



Executive Summary for Cross Creek School

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

This Exceptional Student Education Center serves students with Emotional Behavioral Disabilities (E/BD) in northern Broward County. Cross Creek School students receive therapeutic, behavioral, and academic support throughout the school day. The school is in Pompano Beach, Florida. Since Cross Creek School is not neighborhood-based, participation is determined through the IEP process, resulting in students traveling to school. As a result, various challenges are presented, including transportation needs, the inability to provide before- and after-school care for students, and the inability to host extracurricular activities due to distance from home.

Cross Creek School has an enrollment of approximately 70 students in grades K-12. All the students are identified as Exceptional Students and have Individual Educational Plans. Cross Creek School is a therapeutic/behavioral environment for E/BD students. Most Cross Creek School students are diagnosed with a mental health disorder by a psychiatrist, and many are prescribed psychotropic medication. Several students have been affected by identified risk factors and early warning indicators. Furthermore, a high percentage of our students reside in foster care or group homes. The unpredictable and unstable home situations cause our transiency rates to be high. When students move into our area and have intense needs requiring an E/BD center, we often do not have much information about the student. It takes time to gather the necessary data to know the appropriate services and interventions to best help the student. Because 90% of our students are working toward a standard high school diploma, our teachers must be certified in ESE in addition to their content areas; this makes it challenging to get and retain qualified staff. As a result of our small student population, our high school course offerings are extremely limited.

Cross Creek's Student Demographics are as follows:

Black or African American 64%

Hispanic 8%

White Non-Hispanic 27%

Asian 1%

Cross Creek's Teacher Demographics are as follows:

Black or African American 42%

Hispanic 5%

White Non-Hispanic 47%

Asian 5%

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision: Cross Creek School is a place for all children to achieve their highest potential in their academic, creative, physical, emotional, and moral development. A caring place where children and adults feel they contribute and are valued individuals.

Mission: Cross Creek School's mission is to provide, through a psycho-educational approach, a safe, orderly, and nurturing environment whereby all students are treated with dignity and respect. All students are provided with realistic goal training, supportive counseling for emotional independence, and quality academic preparation for reintegration into the least restrictive educational and social environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years:

Cross Creek School was awarded over \$35,000 in grant funding to support social and emotional learning advances. The school's guidance counselor became certified in Mind-Body Medicine and led guided groups focused on concepts to support student mental health care needs. This program has directly impacted students' behavior, especially high school students.

The School-Wide Behavior Plan and Individual PBIPs have reduced significant behaviors. Students evidence behavioral growth through daily tracking sheets. Students continue to make gains in this area leading to participation in weekly rewards/incentives and, ultimately, the opportunity to return to a

traditional school setting (as appropriate). Before entering Cross Creek School, these students could not manage their behaviors in order to have academic success. Now, they are flourishing in the general education setting. At the conclusion of the 2024-25 school year, we had two students transition back to more traditional settings full-time at either their home-boundary school or at a Broward County Technical College for the 2025-26 school year. Additionally, we have two students who have transitioned part-time to more traditional settings at either their home-boundary school or at a Broward County Technical College for the start of the 2025-26 school year. These two students are being supported and monitored continuously with the hopes of transitioning them back to their traditional settings full-time before the end of the current school year.

The restructuring of Professional Learning Communities (PLC) has involved the family counselors in our academic PLC groups. As a result, the therapeutic staff provides support services to encourage increased coping strategies that address the rigorous academic challenges our students face. The PLCs also provide a mutual understanding between the teachers and the therapists, enabling focused delivery to our students.

Student attendance remains a challenge at Cross Creek School. Many chronically absent students have school-related anxiety or transient home circumstances that impact average daily attendance. The school social worker develops attendance contracts and works diligently with the therapeutic team to remove barriers that impede school participation.

The academic team at Cross Creek School meets bi-weekly to address the learning needs of students and support teachers with lesson planning and curriculum implementation. Students receive individualized academic support based on formative assessment data. The new reading, ELA, and math programs that the district has adopted are being implemented with fidelity, and the students seem to respond favorably to the content.

Another challenge we face is that when students enter Cross Creek, they have been unsuccessful in their neighborhood schools and often face low-grade point averages or a history of failure. We provide students with counseling and support to help them better manage school stressors. While learning coping strategies, students often cannot put forth their best effort academically. When students can regulate their emotions and behavior using the teaching coping strategies, they return to their home schools. Academic data from the last two years reveal that many students have made academic strides; elementary school students have demonstrated the most significant growth.

Over the next three years, we plan to continue with our PLCs to increase learning gains. Our staff works together in their PLCs to continuously evaluate teaching strategies. Using formative assessment data, teachers can pinpoint the best teaching and motivational techniques for their students. Attendance is a significant barrier to student achievement. We work closely with the school social worker, parents, and students to help improve attendance with limited success. We have developed a comprehensive attendance plan to offer incentives to students and support for parents to improve our attendance. School-wide academic strategies to target increasing learning has yielded significant improvement. During the 2023-24 school year, Cross Creek improved from an unsatisfactory rating to maintaining on the FLDOE

school accountability rating scale. For the 2024-25 school year, Cross Creek was able to continue to support student needs and once again obtained an FLDOE school accountability rating of maintaining.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As an ESE Separate Day School, Cross Creek is the most restrictive school setting offered in Broward Schools, however with a multidisciplinary approach focused on directly teaching behavioral and therapeutic skills alongside academics, many students can meet their goals. Teachers are required to be certified in both ESE and their content areas, as well as other specialty certifications to meet the highly qualified criteria in accordance with the state. Many of our students are not college-bound and their post-secondary options are often limited. We are establishing partnerships with post-secondary organizations and providers. We have partnered with a district CTACE program that offers our high school students job skills training during the school year. Upon successful completion of the program, they will be placed in a job with job support. Through a grant, students can earn a salary with no cost to the company who allows them to work at their site. This will provide the students with much-needed experience and the job site has nothing to lose. During the 2024-25 school year we hosted our first Transition Fair. Post-secondary organizations came to the school, spoke to the students, and provided them with information about the many options available following their high school education. Some of the difficulties we experience as a school are motivating students to first come to school, secondly to do their best in their academic subjects and last, to control their behaviors. We do not offer extracurricular activities due to transportation challenges. However, we have initiated a mentoring program through intramural sports. Our teachers and support staff volunteer to be mentor coaches and form different interscholastic sports teams each quarter. During basketball season we have a traveling team that goes to other center schools to compete. The criteria to play, and the mentor coaches, have both added to the students' motivation to get better grades and have fewer behavioral issues. This school year, selected students will act as coaches for each of the teams to provide them with leadership experiences guided by mentors.