2020-2021 SCHOOL IMPROVEMENT PLAN

NAME OF SCHOOL: Cross Creek High School **PRINCIPAL: Mr. Chris Hughes, Ed.S**
NAME OF DISTRICT: Richmond County School System **SUPERINTENDENT: Dr. Kenneth Bradshaw**
XXX Comprehensive Support and Intervention □ *CSI Alternative* □ *Targeted Support and Intervention* □ *Promise* *XXX Schoolwide Title 1 School* □ *Targeted Assistance Title 1 School* □ *Non-Title 1 School*

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: June 3, 2020 Revision Date: _____ Revision Date: _____

2020-2021 SCHOOL IMPROVEMENT PLAN

School Name: **Cross Creek High School**

Date: July 21, 2020

Planning Committee Members

Name	Position/Role	Signature
Chris Hughes	Principal	
Dr. Amy McClure	Assistant Principal	
Chrishayla Howard	Instructional Coach	
Dr. John Baker	SS Department Chair	
Mrs. Salina Patton	Science Department Chair	
Mrs. Elvina Bezue	Math Department Chair	
Mrs. Gail Peake	Fine Arts Department Chair	
Ms. Shamika Zinnerman	CTAE Department Chair	
Mr. Lawrence Kelly	PE/Health Department Chair	
Mr. Tony McKinnie	Title I Family Facilitator	
Mrs. Sirena Rogers	Parent	
Stephanie Talley	Parent	
Madison Forkey	Senior/Student Representative	

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Cross Creek High School				
Principal:	Chris Hughes				
Date Last Revised:	July 21, 2020	Goal Area:	**High Performing Workforce**	Performance Objective:	**Enhance Professional Learning for All Employees**

Initiative 1 (SMART Goal):	Teachers will engage students in Authentic Tasks and Assignments that promote problem solving, progress monitoring, and student discourse as measured by the Walkthrough Data collected by the Leadership Team increasing in three areas using the ELEOT Observation Tool: High Expectations (2.58 to 2.71), Active Learning (2.53 to 2.66), and Digital Learning (1.9 to 2.0) by May 21, 2020.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Teachers will receive professional learning throughout SY20 in literacy, collaborative planning, lesson planning, and integration of CANVAS Learning Management System. Instructional highlights shared at each monthly faculty meeting showcasing PL work with an emphasis on digital learning.	https://files.eric.ed.gov/fulltext/EJ1104478.pdf https://eric.ed.gov/?id=ED584819	**State/District Initiative**	C. Howard	Lesson Plans, Eleot Observations, PL Agendas, Presentations, and Videos Quarterly PL Calendar BusinessPlus Registration	PL Calendar posted: Q1 PL- 7/31/20 Q2 PL- 9/25/20 Q3 PL-12/11/20 Q4 PL-3/5/21 PLCs scheduled each Thursday during academic year.	General Supplies	Title I Funds for PL Materials as needed

Tiered interventions at the school that addresses high impact teaching strategies will be offered school-wide for all teaching staff during the first quarter; differentiated Professional Learning (PL) will be provided for identified teachers beginning the second quarter to the end of the school year. Walkthroughs and TAPS data will inform tiered systems of PL.	https://files.eric.ed.gov/fulltext/EJ1104478.pdf	**Promising**	C. Howard A. McClure C. Hughes D. Yates T. Parker E. Sharif	Quarterly PL Logs, ELEOT Data, Tiered Staff Rosters, Agendas, PowerPoint Presentations	Tiered updates 20-21 Data Tier 1- 7/31/20 Tier 2- 1/15/21 Tier 3- 5/14/21	Resources provided by the district.	None
Advanced Placement teachers will receive professional development during summer, fall, and spring from NMSI building level training and monthly district level training through Canvas, "Literacy Strategies and Structures to Support AP Instruction"	https://files.eric.ed.gov/fulltext/ED577450.pdf	**Moderate**	A. McClure	Lesson plans, collaborative planning notes walk-through using the PLP rubric, and student work.	Monthly Meeting Third Tuesday of each month August 2020-May 2021	NMSI Provided online resources	NMSI Grant Title I
Teachers will participate in weekly collaborative planning sessions that are based on the Backward Design Planning Model.	https://files.eric.ed.gov/fulltext/EJ944027.pdf	**Promising**	C. Howard Department Chairs	Collaborative Meeting Minutes Lesson Planning with Canvas Collaborative Schedule	Weekly Collaborative Schedule in content areas	General Supplies	Title I General Fund
CCHS Induction Program will establish monthly meetings to provide continued assistance to new teachers as they face the challenges of the first year. New teachers will analyze and reflect on their teaching with coaching from veteran teachers through weekly mentor/mentee. Create exemplars of Best Practices in CCHS Virtual Library through Microsoft Teams	https://ies.ed.gov/ncee/wwc/Intervention/804 https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-	**State/District Initiative**	C. Howard Mentor Teachers	Agendas Sign-In Sheets RCSS District forms	Monthly Meeting Second Thursday each Month New Teacher Orientation/Pre planning July 2020	General Supplies	Title I General Fund

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Cross Creek High School					
Principal:	Chris Hughes					
Date Last Revised:	June 21, 2020	Goal Area:	**Operational and Organizational Effectiveness**	Performance Objective:	**Improve the Safety and Orderliness of Environments**	**Increase service productivity and responsiveness**
Initiative 2 (SMART Goal):	During the 2020-21 school, Cross Creek High School will increase from 4 Stars to 5 Stars as measured by the CCRPI Climate Rating issued through the Georgia Department of Education.					

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promisi	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Professional learning will be provided to Cross Creek Staff as the school enters Year 4 of PBIS implementation (Emerging). Staff will review PBIS handbook, behavioral matrix, celebrations, and other resources available for any modifications. • Due to COVID-19, school remained Emerging Status due to school closures Spring 2020	https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf	**Strong**	D. Yates T. Parker	Updated handbook, celebration logs, PL agendas and presentations	Sept 15, 2020 Kick-off Session	General Supplies PBIS Training Safety Drill Practice	N/A
Implementation team will review behavioral expectations by looking at office vs. teacher managed flow chart, tardies, and department chair supports.	https://pdfs.semanticscholar.org/6970/1f40438fb17c173f9f220f7ef3231d35d5fc.pdf	**Strong**	D. Yates	Video clips, posters, shout points, student orientation ppt.	Monthly Segment in Faculty Meeting	General Supplies PBIS Training Safety Drill Practice	Title I PBIS Fund

Bi-monthly collaborative attendance meetings with Social Workers, Title I and CCHS Attendance Team will be held to monitor, support, and educate families with high absentee rates by emphasizing the correlation between student attendance and academic performance. Quarterly Parent Meetings will be held to get community feedback.	https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Student-Attendance-Research-and-Literature-Summaries.aspx	**Promising**	Hughes D. Combs P. Johnson	Microsoft Team Meetings Attendance Data Agenda Attendance Protocol Documentation	1st and 3rd Wednesday of each Month @10:00 AM	Attendance Reports	N/A
Faculty and staff members will receive recognition monthly at faculty meetings and will be recognized on Cross Creek's morning show and web page. *Action step supports efforts to decrease use of substitutes*	https://pdfs.semanticscholar.org/6970/1f40438fb17c173f9f220f7ef3231d35d5fc.pdf	**Strong**	D. Yates	Monthly Recognitions Agendas Photos	Monthly Faculty Meeting Third Thursday 2:45 PM	Donations General Supplies	PBIS Fund Donations *School-raised
Implement the RISE (Reaching Independence through Supportive Education) Program by matching chronically absent, struggling 9th graders identified through early warning signs with on-track, senior role models. Regular support sessions and two mentees assigned to	https://www.evidenceforessa.org/programs/attendance/early-warning-intervention-and-monitoring-system-ewims	**Strong**	P. Johnson Parent Facili.	Photos Agendas Mentor/Mentee Roster Attendance Data	Monthly RISE Sessions Monthly Scheduled School Events	Donations for treats/incentives Cords for Mentors	PBIS Find Donations raised by school
Bi-monthly Mental Health Team meeting with assigned counselor, administrator, social worker, and parent facilitator. Provide professional learning and knowledge of services to parents, staff, and students (Outside supports, Success Center, etc.) Use Functional Behavioral Assessment Based Interventions to address problem behaviors and create supportive environment for students based in individual needs.	https://ies.ed.gov/ncee/wwc/Intervention/1241	**Moderate**	P. Johnson Dr. McClure School Soc. Worker	Agendas Student Intervention data Home Visits	2nd and 4th Wednesday if each Month @ 10:00 AM	Teacher Recommendations At-Risk/Early Warning Signs Guidance Reports	N/A

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Cross Creek High School					
Principal:	Mrs. Glenda Collingsworth					
Date Last Revised:	June 3, 2020	Goal Area:	**Student Achievement and Success**	Performance Objective:	**Improve Content Mastery**	**Increase post high school readiness**
Initiative 3 (SMART Goal):	By April 2021, each content area will demonstrate an 8% growth in students scoring proficient or above on the final administration of district benchmarks (courses with no district benchmarks will use teacher-created assessments based on course standards).					

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate,	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Teachers will receive initial training and/or booster training on Edgenuity on July 29, 2020 and use Edgenuity interventions and Blended-Learning to support student-based learning data. Courses that do not have an Edgenuity counterpart will rely on USA TestPrep for blended learning/grade repair options. Teachers must outline in 2020-21 posted syllabus through Canvas. Teachers should have established grade recovery ready for each quarter.	https://www.edgenuity.com/states/georgia-is-options	**State/District Initiative Virtual Option Blended and Credit Bearing**	Howard Chairs McGowan Figueroa	Grade Recovery Plans Edgenuity Reports Saturday School Reports Teacher Failure Report	Training-July 29, 2020 Quarterly PL in place on the following days & available upon request Q1- 8/14/20 Q2-11/1/20 Q3- 2/2/21 *Q4- 4/16/21 *Progress Reports	Edgenuity Training/Supports USA Test Prep	Title I District Provided Resource
Each department will deliver State of the Department Address four times per year: October, December, March, and May. In addition, midpoint checks for progress monitoring done at the 4.5 mark of each quarter.	https://files.eric.ed.gov/fulltext/EJ1179831.pdf	**Promising**	Hughes McClure Howard	Reports Student Data	Presentations: Q1- Q2- Q3-	State of Department Templates Training/Booster for Staff	N/A

District/Curriculum based assessments will be administered **three times** per year, along with MAP Universal Screener, to determine learning path for each student.	https://dese.mo.gov/sites/default/files/10-Research- https://www.nwea.org/the-map-suite/	**Strong District Initiative Universal Screener High School**	Howard	Performance Matter MAP Reports	8/5/20 Q1 Q2 Q3	MAP Training	District Support
District assessment data will be tracked in the data room. Teachers will complete data analysis forms and protocols to inform instruction and regularly log weekly collaborative planning meetings. Department Chairs will log weekly supports and department meetings.	https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf	**Promising**	Howard Chairs	Data Forms Collaborative Logs	See Collaborative Learning Schedule	RCSS Data Protocol Training/Refreshers	N/A
Revamp & strengthen the role of the homeroom teacher as advisor support system to track students. Implementation of homeroom binder system with tracking protocols to monitor student course selection and on track progress.	https://www.georgiastandards.org/resources/Pages/Tools/Teachers-as-Advisors.aspx	**Strong**	McGowan Figueroa	Advisory Binders Transcript Check Sheets	Homeroom Advisory held the 3rd Monday of each month following Morning Activity Schedule	Transcript Reviews Graduation Requirements Binders/Labels	Title I

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- No 2019-20 EOC data due to COVID-19 Pandemic/School Closure

Performance Measure (with unit of measure)	Baseline (2018-2019)	Target Year (2020-2021)	Actuals Year 1 (2020-2021)	Target Year 2 (2021-2022)	Actual Year 2 (2021-2022)	Target Year 3 (2022-2023)	Actuals Year 3 (2022-2023)	Target Year 4 (2023-2024)	Actuals Year 4 (2023-2024)	Target Year 5 (2024-2025)	Actuals Year 5 (2024-2025)
Increase the graduation rate(4-year)	**2019-80.90 2020-**	**85%**		**88%**		**91%**		**93%**		**95%**	
Increase the percentage of students scoring proficient or above in 9th grade Lit/American Literature EOCs	**50.42**	**53**									
Increase the percentage of students scoring proficient or above in Algebra I/Geometry EOCs	**20.82**	**24**									
Increase the percentage of student scoring proficient or above in Biology/Physical Science EOCs	**34.14**	**36**									
Increase the percentage of student scoring proficient or above in US History/Economics EOCS	**41.77**	**45**									
Increase the number of students participating in AP/Dual Enrollment	**AP-223 Dual- 52**	**AP-230 Dual-55**									
Increase Student Attendance Rate											
Increase the CCRPI Score to meet or exceed the school's SWSS CCRPI Target	**56.2**	**60**									

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1	CCHS will participate in 2-3 PLC sessions monthly based on teacher needs assessment and ELEOT data. Sessions will include mini-instructional conferences during RCSS Early Release Days, and group, departmental shares at monthly faculty meeting. Instructional focus will be digital learning and the implementation of Canvas	Monthly PL Calendar Posted Q1 Q2 Q3 Q4	School-Based General Supplies/Title I	Howard- Instructional Specialist CCHS Administration	Hughes McClure	Quarterly PL Logs, ELEOT Data, Tiered Staff Rosters, Agendas, PowerPoint Presentations
2	CCHS staff will engage in monthly ongoing training on behavioral interventions, crisis management, and drills	3rd Thursday each Month Faculty Meeting	School-Based	D. Yates T. Parker	D. Yates T. Parker	Monthly PBIS Reports, Faculty Meeting Agendas, Sign-In Sheets, PL PowerPoint
1	CCHS AP teachers (Math, Science, & ELA) will participate in professional learning, on-line mentoring, and study sessions under NMSI grant (NMSI GRANT REQUIREMENTS) and District-Level PL Course. Non-NMSI AP courses participate in school-based PL through Canvas Course.	NMSI Training Summer, Fall, and Spring; Monthly District Training	NMSI Grant	McClure	McClure	PL Agendas, Sign-In Sheets, PowerPoint Presentations, Handouts
3	CCHS Staff will engage in professional learning opportunities to explore the use of Edgenuity as a blended learning support and other resources to optimize a digital platform.	July 29, 2020	School-based	Howard Oliver- District Technology Support	Howard	PL Agendas, Sign-In Sheets, PowerPoint Presentations, Handouts Instructional Showcase Exemplars.

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year	The only Title I paid employee is (Vacancy), our Title I Parent Facilitator pulled from school allocated money. In addition, each school was provided an Instructional Specialist from district Title I expenditures. The school will focus increasing the number/percentage of computers available via laptop carts and complete our efforts to provide each classroom with a modern ActivPanel. Other expenditures will include purchasing supplies for the Parent Involvement Room and professional learning supports outlined in CCHS School Improvement Plan.
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	N/A
School Improvement Grant (If applicable)	N/A
Local Professional Learning Funds	District coordinates activities
Grants	National Math and Science Initiative (NMSI) *Advanced Placement Partnership

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

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1. Comprehensive Needs Assessment – Section 1114(b)(6)

Data is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

CCRPI	2016-17	2017-18	2018-19
CCRPI Score - School	67	61.7	56.2
CCRPI Score - District	63.1	68.3	59.3
CCRPI Score - State	72.9	76.6	78.8
Georgia Milestones	**2018-2019**	**2019-20**	**2020-21**
English Language Arts (Combined)	50.42	No DATA	TBD
9th Grade Literature	55.40	No DATA	TBD
American Literature	44.65	No DATA	TBD
Mathematics (Combined)	20.82	No DATA	TBD
Algebra I	21.05	No DATA	TBD
Geometry	18.00	No DATA	TBD
Science (Combined)	34.14	No DATA	TBD
Physical Science	48.91	No DATA	TBD
Biology	31.56	No DATA	TBD
Social Studies (Combined)	41.77	No DATA	TBD
U.S. History	42.66	No DATA	TBD
Economics	40.75	No DATA	TBD
College and Career	**2018-2019**	**2019-20**	**2020-21**
Literacy	41.96	No DATA	TBD
Accelerated Enrollment	79.35	No DATA	TBD

Pathway Completion	78,72	No DATA	TBD
College and Career Readiness	43.68	No DATA	TBD
Student Profile	**2016-2017**	**2017-2018**	**2018-2019**
Total Student Enrollment	1271	1153	1162
Students Absent 6+ Days (%)	53.9	76.16	76.05
Discipline Incidences	**2639**	**1677**	**1542**
Faculty & Staff Profile (2018-2019)	**1 to 3 Years**	**4-10 Years**	**11-20 Years**
Current Principal's # of Years in Position	0	1	0
Teaching Staff # of Years in Current School	25	25	10
Teaching Staff # of Years in Profession	20	40	20
	2016-2017	**2017-2018**	**2018-2019**
Administrator	99.427	98.96	98.50
Personnel	96.329	96.148	96.85
Staff	94.479	93.026	97.95
TKES Standards (%) (2018-2019)	**Level I**	**Level II**	**Level III**
1. Professional Knowledge	1.69	5.08	62.7
2. Instructional Planning	1.69	3.39	74.6
3. Instructional Strategies	0	5.08	78
4. Differentiated Instruction	3.4	6.8	45.8
5. Assessment Strategies	1.69	3.39	88.1
6. Assessment Uses	1.69	5.08	79.7
7. Positive Learning Environment	1.69	0	61
8. Academically Challenging Environment	1.69	6.8	76.3
9. Professionalism	1.69	0	55.9

10. Communication	1.69	0	94.9
School Culture Data Profile	**2016-2017**	**2017-2018**	**2018-2019**
Student Mobility (%)	19.40%	22.20%	Have not received current score.
In-School Suspension (%)	76.31%	64.96%	49.39%
Out of School Suspension (%)	53.73%	39.54%	29.60%
# of Tribunal Hearings	29	27	14
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	425	472	Website under construction
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	642	671	Website under construction
Family and Community Engagement Data Profile	**2016-2017**	**2017-2018**	**2018-2019**
External Business/Community Partnerships (#)	10.0	10.0	10.0
Community Events (#)	16.0	16.0	16.0
School Events (#)	20.0	20.0	20.0
Parent Training Workshops (#)	15.0	15.0	15.0
Curriculum Nights (#)	6	6	6
CLIMATE STARS	**2**	**3**	**4**

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Research states that Out-of-School Suspensions (OSS) have a negative impact on attendance. By implementing research based strategies such as PBIS and Restorative Practices, we have been able to effectively monitor OSS and because of this both, the number of referrals and the number of OSS days in 2018-2019 have been reduced. PBIS provides incentives for great behavior while Restorative Practices provides an alternative approach to the traditional discipline approach . Regular celebrations are conducted to celebrate attendance, behavior, and academic achievement for students while professional learning is provided to staff on best practices and working through the flow chart of teacher managed versus office managed referrals. PBIS incentives will be in place for 2020-21 to further recognize Respectful and Responsible behavior and continued strengthening of the program will be done though PBIS Committee.

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

The foundation of our school-wide discipline plan is based on proactive Positive Behavioral Interventions and Supports (PBIS). The school-wide discipline plan mirrors the Richmond County Board of Education Code of Conduct and Student Discipline. Unique policies and procedures at Cross Creek High School are part of the PBIS plan, Respectful and Responsible student behavior is expected with training provided to faculty and staff, students, and other stakeholders. Posters are strategically posted throughout the building reminding students of what is considered Respectful and Responsible behavior. Implementation of PBIS is done with fidelity by the majority of teachers. While some teachers submit more disciplinary referrals than others, guidance and training is provided through instructional supports, department chairs, and administration. Professional learning is recommended for those that need additional supports.

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10-day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

PBIS and Discipline training is conducted at the beginning of each school year, repeated in January, and provided throughout the year through PLC sessions as needed and requested by individual teachers to further strengthen our PBIS and Discipline programs. Students are transitioned back following Out-of-School Suspension (OSS) on a case-by-case basis. Administration, Guidance, and Title I Parent Facilitator work closely together to provide counseling services for long-term suspensions and returning from placement at the Alternative School. Students suspended out of school request assignments from teachers through our Guidance Department during their suspensions. Students are provided five school days upon return from OSS to request and makeup missed assignments and assessments from their teachers who often extend the timeline for makeup work. Chronically Disruptive Students are provided monitoring and additional supports as outlined in Rule 20 in the RCBOE Code of Student Conduct and Discipline. The district and school implemented a Mental Health Team in 2019-20 to assist in providing supports for students that need more than the traditional offerings.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

Students did not feel like they were treated with respect by both adults and students as revealed in the Georgia Student Health Survey results. CCHS climate rating had a star reduction in 2018-2019 due to an incident that happened during 2017-18 and one prior to the new administration. We have worked hard to make sure that all students have connected adult in the building and that our PBIS lessons support our students. It is important that we teach our students how to respond in all situations and how to treat people when angry.

Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?

There are some concerns that some of our students are exposed to drugs or alcohol at home. Self-harm is also a concern for our students. In response, the guidance staff continues to bring in programs to support the students and expose them to the risks of using these substances. The guidance department and staff are aware of the signs that a struggling student may have and are quick to take appropriate measures. Risk assessments are in place and we operate as a team when next steps have to be followed. Drug and alcohol education and suicide prevention programs need to increase in frequency and include outside agencies with expertise to assist.

Family and Community Engagement Data Profile	2016-2017	2017-2018	2018-2019	3-yr Avg	Data Source
External Business/Community Partnerships (#)	10.0	10.0	10.0	10.0000	School-level Data
Community Events (#)	16.0	16.0	16.0	16.0000	School-level Data
School Events (#)	20.0	20.0	20.0	20.0000	School-level Data
Parent Training Workshops (#)	15.0	15.0	15.0	15.0000	School-level Data
Curriculum Nights (#)	6	6	6	6.0000	School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

1. Authentic Tasks, High Expectations, and Digital Learning

Teachers will engage students in Authentic Tasks and Assignments that promote problem solving, progress monitoring, and student discourse as measured by the Walkthrough Data collected by the Leadership Team increasing in three areas using the ELEOT Observation Tool: High Expectations (2.58 to 2.71), Active Learning (2.53 to 2.66), and Digital Learning (1.9 to 2.0) by May 21, 2020

2. Climate: Behavior and Attendance

During the 2020-21 school, Cross Creek High School will increase from 4 Stars to 5 Stars as measured by the CCRPI Climate Rating issued through the Georgia Department of Education.

3. Academic Achievement for All

By April 2021, each content area will demonstrate an 8% growth in students scoring proficient or above on the final administration of district benchmarks (courses with no district benchmarks will use teacher-created assessments based on course standards).

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards. McKinney Vento- Services for Homeless students will be utilized and led through CCHS Guidance Department assisted by an administrator.
ESOL:	Specific for ELL students – instructional materials and supplies, technology, teachers, software. Also, an instructional teacher is allotted for student to receive pull out assistance within the student's schedule
Race/Ethnicity/Minority:	Per pupil funds will be used to purchase materials/supplies that support the implementation of the State Standards.
Students with Disabilities:	Students are identified through RCSS Child Find protocol at the beginning of academic school year and teachers are provided for students for identified EIP needs and schedules.

ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

The instructional strategies and methods utilized at CCHS to strengthen the academic program follow the RCSS curriculum and are aligned to the GADOE standards for each High School content area

iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

a) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students 'skills outside the academic subject ar

The RTI process and RCSS protocol, parent/teacher conferences, teachers as advisors, tutoring afterschool, Saturday School, RPM school registration, PLC school registration. Our embedded CCHS Teachers as Advisors monthly sessions during 2nd period will allow for students to have an adult in the school building to give advice to improve students' skills outside and inside the academic subject areas. Also, our embedded Guidance Department led topic sessions are scheduled at least monthly to support students through classroom visits for small group checks, and an embedded intervention period to increase student achievement through remediation/enrichment.

b) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

This academic school year, CCHS is participating in the RCSS CTAE/STEAM Hub initiative. Students are able to complete their 3rd year pathway at CCHS and the students beginning their 9th and 10th grade year are able to choose a career pathway at a specific "Hub" RCSS school location. RCSS students are able to capitalize in taking

c) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

CCHS will continue to implement all elements of the school's Positive Behavioral Interventions and Supports (PBIS) plan. Stakeholders, including school-based personnel, e.g. teachers, counselors, advisors, facilitators, and principals, will implement the tier-based interventions with fidelity.

d) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

CCHS will continue to use school-based professional development activities designed to improve instruction based on data digs from a variety of sources. Professional development will be provided by school personnel, district consultants, and other consultants based on needs. Teachers will continue to collaborate during department meetings and collaborative planning sessions

e) strategies for assisting preschool children in the transition from early childhood education.

CCHS will implement effective transitions for students from feeder middle schools by incorporating periodic (quarterly) School Visits (Content led, too: NJROTC, etc.) to display and inform middle schools of the future opportunities awaiting them after transition from middle to high school. The CCHS Guidance Department will lead the School Visit near the end of the academic school year with opportunities for feeder schools to visit

The School Improvement Plan will remain in effect for the entire duration of the 2020-2021 school year and will be monitored and revised as needed based on student needs and will ensure that all student s are provided opportunities to meet state academic standards.

3. School wide Plan Development – Section 1114(b)(1-5)

a. Is developed during a 1-year period; unless – the school is operating a school wide program on the day before the date of the enactment of the *Every Student Succeeds Act*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Cross Creek High School's School-Wide Plan development was a monitoring plan of the 2019-20 plan through School Council, faculty input/monitoring sessions, and identified adjustments due to the COVID 19 Pandemic in Spring 2020. Leadership team, based on available data and trends, modified our current plan based on goals still in progress and next steps. In addition, stakeholder input sessions are embedded within the process.

b. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

A variety of stakeholders including district personnel, administrators, administrative support personnel, instructional coaches, parent facilitator, teachers, parents, students, and community members contributed to development of the 2020-2021 School Improvement Plan.

c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

d. Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

4.

The 2020-2021 School Improvement plan will be available to the local education agency, parents, and the public via the school's website. The information contained in the plan will be written in Standard American English and offered in PDF format. We will explore opportunities to offer the plan in Spanish.

ESSA Requirements to include in your Schoolwide Plan

a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

Software Logic Model: Title I-, instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.
• Software Logic Model: Title I-, instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.
• Title I Tutoring Program Logic Model: Students will be able to attend Saturday School Title I funded.
• Title I Class Size Reduction Logic Model: FTE attendance RCSS protocol.
• Title I Supplemental Teacher Logic Model: FTE attendance RCSS protocol
• Title I Paraprofessional Logic Model: FTE attendance RCSS protocol
• Behavior Logic Model: RCSS RTI protocol and CCHS specific protocol
• Building Parent Capacity Logic Model: RCSS Title I Family/Parental Involvement Volunteer Training and quarterly feeder school Parent University sessions.
• Building Staff Capacity Logic Model: FTE attendance RCSS protocol

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

CCHS has a Parent and Family Facilitator (PFF) allocated for engagement strategies to ensure effective implementation of instructional materials and supplies, technology, teachers, software. An administrator will supervise PFF and collaborate with RCSS Title I Department to ensure appropriate handling of resources and activities calendar alignment. Also, CCHS has an identified teacher dedicated to ELL students to ensure transition of instructional strategies.

c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –

i. Through coordination with institutions of higher education, employers, and other local partners; and

CCHS will implement effective transitions for students from feeder middle schools by incorporating periodic (quarterly) School Visits (Content led, too: NJROTC, etc.) to display and inform middle schools of the future opportunities awaiting them after transition from middle to high school. The CCHS Guidance Department will lead the School Visit near the end of the academic school year with opportunities for feeder schools to visit CCHS embedded within normal school day. The CCHS Guidance Department along with administration has scheduled College and Career Fair days for current CCHS students to receive exposure to future opportunities present and after graduation.

ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

This academic school year, CCHS is participating in the RCSS CTAE/STEAM Hub initiative. Students are able to complete their 3rd year pathway at CCHS and the students beginning their 9th and 10th grade year are able to choose a career pathway at a specific "Hub" RCSS school location. RCSS students are able to capitalize in taking more variety of courses not offered at zone school. CCHS has a strong Move On When Ready program with partnerships with several post-secondary institutions including East Georgia College, Augusta University, Georgia Military College, and Augusta Technical College. Courses are offered online and at the post-secondary institution’s campuses.

Written Rationale
(Dependent on ESSA Evidence Level)

NOT APPLICABLE
Pages 24-25

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong**: evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:
http://www.bestevidence.org/search.cfm
https://ies.ed.gov/ncee/wwc/
https://evidenceforessa.org
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	
Action Step:	

2020-2021 SCHOOL IMPROVEMENT PLAN

Current Research to Support this Action Step								
Expected Results								
How will Success be Measured?								
Data Points	Beginning of Year		Goal		Actual			
Status Checkpoint Dates:								
End-of-Year Results and Reflection								