



School Improvement Plan 2024 - 2025



Richmond County
Cross Creek High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Cross Creek High School
Team Lead	LaQuanda Carpenter
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Algebra I
Root Cause # 1	Students struggle with basic math skills and concepts. Specifically, problem solving and numeracy skills.
Goal	By the End of the 2024-2025 school year through the use of math instructional strategies, the percentage of students performing at developing or above will increase from 14%to 17% as measured by the Algebra I EOC Spring Administration.

Action Step # 1

Action Step	Math teachers will receive professional learning on numeracy strategies to include use of manipulatives, real world problem solving strategies, instructional videos, mastery paths, and personalized learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Provide professional learning
Method for Monitoring Effectiveness	Walk-throughs, collaborative planning with data talks
Position/Role Responsible	Administration, Instructional Specialist, and Math Teachers.
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Professional Learning with using math manipulatives from CSRA Resa.
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Action Step # 2

Action Step	We will provide Algebra I Support Classes for students performing in the 25th percentile based on their EOG scores, that promote an increase in graduation rate by the end of school year. Algebra I teachers and co-teachers will participate in data analysis of common assessments to determine areas of need/remediation to ensure all students receive services and learning to promote growth.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Observations
Method for Monitoring Effectiveness	Common Assessment Data NWEAMap CMAs
Position/Role Responsible	Algebra I Teachers Math Department Chair Instructional Specialist Administration
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA Resa implementing data digs.
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Action Step # 3

Action Step	Math teachers and students will conference regularly to review NWEA Map data and mastery towards standards to increase graduation rates.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Observations Student conference logs Goal Setting forms
Method for Monitoring Effectiveness	Common Assessment data CMAs Student Feedback NWEAMap
Position/Role Responsible	Math Teachers Students Instructional Specialists Administrators
Timeline for Implementation	Others : BiMonthly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	American Literature
Root Cause # 1	Student struggle with reading comprehension and understanding and writing.
Goal	By the end of the 2025 school year through the use of reading instructional strategies, the percentage of students performing at the developing or above will increase from 48% to 54% as measured by the American Literature EOC Spring Administration.

Action Step # 1

Action Step	Teachers will receive professional learning focused on strategies to improve literacy (reading and comprehension strategies, vocabulary, writing across the content, and differentiation) that promote an increase in graduation rate by the end of school year. Data from NWEA Map and GMAs both consistently reflected that 38% of our students were reading on grade level and the 62% that were not, showed deficiencies in reading and comprehension, vocabulary and writing.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Walk-throughs Lesson Plans
Method for Monitoring Effectiveness	Review of data from CMAs, NWEA, and HMH for mastery.
Position/Role Responsible	Administration Instructional Specialist L4GA Teachers/Team
Timeline for Implementation	Others : Bi-Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	L4GA grant that supports professional learning opportunities for our English Language Arts Teachers and monitoring of instructional strategies. Additionally, district professional learning throughout the school year to support the implementation of research based instructional strategies.
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Action Step # 2

Action Step	Instructional Literacy Team will model literacy strategies in action. The team will conduct peer learning walks to collect data on literacy instruction. The team will analyze data and identify next steps that includes effective co-teaching strategies in teaching and effective collaboration for student growth .
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Peer Walks Walk-throughs
Method for Monitoring Effectiveness	Review of data from CMAs, NWEA, and HMH for mastery.
Position/Role Responsible	Administration Instructional Specialist L4GA Teachers/ Team
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	L4GA grant that supports professional learning opportunities for our English Language Arts Teachers and monitoring of instructional strategies. Additionally, district professional learning throughout the school year to support the implementation of research based instructional strategies.
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Action Step # 3

Action Step	ELA Teachers and students will conference regularly to review NWEA MAP data, HMH data, and mastery toward standards. Together they will goal set and monitor progress towards the goals.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Review Student Conference Logs, Student Goal Sheets, and Observations.
Method for Monitoring Effectiveness	Review of data from CMAs, NWEA, and HMH for mastery.
Position/Role Responsible	ELA Teachers Students Instructional Specialist
Timeline for Implementation	Others : Bi-Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

N/A

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Creating Positive Supportive Relationships
Root Cause # 1	Decrease student behaviors that lead to a discipline referral.
Goal	By the end of the 2025 school year the percentage of students who report positive supportive relationships at Cross Creek High School on the panorama SEL will increase from 78% to 81% by March 2025.

Action Step # 1

Action Step	Implement our Positive Behavior Interventions and Supports system to increase positive and supportive relationships using the Cross Creek PBIS discipline matrix. The matrix will determine which behaviors are teacher-managed and which result in a referral for administration to resolve. Using infinite campus (Big 5) and SEL data to determine student perceptions of positive, supportive relationships within our school.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Event Calendar Classroom Observations
Method for Monitoring Effectiveness	Panorama Survey
Position/Role Responsible	Administration PBIS Committee
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RCSS District PBIS provides professional learning and monthly meetings with our PBIS Coach and PBIS Administrator.
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Action Step # 2

Action Step	Collaborative meetings with our MTSS Facilitator, Social Worker, ART, and Mental Health Team to identify individuals who need support (social, emotional, mental, and behavioral) for our students and faculty.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas Sign in sheets Minutes/Notes
Method for Monitoring Effectiveness	Panorama Survey Data Discipline Report Data
Position/Role Responsible	Administration Guidance ART MTSS Facilitator
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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