Cross Creek School

2023-24

Schoolwide Improvement Plan (SIP)

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Cross Creek School

1010 NW 31ST AVE, Pompano Beach, FL 33069

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. All students will receive specialized instruction based on data and the individual needs of each student. Specialized academic programs will be infused with an emphasis on social-emotional growth. Our mission is to provide a safe haven where everyone is valued and respected. All staff members, in partnership with parents, families, and community providers are fully committed to students' social and academic growth. Effective communication and partnerships will help students in the special education program identify their strengths and interests and set achievable objectives for their future.

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, forging strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge. 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Thomson, Dana	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 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 assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving 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 and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. 7. Assist in recruiting, retaining, developing, and evaluating 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. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring 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. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent, and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that the rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 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. Assist in managing 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 School Assistant Principal (Cont 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. Assist in employing an improvement cycle for operational problems that analyze results, identify root causes, and take 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.

Name	Position Title	Job Duties and Responsibilities
		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. Provide recognition and celebration for students, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, and level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice. 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 30. 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. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 33. 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. 34. Review current developments, literature, and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures. 36. Follow Federal and State laws, as well as School Board policies.
Stearn, Colleen	Principal	INSTRUCTIONAL LEADERSHIP: • Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. • 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). • Achieve expected results on the school's student learning goals. • Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Work collaboratively to develop, implement and monitor an instructional framework hat aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. • Recruit, retain, develop, and evaluate an effective and diverse faculty and

Name	Position Title	Job Duties and Responsibilities
		staff. • 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. • Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. • 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. • Structure and monitor a school learning environment that improves learning for a diverse student population. • Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. • Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: • Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. • Utilize processes to empower others and distribute leadership when appropriate. • Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. • 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. • Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action. • Manage and delegate tasks while consistently demonstrating fiscal efficiency. • Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. • Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • 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. • Provide recognition and celebration for student, staff, and school accomplishments. • Establish open lines of communication and processes to determine stakeholder needs, and level of satisfaction, and respond to/resolve valid stakeholder concerns. • Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

Name	Position Title	Job Duties and Responsibilities
		• Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: • Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. • Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the District job description. • 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. • Administer negotiated employee contracts in the appropriate manner at the school site. • Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. • Participate in the training programs offered to increase 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 laws, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor, or designee.
Trevisol, Maryna	Teacher, ESE	ESE Specialist High School. 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 EducationAgency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. • Coordinate and track required ESE meetings. • Provide information to school-based personnel on a variety of topics including updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor the progress of IEP goals. • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. • Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. • Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. • Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. • Assist in identifying, reporting, and correcting IDEA compliance concerns identified internally.

Name	Position Title	Job Duties and Responsibilities
		• 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 individual skills and proficiency related to job responsibilities. • Review current developments, literature, and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.
Jaramillo, Alicia	School Counselor	Guidance Director Conduct weekly meetings with the guidance counselors and occupational specialists. • Attend monthly guidance directors' meetings. • Coordinate the school-level pupil personnel services with community services. • Coordinate the school's standardized testing program, orientation program for new students, school surveys, and graduation requirements and articulation programs. • Administer evaluation instruments to research the effectiveness of an ongoing guidance program; administer a guidance counselor work schedule with facilitates parents, student, and teacher conferences. • Select, distribute, and provide in-service materials to teachers and guidance counselors for use in group guidance activities. • Act as a resource person in all curriculum areas, including career education and drug education. • Organize a guidance counseling schedule that provides for educational counseling for course selection by students. • Assemble and maintain up-to-date information concerning educational and occupational possibilities. • Publish a curriculum guide for all students and parents on course selections. • Administer the College Night Program (High Schools). • Provide in-service training for the register. • Coordinate the exceptional education program with regard to staffing and placement of students. • 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 individual skills and proficiency related to job responsibilities.

Name	Position Title	Job Duties and 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 immediate supervisor or designee
Jones, Iris	Reading Coach	Literacy Coach K-12, 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development, and other resources as required. 9. participate and engage in monthly content-related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom-related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature, and technical sources of information related to job responsibilities. 16. handle information in a

Name	Position Title	Job Duties and Responsibilities
		confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Munn, Paley	Behavior Specialist	Elementary Behavior Specialist Assist the administration and staff to develop and implement a school-wide behavior management system. • Assist in the identification of students eligible for services provided by the Teacher, Behavioral Support. • Assist in the development and implementation of individual student behavior plans. • Provide affective support for students, parents, families and school staff. • Coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development. • Assist in the establishment and implementation of a specific behavior crisis plan. • Serve as a member of the school's Child Support Team/At-Risk Advocacy Team. • Disseminate resource materials related to individual and group behavior management. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. • Participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.
Samuels, Sarah	Teacher, ESE	ESE Specialist Elementary and Middle. 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 EducationAgency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. • Coordinate and track required ESE meetings. • Provide information to school-based personnel on a variety of topics including updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor the progress of IEP goals. • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.

Name	Position Title	Job Duties and Responsibilities
		• 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 individual skills and proficiency related to job responsibilities. • Review current developments, literature, and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.
Butler, Kristopher	Behavior Specialist	Behavior Specialist High School Assist the administration and staff to develop and implement a school-wide behavior management system. • Assist in the identification of students eligible for services provided by the Teacher, Behavioral Support. • Assist in the development and implementation of individual student behavior plans. • Provide affective support for students, parents, families and school staff. • Coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development. • Assist in the establishment and implementation of a specific behavior crisis plan. • Serve as a member of the school's Child Support Team/At-Risk Advocacy Team. • Disseminate resource materials related to individual and group behavior management. • Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of

Name	Position Title	Job Duties and Responsibilities
		Broward County, Florida. • Participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.
Purtic, Susan	Curriculum Resource Teacher	ESSER ESE resource teacher K-12, provide push in & pull out small group academic interventions with infused behavior/social skills This position does not have any supervisory responsibilities. ? When serving in this role, the Support Facilitator shall not be identified or serve as the teacher of record except when teaching a specified Exceptional Student Education course, for the entire class period, or if teaching an extra period in addition to the ESE Support Facilitator responsibilities. When the Support Facilitator serves in a split assignment, the individual shall adhere to the responsibilities of each role as guided by an assignment schedule provided by the local school administration. ? May serve as a member of Individual Educational Plan (IEP) meetings. ? Provide support for students with disabilities to enhance their achievement in the general education class setting through cooperative consultation and co-teaching. ? Transition between two or more general education classrooms, while collaborating with general education teachers and assisting students with disabilities. ? Provide the level and frequency of support needed, based upon the general educators' and the students' need for assistance. ? Arrange for alternative classroom and testing accommodations for students with disabilities. ? Develop, adapt and assist in creating curriculum and test materials to meet the needs of teachers and students, such as standards-based instruction and modified curriculum. ? Model small group instruction to students with disabilities in general classes, as well as in pullout settings. ? Provide consultation services to general education teachers on best practices related to instruction of students with disabilities as well as specific, differentiated instructional strategies for use with individual students in accordance to their IEP. ? Document the provision of services outlined on the IEP for students on their caseload using the District's electronic management system. ? Prepare progress reports for students on their caseload quarterly in accordance with the end of each quarter. ? Monitor and evaluate student progress towards IEP goals by maintaining consistent data collection. ? Perform and promote all activities in compliance with the equal employment

Name	Position Title	Job Duties and Responsibilities
		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 (i.e. Florida Inclusion Network/Florida Diagnostic and Learning Resources System). ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the School Principal or designee
Rodriguez, Sylvia	Curriculum Resource Teacher	ESE Curriculum Support K-12, provide push in and pull-out academic interventions with infused behavior/social skills This position does not have any supervisory responsibilities. ? When serving in this role, the Support Facilitator shall not be identified or serve as the teacher of record except when teaching a specified Exceptional Student Education course, for the entire class period, or if teaching an extra period in addition to the ESE Support Facilitator responsibilities. When the Support Facilitator serves in a split assignment, the individual shall adhere to the responsibilities of each role as guided by an assignment schedule provided by the local school administration. ? May serve as a member of Individual Educational Plan (IEP) meetings. ? Provide support for students with disabilities to enhance their achievement in the general education class setting through cooperative consultation and co-teaching. ? Transition between two or more general education classrooms, while collaborating with general education teachers and assisting students with disabilities. ? Provide the level and frequency of support needed, based upon the general educators' and the students' need for assistance. ? Arrange for alternative classroom and testing accommodations for students with disabilities. ? Develop, adapt and assist in creating curriculum and test materials to meet the needs of teachers and students, such as standards based instruction and modified curriculum. ? Model small group instruction to students with disabilities in general classes, as well as in pullout settings. ? Provide consultation services to general education teachers on best practices related to instruction of students with disabilities as well as specific, differentiated instructional strategies for use with individual students in accordance to their IEP. ? Document the provision of services outlined on the IEP for students on their caseload using the District's electronic management system. ? Prepare progress reports for students on their caseload quarterly in accordance with the end of each quarter.

Name	Position Title	Job Duties and Responsibilities
		? Monitor and evaluate student progress towards IEP goals by maintaining consistent data collection. ? 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 (i.e. Florida Inclusion Network/Florida Diagnostic and Learning Resources System). ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the School Principal or designee

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Cross Creek School has a School Advisory Council (SAC) to facilitate the development of and monitor the progress of the annual School Improvement Plan (SIP). Agendas and minutes reflect annual needs assessment, SIP monitoring, and allocation of the Accountability Fund. Parent links are sent inviting all parents, guardians, faculty, and staff to SAC meeting. Community members are invited to meetings via email and phone calls. All SAC/SAF meeting dates, times, and agendas are posted on the school website. SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Certain members are elected by their peers, business and community members are appointed by the SAC, and the principal automatically serves. In addition, secondary school students may serve on SAC. The majority of the members of the SAC are not employed by the school district.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Students will receive a customized educational pathway to success. The academic leadership team will analyze diagnostic data and FAST data for both ELA and math to determine learning gaps, students' instructional levels, and standards not yet mastered. Students will receive support in the form of push-in and/or pull-out intensive small-group instruction in ELA and/or math by a certified highly qualified teacher. Students will be placed in groups by Tier: Tier 1, Tier 2, or Tier 3 (Tier 3 being the most intensive level of support). Student groups will be fluid and ongoing progress monitoring will be utilized to ensure students are receiving the appropriate level of support throughout the school year. In order to see improvement at the secondary level improvement in progress monitoring and end-of-year assessment

scores (such as FSA and EOCs) teachers will incorporate FSA and EOC practice questions into their instruction. We will utilize progress monitoring tools from the core curriculum and the progress monitoring tools in Mastery Connect. As an ESE center, we will provide support to teachers on IEP implementation and monitor student accommodations.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: COMMENDABLE 2017-18: UNSATISFACTORY 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	0	1	3	5	8	7	9	34
One or more suspensions	0	0	0	0	1	5	8	7	6	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	2	3	9
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	1	1	2	6	7	6	7	30
Level 1 on statewide Math assessment	0	1	1	1	2	8	7	4	8	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	1	4	8	0	2	6	23

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	1	4	8	9	9	10	43

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	1	2	8	2	0	1	15
Students retained two or more times	0	0	1	0	1	8	1	1	2	14

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	2	1	8	6	7	11	101
One or more suspensions	0	0	0	1	2	5	4	6	5	53
Course failure in ELA	0	0	0	0	0	0	3	1	3	30
Course failure in Math	0	0	0	0	0	0	0	0	1	13
Level 1 on statewide ELA assessment	0	0	0	1	3	3	9	5	10	58
Level 1 on statewide Math assessment	0	0	0	2	4	3	9	8	12	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	1	3	9	4	4	4	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	3	9	8	11	14	106

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Retained Students: Current Year	0	0	0	1	0	0	0	0	6	10
Students retained two or more times	0	0	0	0	0	0	0	1	3	25

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Absent 10% or more days	0	0	0	2	1	8	6	7	11	35
One or more suspensions	0	0	0	1	2	5	4	6	5	23
Course failure in ELA	0	0	0	0	0	0	3	1	3	7
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	1	3	3	9	5	10	31
Level 1 on statewide Math assessment	0	0	0	2	4	3	9	8	12	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	1	3	9	4	4	4	26

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Students with two or more indicators	0	0	0	1	3	9	8	11	14	46

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	14	55	53	15	57	55	17		
ELA Learning Gains				20			33		
ELA Lowest 25th Percentile							40		
Math Achievement*	2	52	55	5	47	42	11		
Math Learning Gains				24			39		
Math Lowest 25th Percentile							36		
Science Achievement*	8	50	52	17	52	54	5		
Social Studies Achievement*		68	68	20	64	59	18		
Middle School Acceleration		72	70		57	51			
Graduation Rate	53	68	74	67	50	50	78		
College and Career Acceleration	0	54	53	0	66	70	0		
ELP Progress		53	55		75	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	5
Percent Tested	93
Graduation Rate	53

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	168
Total Components for the Federal Index	8
Percent Tested	88
Graduation Rate	67

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	2
ELL				
AMI				
ASN				
BLK	6	Yes	4	2
HSP				
MUL				
PAC				
WHT				
FRL	18	Yes	4	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL				
AMI				
ASN				
BLK	16	Yes	3	1
HSP	0	Yes	3	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	21	Yes	3	3
FRL	22	Yes	3	1

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	14			2			8			53	0	
SWD	14			2			8			0	5	
ELL												
AMI												
ASN												
BLK	12			0			6				3	
HSP												
MUL												
PAC												
WHT												
FRL	9			0			11				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	15	20		5	24		17	20		67	0	
SWD	15	20		5	24		20	24		64		
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	15	13		3	18		19	27				
HSP				0								
MUL												
PAC												
WHT	25			17								
FRL	14	18		5	18		22	29		67	0	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	17	33	40	11	39	36	5	18		78	0	
SWD	17	33	40	11	39	36	5	18		87	0	
ELL												
AMI												
ASN												
BLK	15	34		3	38		0	20				
HSP												
MUL												
PAC												
WHT	25	36		40								
FRL	18	36	40	7	37		7	13		83	0	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	8%	49%	-41%	50%	-42%
05	2023 - Spring	*	56%	*	54%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	49%	*	47%	*
08	2023 - Spring	18%	49%	-31%	47%	-29%
09	2023 - Spring	10%	49%	-39%	48%	-38%
04	2023 - Spring	*	61%	*	58%	*
06	2023 - Spring	*	50%	*	47%	*
03	2023 - Spring	*	53%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	51%	*	48%	*
03	2023 - Spring	*	62%	*	59%	*
04	2023 - Spring	*	65%	*	61%	*
08	2023 - Spring	9%	46%	-37%	55%	-46%
05	2023 - Spring	*	58%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	38%	*	44%	*
05	2023 - Spring	*	46%	*	51%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	46%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	63%	-55%	63%	-55%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	64%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on school year 2021-2022, the English Language Arts subgroup learning gains are 20%, when compared to Mathematics subgroup learning gains of 25%. Contributing factors to low performance of 20% learning gains include attendance which affects participation, deficiency of engagement during the scheduled assessments, and behavioral patterns that interrupt effective assessment of student progress and data collection.

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

Our Black/African American subgroup is identified as the lowest performing of the five identified subgroups, with 13% attaining learning gains and demonstrated a decline from the prior assessment year with 34% making learning gains. The factors that contributed to this decline is attendance, lack of engagement, behavioral interruptions to instruction/assessment, and other contributable socioeconomic factors. It is valuable to note that our Cross Creek Academic Team has developed a comprehensive plan for the 2023-2024 school year to accelerate learning with behavioral assessment and support implementation to assess majority of our school population and provide academic and behavioral intervention in real time.

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

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. The factors that contributed to this decline are attendance, lack of engagement, behavioral interruptions to instruction/assessment, and other contributable socioeconomic factors. This subgroup will be an area of focus.

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

According to the 2022-2023 School Improvement Plan, formative data assessments given throughout the year, demonstrate that the elementary students (grades 3-5) made the most significant improvement. According to Benchmark Assessment System (BAS) scores, which are attained by alphabetic levels, average growth (with the move from "A" to "B" being 1 level and "A" to "E" being four levels), the average level up (including new students) was 4.05. At the elementary level (grades 3-5) students used Literacy Pro three times week to improve independent skills while learning reading strategies. Students will continue to receive instruction from Reading Endorsed teachers with focus on areas of needed intervention.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is engagement in progress monitoring and end-of-year assessments (such as FSA and BSA) at the elementary level. The specific component that is most problematic is that while students have evidenced learning gains in formative assessments most students remain one or more grade level(s) below projected reading levels (based on pre-mid- and post assessments), which places students at a frustration level during assessment periods.

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

1- ELA focused instruction at grade level with appropriate scaffolding based on student IEP, 504 plans, individualized needs and data trends.
2- Instructional practice related to Mathematics in alignment with District implemented curriculum with appropriate scaffolding based on student IEP, 504 plans, individualized needs and data trends.
3- ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups.
4- Positive Attendance and Positive Behavior Implementation and Management System.
5- Positive School Culture and Environment for Students, Teachers and Staff.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

100% of 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. The rationale is the subgroup has a historical achievement gap based on assessment data.

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

By May of 2024, Black/African American students will demonstrate 5% learning gains in ELA, based on FAST Progress Monitory scores from PM1 in September to PM3 in April.

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

Individual progress monitoring data will be analyzed for subgroup performance. Students will be placed in TIER groups based on an initial needs assessment. Following 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 Broward district curriculum and the Florida state progress monitoring system. The data from these assessments will be disaggregated to determine subgroup progress. Data reviews will occur during weekly Academic Team meetings.

Person responsible for monitoring outcome:

Dana Thomson (dana.thomson@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Clear and concise learning goals will be provided in student-friendly format. Clarity of goals and monitoring of attainment increase student 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. Explicit direct instruction in a very small group or small group are provided based on data from district approved ELA interventions. Students monitor their academic progression with assistance from faculty and are aware of their goals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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- 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- 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: Dana Thomson (dana.thomson@browardschools.com)

By When: April 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student Attendance
Data for school attendance will be collected through the district 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 unexcused absence (AU). The rationale is that our average daily attendance on a monthly basis is that 75% of our students attend school. There will not be consistency if students do not attend school to receive services.

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

Attendance data for the 2022-2023 school year is as follows:
Regular Attendance - 16%
At Risk -19%
Moderate Chronic - 30%
Severe Chronic - 37%

By May 2024, given increased therapeutic support, Regular Attendance will be increased to 25% based on daily attendance records.
By May 2024, given increased therapeutic support, At-Risk attendance will be decreased to 10% based on daily attendance records.
By May 2024, given increased therapeutic support, Moderate Chronic attendance will be decreased to 21% based on daily attendance records.
By May 2024, given increased therapeutic support, Severe Chronic attendance will be decreased to 28% based on daily attendance records.

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

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.

Person responsible for monitoring outcome:

Dana Thomson (dana.thomson@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A student absent for three or more days 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We want to encourage our students to move up a level and reduce our severe absenteeism rate by applying a success theme for the 2023-2024 school year. Each quarter we will focus on one goal to meet to decrease absenteeism. The rationale is that by providing regularly scheduled recognition and incentives to students they will be motivated to attend school. If we increase communication internally (with faculty/staff) and externally (with families), we will see increased student attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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.

Person Responsible: Dana Thomson (dana.thomson@browardschools.com)

By When: August 23, 2023 and monitor on a monthly basis.

Provide regular recognition and incentives to students who have good and improved attendance. Incentives and competitions often result in a positive response to recognition.

Person Responsible: Dana Thomson (dana.thomson@browardschools.com)

By When: End of Quarter 1, 2023.

Identify students with chronic absences to monitor the attendance data. Students who are absent 3 or more days during the school year are referred to school therapists. Data is monitored to gather trends over time by grade and subgroup.

Person Responsible: [no one identified]

By When: August/September 2023.

Monitor data for students missing 3 or more school days to initiate outreach to families and students by school therapists, and attendance contracts with the school social worker.

Person Responsible: Dana Thomson (dana.thomson@browardschools.com)

By When: August/September 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We have weekly school leadership meetings where we discuss the appropriate use of school improvement funds and develop proposals to bring to the SAC committee. Allocation needs are based on student data from elementary, middle and high school levels, and input received from staff and community stakeholders. In addition, we inventory existing resources to determine what materials are needed. During monthly School Advisory Council (SAC) meetings, the proposed budget and funding allocations for spending are discussed.

Voting about funding allocations takes place and proposed ways to spend money are discussed. During SAC meetings funding allocations are discussed and stakeholder input is solicited.