial reading deficiency	0	0	1	1	3	9	4	4	4	2	5	1	0	34	

#### 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	1	3	9	8	11	14	17	17	9	17	106	

#### 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	1	0	0	0	0	6	0	0	0	3	10
Students retained two or more times	0	0	0	0	0	0	0	1	3	9	4	1	7	25

#### Date this data was collected or last updated

Tuesday 8/30/2022

#### 2021-22 - 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	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	0	0	0	0	0	0	0	0	0	

#### 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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	60%	-60%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		0%				
06	2022					
	2019	8%	57%	-49%	54%	-46%
Cohort Comparison		-33%				
07	2022					
	2019	7%	55%	-48%	52%	-45%
Cohort Comparison		-8%				
08	2022					
	2019	20%	59%	-39%	56%	-36%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	8%	64%	-56%	60%	-52%
Cohort Comparison		0%				
06	2022					
	2019	8%	58%	-50%	55%	-47%
Cohort Comparison		-8%				
07	2022					
	2019	8%	53%	-45%	54%	-46%
Cohort Comparison		-8%				
08	2022					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	8%	49%	-41%	53%	-45%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-8%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	8%	71%	-63%	71%	-63%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	61%	-61%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	20		5	24		20	24		64	
BLK	15	13		3	18		19	27			
HSP											
WHT	25			17							
FRL	14	18		5	18		22	29		67	
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	
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	

### ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	21
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	168
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

### Part III: Planning for Improvement

#### Data Analysis

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

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

During the 2021-2022 school year, English/Language Arts and Reading growth were primary areas of focus. Progress monitoring was implemented at each level.

Within elementary, students were assessed using the Benchmark Assessment System (BAS) 3 times throughout the year. At the end of BAS, students were placed in Tier 1, 2, or 3 based on district-made decision trees; reports were written and shared with teachers and support staff and tracked on a spreadsheet.

In middle and high school reading, all students were assessed three times throughout the year using the Read 180/System 44 Phonics Inventory and Reading Inventory. Students who struggled with the assessment were pulled to complete it 1:1 with support staff. Students were placed in Tier 1, 2, or 3 and the information was shared with teachers. Students with missing and (suspected) inaccurate data, were re-assessed using San Diego, Diagnostic Assessment of Reading, and/or iReady data. Using Into Literature, students were also assessed three times per year using the Growth Measurement assessment. The information was added to the shared spreadsheet.

The following percentages represent the Tier levels for the 2021-22 school year as of the 3rd quarter:

Elementary: Tier 1 - 13%, Tier 2 - 40%, Tier 3 - 47%.

Middle: Tier 1 - 8%, Tier 2 - 65%, Tier 3 - 27%.

High: Tier 1 - 4%, Tier 2 - 77%, Tier 3 - 14%.

During the 2021-22 school year, math was also identified as a focus area, and all students were assessed three times throughout the year.

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

According to the formative data assessments given throughout the year, the elementary students made the most significant improvement. According to BAS scores, which are scored by alphabetic levels, the

average growth (with the shift from "A" to "B" being 1 level and "A" to "E" being four levels), the average level up (including new students) was 4.05. In addition, students demonstrated an average of 26.56 points growth on the iReady assessment.

Elementary Tier 2 and 3 students were given additional reading instruction in Reading Horizons, a Tier 3 reading program, every day for 30-50 minutes using a reading-endorsed teacher. Students in Tier 2 were provided 1:1 tutoring sessions in reading 1X/week for 30 minutes. The Literacy Coach and ESSER teacher pulled students 1:1 to complete all BAS testing with fidelity. Academic Team meetings were held on a regular basis (at least two per month) to address academic needs, concerns and progress. Support staff reviewed students for Response to Intervention services. Teachers participated in small group PLCs focused on teaching and learning; best practices were shared. Students demonstrating progress on progress monitoring assessments were rewarded with ice cream parties.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The greatest need for improvement is engagement in progress monitoring and end-of-year assessments (such as FSA and EOCs). This is especially true at the secondary level. The specific component that is most problematic is that while students have evidenced learning gains in formative assessments most students remain one or grade level below expectation in reading which places them at a frustration level during the summative assessment.

**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 in diagnostic/formative assessments as well as standardized assessments. Being a specialized school addressing the particular needs of ESE students grade K-12, the data sets that are compiled do not often mirror actual school-wide performance. Responsible factors include student absenteeism and emotional and behavioral barriers to learning.

In the area of reading, each of the subgroups performed below the expected threshold on the state exams; however, the federal percent of points revealed that black/African American students performed at a rate of five points lower than white students. This subgroup will be an area of focus as a result.

Another trend is that while math learning gains were evidenced in 24% of the students, only 5% evidenced achievement of the math standards. This discrepancy will be addressed through the continued focus on mathematic foundation skills and coursework that meets the rigor of academic standards.

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

In order to accelerate learning, the team has established a comprehensive plan for the 2022-23 school year. This includes collecting preliminary assessment data during the first diagnostic session. Deep analysis of the data will result in tier placement in small and individualized support groups. Teachers will receive individual support through coaching, engage in data chats, and participate in Professional Learning Communities related to teaching and learning. Members of the Academic Team (which includes Administration, ESE Specialists, Curriculum Support Staff, and Level Team Leaders) will meet weekly to discuss progress, acceleration, and needs.

Students will receive a customized educational pathway to success. This will include a variety of support services that may include: 1:1/very small group instruction in reading (Tier 2 and Tier 3 students) for thirty minutes per week, daily instruction from a certified reading teacher, academic support teachers providing targeted, standards-based instruction to address deficits, reading standards infused within science, social studies and elective coursework with a focus on reading informational/non-fiction text,

progress monitoring with preferred staff and celebrations of growth.

In the area of math, students will participate in foundational math lessons to bridge the gap to grade-level expectations. The students who are far below grade-level standards in math will receive intensive math supports in small groups.

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

The school has requested training from district staff on the implementation of adopted reading and math programs, these training sessions will begin in the month of September. Beginning in August the Academic Team will work alongside the MTSS Coordinator and content area specialists to determine best practices. Highly qualified reading and literacy teachers will provide direct support to new educators in developing the scope and sequence of the lesson plans. Identified new teachers will participate in TIER support with certified coaches.

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** According to the FSA results, students across age groups and grade levels demonstrated significant deficits in ELA Achievement and ELA Learning Gains. There was a significant discrepancy between student progress monitoring data completed at the school level and performance on summative assessments which is indicative of the overall deficits in this area. Based on school-based progress monitoring results, 81% of students were projected to make learning gains in ELA (67 total participating students). The difference between projected learning gains and actual learning gains in ELA was -61%.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, given the F.A.S.T. progress monitoring assessment in ELA for grades three and higher, students will show evidence learning gains of 3 percentages higher or more.

A baseline for each student will be established by using an initial diagnostic for ELA as follows (by the end of September):

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Fast Progress Monitoring, Elementary ELA: Benchmark Assessment Reading System (B.A.S.)

Fast Progress Monitoring, Middle and High ELA: Read 180/System 44 Phonics Inventory and Reading Inventory, Into Literature Assessment.

The assessments will be provided once again during the second and third quarters to determine progress and additional interventions needed. Student grades in the area of ELA will also be monitored to determine classroom engagement and participation. The RtI/MTSS team (through the Academic Team) will review progress and make adjustments as needed.

**Person responsible for monitoring outcome:**

Andrea Swift (andrea.swift@browardschools.com)

The following Marzano evidenced-based strategies will be implemented by classroom teachers, paraprofessionals and resource support personnel:

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Reinforcing Effort and Providing Recognition- students demonstrating gains will receive various incentives including participation in ice cream parties for learning gains on progress monitoring, recognition on the morning announcements, provided Eagle Shoutout Bucks to use at school store, positive parent calls home
2. Setting Objectives and Providing Feedback- The Academic Team will engage in data chats with students during each of the progress monitoring windows to provide feedback on areas of growth and needs. Students will review personalized goals and receive targeted support to attain the objective.
3. Summarizing and Note Taking- During individualized and small group TIER 2 and 3 tutorings, summarizing and note taking, especially in informational text, will be a primary focus. Students will learn how to effectively find answers in the selections.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Many of the students have demonstrated progress however remain below grade level in reading. It is important to recognize progress rather than the attainment of specific grade-level objectives. Students have demonstrated a lack of engagement with the assessments and providing fun and favorable opportunities to celebrate success and build confidence. A specific focus will be on the black/African American subgroup as they were identified as the lowest performing of the five identified subgroups.

### Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze preliminary data for trends and determine small groups based on needs.
2. Utilize certified reading teachers to provide critical interventions to students
3. Continue training on the adopted reading and ELA curriculums.
4. Engage in robust discussions during PLCs related to student data, progress, Response to Intervention, and planning for success.
5. Meet on a weekly basis with the Academic Team to review student data and progress.
6. Maintain individualized records for each student to highlight progress and needs.

### Person Responsible

Andrea Swift (andrea.swift@browardschools.com)

### Monitoring ESSA

#### Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

At this time, none of the subgroups met the 41% threshold; however, the black/African American subgroup underperformed in comparison to the other students. In addition to the three progress monitoring periods for ELA, students will be monitored individually on their participation and performance during individual and small group tutoring sessions. The graduation rate will be addressed and monitored on an individualized basis. The child's therapist will collaborate with the guidance director to monitor credits and coursework completion. A weekly grade report will be provided to the staff of all graduating seniors to encourage and monitor students. A course recovery class has been established to support students in addressing course failure. Progress towards graduation will be monitored during weekly academic meetings. The meetings are attended by guidance, administration, literacy coach, curriculum support, etc. The staff at Cross Creek School take an all-hands-on deck approach to support students in the completion of graduation requirements.

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** According to the FSA results, students across age groups and grade levels demonstrated significant deficits in Math Achievement and Math Learning Gains. There was a significant discrepancy between student progress monitoring data completed at the school level and performance on summative assessments which is indicative of the overall deficits in this area. Based on school-based progress monitoring results, 58% of students were projected to make learning gains in Math (73 total participating students). The difference between projected learning gains and actual learning gains in Math was -33%.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, given the F.A.S.T. progress monitoring assessment in Math for grades three and higher, students will show evidence learning gains of 3 percentages higher or more.

A baseline for each student will be established by using an initial diagnostic for Math as follows (by the end of September):

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Fast Progress Monitoring, K-8 Math: EnVision FL Math Program, Success Maker  
Fast Progress Monitoring, 9-12 Math: Star Math Diagnostics

The assessments will be provided once again during the second and third quarters to determine progress and additional interventions needed. Student grades in the area of Math will also be monitored to determine classroom engagement and participation. The RtI/MTSS team (through the Academic Team) will review progress and make adjustments as needed.

**Person responsible for monitoring outcome:**

Andrea Swift (andrea.swift@browardschools.com)

The following Marzano evidenced-based strategies will be implemented by classroom teachers, paraprofessionals, and resource support personnel:

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Reinforcing Effort and Providing Recognition- students demonstrating gains will receive various incentives including participation in ice cream parties for learning gains on progress monitoring, recognition on the morning announcements, provided Eagle Shoutout Bucks to use at the school store, positive parent calls home
2. Setting Objectives and Providing Feedback- The Academic Team will engage in data chats with students during each of the progress monitoring windows to provide feedback on areas of growth and needs. Students will review personalized goals and receive targeted support to attain the objective.
3. Summarizing and Note Taking- During individualized and small group TIER 2 and 3 tutorings, summarizing and note taking, especially in informational text, will be a primary focus. Students will learn how to effectively find answers in the selections.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Many of the students have demonstrated progress however remain below grade level in reading. It is important to recognize progress rather than the attainment of specific grade-level objectives. Students have demonstrated a lack of engagement with the assessments and providing fun and favorable opportunities to celebrate success and build confidence. A specific focus will be on the black/African American subgroup as they were identified as the lowest performing of the five identified subgroups.

### Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze preliminary data for trends and determine small groups based on needs.
2. Utilize certified reading teachers to provide critical interventions to students
3. Continue training on the adopted reading and Math curriculums.
4. Engage in robust discussions during PLCs related to student data, progress, Response to Intervention, and planning for success.
5. Meet on a weekly basis with the Academic Team to review student data and progress.
6. Maintain individualized records for each student to highlight progress and needs.

### Person Responsible

Andrea Swift (andrea.swift@browardschools.com)

### Monitoring ESSA

#### Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

At this time, none of the subgroups met the 41% threshold; however, the black/African American subgroup underperformed in comparison to the other students. In addition to the three progress monitoring periods for Math, students will be monitored individually on their participation and performance during individual and small group tutoring sessions. The graduation rate will be addressed and monitored on an individualized basis. The child's therapist will collaborate with the guidance director to monitor credits and coursework completion. A weekly grade report will be provided to the staff of all graduating seniors to encourage and monitor students. A course recovery class has been established to support students in addressing course failure. Progress towards graduation will be monitored during weekly academic meetings. The meetings are attended by guidance, administration, literacy coach, curriculum support, etc. The staff at Cross Creek School take an all-hands-on deck approach to support students in the completion of graduation requirements.

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

All students at Cross Creek School are a part of the Students with Disabilities subgroup. This subgroup performed at a 25% federal index of possible points. The black/African American subgroup performed at a 16% federal index of possible points. This demonstrates a difference of -9% of points for this subgroup.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, black/African American students will perform within three percentage points of the overall Students with Disabilities subgroup in both ELA and Math.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The individual progress monitoring data will be analyzed for subgroup performance. Students will be placed in TIER groups based on an initial needs assessment. After each of the three progress monitoring sessions, the groups will be recalibrated based upon distance from median level of performance to provide additional supports. Students are monitored using the assessments that are part of the district curriculum and the state progress monitoring system. The data from these assessments will be disaggregated to determine subgroup progress. The data will be reviewed during the weekly Academic Team meeting.

**Person responsible for monitoring outcome:**

Andrea Swift (andrea.swift@browardschools.com)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Clear lesson goals will be provided in student-friendly wording. Clarity of goals and monitoring of attainment will increase engagement and hold students accountable for meeting high expectations.

Show and tell- students will be told what they should be able to show by the end of the lesson. The focus of the lessons will be on students producing evidence of understanding rather than listening to direct instruction.

Questioning for understanding- before moving on to the next part of the lesson or learning target, there will be a check for understanding through direct questioning.

Summarize learning- using multiple modalities including graphic representations, students will create summaries of the key points of the lesson objectives.

Plenty of practice- spiraled practice of key skills will be consistently offered.

Feedback- students will be provided with accurate, prompt and relevant feedback on areas of "shows" and "grows"

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used

The strategies listed above were selected to reach each student and heighten engagement. By keeping students aware of goals and sharing areas of success and growth through prompt, precise and relevant feedback students will be in control of their learning and better able to articulate needs. The resources for this information will be daily questioning in small groups and results on progress monitoring.

for selecting this strategy.

### Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following action steps will be taken depending on the identified Tier level of support:

Tier 1: ELA and Math- Students will be provided extra support and guidance by the classroom paraprofessional with small group instruction. This will be available in all classrooms and will follow the guidelines of the evidenced based strategies detailed above.

Tier 2: ELA and Math- Explicit instruction in identified areas of need via push in or pull out for 30 minutes a week via the ESSR teacher or Curriculum Coach, as applicable

Tier 3: Daily push in or pull out for at least 30 minutes and individualized instruction on a weekly basis

**Person Responsible** Andrea Swift (andrea.swift@browardschools.com)

### Monitoring ESSA

#### Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

All subgroups are below the 41% threshold. The goal is to reduce the gap between the black/African American subgroup and the threshold. The graduation rate will be addressed and monitored on an individualized basis. The child's therapist will collaborate with the guidance director to monitor credits and coursework completion. A weekly grade report will be provided to the staff of all graduating seniors to encourage and monitor students. A course recovery class has been established to support students in addressing course failure. Progress towards graduation will be monitored during weekly academic meetings. The meetings are attended by guidance, administration, literacy coach, curriculum support, etc. The staff at Cross Creek School take an all-hands-on deck approach to support students in the completion of graduation requirements.

## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Data for school attendance will be collected through the Pinnacle platform. Elementary classroom teachers take attendance of students at the beginning of the school day. Middle and High school classroom teachers take attendance at the beginning of each period. Students on campus will be marked present (P), present not in class (PN), or tardy (TU), and those absent will be marked with AU.

Attendance data for the 2021-22 school year is as follows:

Regular Attendance - 16%  
 At Risk - 19%  
 Moderate Chronic - 30%  
 Severe Chronic - 37%

We want to engage with students to move up a level and reduce our severe absenteeism rate by applying our ride the W.A.V.E. of success theme for the 2022-23 school year. Each quarter we will focus on a different letter of the acronym to put into action. Quarter 1 will be directed toward creating a WELCOMING inviting atmosphere where the culture embraces each unique child, and build positive relationships with all stakeholders. Quarter 2 will focus on ACCELERATING students in achieving academic and social-emotional growth by implementing dynamic and rigorous instructional strategies and progress monitoring. Quarter 3 will be centralized around VISUALIZING the success ahead by building on successes from quarters one and two and encouraging students to shine. Quarter 4 will concentrate on EMPOWERING students by celebrating their successes for the 2022-23 school year.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

A student absent for three days or more will receive a call to their residence from the student's therapist. The school social worker will establish an attendance contract with the parents/guardian at that time. Students that attend school regularly and move up a level in attendance data will receive positive incentives quarterly at grade level award assemblies. Students with regular attendance will also be able to participate in engagement activities such as intramural sports. Stakeholders will receive information regarding school attendance via social media and the school's monthly newsletter that is sent home with students and posted on the school's website.

**Describe how implementation will be progress monitored.**

Students who attend less than 90% of school days are closely monitored by therapists. Mental health is a key factor that causes absenteeism. There are therapeutic services in place to address these circumstances with social-emotional-infused resolutions and interagency collaborations.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
<p>Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is to develop a school-wide school culture that promotes a sense of safety, respect, and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school.</p>	<p>Swift, Andrea, andrea.swift@browardschools.com</p>
<p>Providing regular recognition and incentives to students who have good and improved attendance. Incentives and contests take advantage of the fact that students often have a positive response to recognition.</p>	<p>Swift, Andrea, andrea.swift@browardschools.com</p>
<p>The best way to identify students with chronic absences is to monitor the attendance data. Students who are missing 3 or more days during the school year will be followed up by therapists. Data will also be monitored to gather trends over time by grade and subgroup.</p>	<p>Swift, Andrea, andrea.swift@browardschools.com</p>
<p>Monitoring data for students missing 3 or more school days will be used to trigger early outreach to families and students by school therapists, and attendance contracts with the school social worker.</p>	<p>Swift, Andrea, andrea.swift@browardschools.com</p>