School Improvement Plan
2025 - 2026

Thomas County
Cross Creek Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
School Name	Cross Creek Elementary School
Team Lead	Ashley Lane
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	Improve student achievement in all academic areas.
Root Cause # 1	Infrequent evaluation of instructional units
Root Cause # 2	Lack of or weak vertical curriculum alignment between grades 2 through 4.
Root Cause # 3	Monitoring of daily instruction is not consistent
Goal	Increase the number of students who score proficient or better on the Georgia Milestones End of Grade Assessment by 3% by the end of the 2025-2026 school year.

Action Step # 1

Action Step	Develop a short term action plan to implement and monitor the SIP using instructional walkthroughs, TKES, and data meetings.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agenda Sign in sheets Meeting minutes
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administrators Leadership team Instructional Coaches
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)?	

Action Step # 2

Action Step	Utilize tier II & III interventions and progress monitoring tools with fidelity to provide academic and behavioral support to students experiencing difficulties and or performing below grade level.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Tier II & III rosters Dibels, SRI & Star progress monitoring data Professional learning agenda/material/sign in sheets MAP Assessment
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administrators Sped Director Interventionist Instructional Coach Behavior Interventionist MTSS Coordinator
Timeline for Implementation	Monthly

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)?	

Action Step # 3

Action Step	Create a master schedule that allows teachers common planning times for collaboration in data analysis.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agendas Lesson plans Common assessments
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administration
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Hire class size reduction teachers to allow for increased individualized instruction.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Class size rosters Schedules Observations
Method for Monitoring Effectiveness	Improved Milestones Scores
Position/Role Responsible	Administration Assistant Superintendent of Federal programs Director
Timeline for Implementation	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)?	

Action Step # 4

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)?	

Action Step # 5

Action Step	Continue to fund Coding/Robotics, and STEM activities.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Class rosters
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administrators Leadership team
Timeline for Implementation	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)?	

Action Step # 5

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)?	

Action Step # 6

Action Step	Provide consistent grade level intervention time for all students. Hire academic intervention teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Master schedule Training Intervention Rosters
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Principal Administration Interventionist Leadership team Instructional Coach Behavior Interventionist
Timeline for Implementation	Monthly

Action Step # 6

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)?	

Action Step # 7

Action Step	Provide instructional materials to support literacy and numeracy instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Master schedule Daily schedule Professional learning
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Elementary Curriculum Director School Administrators Teachers Instructional Coach MTSS Coordinator
Timeline for Implementation	Yearly

Action Step # 7

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)?	

Action Step # 8

Action Step	Purchase and administer universal screeners to inform daily instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Purchase orders Student achievement on screeners, Milestones &
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Principal Instructional Coach Elementary Curriculum Director
Timeline for Implementation	Quarterly

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)?	

Action Step # 8

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)?	

Action Step # 9

Action Step	Monitor and support the use of Write Score and MyView Curriculum in all ELA classrooms.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Daily schedules Data from Write Score
Method for Monitoring Effectiveness	Improved data from Write Score
Position/Role Responsible	Leadership team Administration Teachers Technology & Media specialist Instructional Coach
Timeline for Implementation	Monthly

Action Step # 9

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)?	

Action Step # 10

Action Step	Use student performance data (AR, Lexile, Core Phonics Survey, Write Score) to inform literacy instruction and vocabulary development.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans STAR results Homeroom data School wide data
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administrators Teachers Interventionist Technology specialist
Timeline for Implementation	Monthly

Action Step # 10

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)?	

Action Step # 11

Action Step	Provide ESOL & MEP services to qualified students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Schedules Classroom observations
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Assistant Superintendent for Federal Programs Adminstrators ESOL & MEP staff
Timeline for Implementation	Monthly

Action Step # 11

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)?	

Action Step # 12

Action Step	Academic coach will deliver ongoing professional learning, monitor implementation, conduct data analysis and improve instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agendas Lesson plans Common assessments Schedules
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Administration Elementary Curriculum Director Instructional Coach
Timeline for Implementation	Monthly

Action Step # 12

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)?	

Action Step # 13

Action Step	Implement instructional framework that maximizes Tier I instruction and provides for differentiation with ongoing assessment. Professional learning will include teacher clarity sessions to identify student learning targets.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Pacing guides
Method for Monitoring Effectiveness	Increased screener scores
Position/Role Responsible	Administration Instructional coach Elementary Curriculum Director
Timeline for Implementation	Weekly

Action Step # 13

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce discipline referrals
Root Cause # 1	Some students lack the ability to cope or respond appropriately to negative situations.
Root Cause # 2	Students can not articulate their needs appropriately and resort to verbal/physical aggression.
Root Cause # 3	Lack of tier 1 classroom management practices and procedures
Goal	To ensure a safe and disciplined learning environment, Cross Creek will decrease discipline referrals by 3% in the 2025-2026 school year.

Action Step # 1

Action Step	Teach behavior expectations and communicate expectations with guardians. Provide on going support using behavior plans, Three Bees, and Positive Behavior Intervention Support.
Funding Sources	Title I, Part 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	Behavior contracts, Meeting minutes, Classroom management plans, Discipline actions in Infinite Campus, Improved screener scores
Method for Monitoring Effectiveness	Achieving Bees Celebration
Position/Role Responsible	Parent Involvement Coordinator Administrators Teachers Couselors Behavior Interventionst
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)?	

Action Step # 2

Action Step	Implement MTSS strategies including behavior plans, behavior contracts, and PBIS to improve student behavior. Communicate expectations with parents. Promote awareness of discipline trends and make school-wide adjustments.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Behavior contracts, Meeting minutes, Classroom management plans, Discipline actions in Infinite Campus, parent conferences, improved screener scores, Achieving Bees Celebrations
Method for Monitoring Effectiveness	PBIS Discipline reports from ABC Data
Position/Role Responsible	Interventionist Leadership team Teachers Administration Counselor Behavior Interventionist MTSS Coordinator
Timeline for Implementation	Monthly

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)?	

Action Step # 3

Action Step	Implement classroom management plans and school discipline plans with fidelity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Classroom rules are visible Class behavior monitoring tool Infinite campus discipline data Parent contact apps, Improved screener scores, Achieving Bees Celebrations
Method for Monitoring Effectiveness	PBIS Discipline reports in ABC Data
Position/Role Responsible	Leadership team Administration Behavior Interventionst Teachers
Timeline for Implementation	Monthly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve attendance
Root Cause # 1	Lack of school communication on importance of daily attendance.
Root Cause # 2	Some parents do not ensure daily attendance for their children (chronic absenteeism). Student tardies and early sign outs are also a problem.
Root Cause # 3	Students are frequently absent due to illness or injury.
Goal	Cross Creek will reduce the number of students missing more than 10% of their enrolled days by 3% during the 2025-2026 school year.

Action Step # 1

Action Step	Conduct parent workshops with families whose students are chronically absent to communicate the importance of daily attendance.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Infinite campus attendance data, absentee excuses, mentor lists, number of awards, teacher newsletters, daily agendas
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Attendance Clerk Parent Involvement Coordinator Counselor Administration Parents
Timeline for Implementation	Quarterly

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)?	

Action Step # 2

Action Step	Implement Attendance Review Team
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Infinite campus attendance data, absentee excuses, mentor lists, number of awards, teacher newsletters, daily agendas
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Attendance Clerk Parent Involvement Coordinator Counselor Administration Assistant Superintendent for Federal Programs
Timeline for Implementation	Monthly

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)?	

Action Step # 3

Action Step	Communicate academic expectations and the importance of daily attendance with parents concerning how to support learning at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher newsletters daily agendas sign in sheets
Method for Monitoring Effectiveness	Improved Milestone scores
Position/Role Responsible	Administration Parent Involvement Coordinator Assistant Superintendent for Federal Programs
Timeline for Implementation	Monthly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase parent engagement and communication with all stakeholders.
Root Cause # 1	Events are not attended due to schedule conflicts or lack of notice to parents.
Root Cause # 2	School workshops are not based on current topics of interest for parents.
Root Cause # 3	Students have varying degrees of support from home concerning academic needs and behavior.
Goal	All teachers will use technology to enhance communication with families and support student learning during the 2025-2026 school year.

Action Step # 1

Action Step	Use a variety of media (Remind, email, billboards, marquis, social media) to communicate with stakeholders, promote school events, and volunteer opportunities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Booster minutes and budget Data usage School Council Agendas
Method for Monitoring Effectiveness	Parent Involvement Improved screener scores
Position/Role Responsible	Principal Bee Boosters System Administration Media Specialist Parent Involvement Coordinator
Timeline for Implementation	Quarterly

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)?	

Action Step # 2

Action Step	Maintain employment of a Parent Involvement Coordinator.
Funding Sources	Title I, Part 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	Documentation of parent and teacher support Daily/weekly schedules Annual evaluations
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Principal Assistant Superintendent of Federal Programs
Timeline for Implementation	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)?	

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)?	

Action Step # 3

Action Step	Parent involvement coordinators will share resources with family of community stakeholders to support schoolwide improvement initiatives and host building capacity staff development on establishing ongoing, two-way communication with families. Staff will provide ongoing updates of academic standards being addressed in the classroom.
Funding Sources	Title I, Part 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	Documentation of parent and teacher support Daily/weekly schedules Annual evaluations
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Principal Parent Involvement Coordinator Assistant Superintendent of Federal Programs
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Involve families and community stakeholders in school events to promote student achievement.
Funding Sources	Title I, Part 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	Calendar of events # of participants Agendas
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	School level administrators Parent Involvement Coordinator Assistant Superientendent of Federal Programs
Timeline for Implementation	Quarterly

Action Step # 4

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide social, emotional, and/or positive behavioral support for students
Root Cause # 1	Students have unmet social/emotional needs, causing them to become frustrated and act out.
Root Cause # 2	Students who need counseling and crisis intervention outnumber available counseling capacity.
Goal	Implement a school-wide emotional care and support program that includes healthy habits lessons and a school-wide guidance plan during the 2025-2026 school year.

Action Step # 1

Action Step	Counselor provides education through developmental guidance to all students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Guidance schedule Guidance curriculum (Food for Thought) Master schedule Discipline referrals Lesson plans
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Counselor Administrators
Timeline for Implementation	Quarterly

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)?	

Action Step # 2

Action Step	Counselor referrals to appropriate agencies
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Guidance records//communications Infinite campus
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Counselor Administrators Behavior Intervnetionist
Timeline for Implementation	Quarterly

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)?	

Action Step # 3

Action Step	Provide counseling to all students following ISS and OSS, using MTSS protocols to develop BIPs as appropriate.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Guidance records//communications Infinite campus
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Counselor Administrators Behavior Interventionist
Timeline for Implementation	Quarterly

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)?	

Action Step # 4

Action Step	Ensure completion of grade-appropriate instruction with specifics of Erin's Law requirements.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Guidance records//communications Counselor daily schedule Specials rotation schedule
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Counselor Administrators
Timeline for Implementation	Weekly

Action Step # 4

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)?	

Action Step # 5

Action Step	School counselor will provide orientation for new students to school, assist with open house and school tours as students progress through grade levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas Sign in sheets
Method for Monitoring Effectiveness	Improved Milestones scores
Position/Role Responsible	Administration School counselor
Timeline for Implementation	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)?	

2. SCHOOL IMPROVEMENT GOALS

2.6 Overarching Need # 6

Overarching Need

Overarching Need as identified in CNA Section 3.2	Professional learning
Root Cause # 1	Expectations for teacher and students use of technology often changes with advancements or updates to programs.
Root Cause # 2	Professional learning initiative are not monitored or reinforced.
Root Cause # 3	Some teachers are new to the profession or are in new roles. Teachers need additional Professional Learning on differentiation, behavior management, and high-leverage instructional strategies.
Root Cause # 4	System is implementing new instructional initiatives in reading, math, and writing.
Goal	Continuous Improvement. All teachers will participate in professional learning appropriate for their instructional assignment each year.

Action Step # 1

Action Step	Provide curriculum training to all teachers for all subjects (ELA, Math, Science & Social Studies) based on direction from curriculum coordinators. Ensure 100% staff participation in professional learning related to their duties.
Funding Sources	Title I, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign in sheets Agendas Teacher plans GA Milestones School-wide screeners Benchmarks
Method for Monitoring Effectiveness	Improved screener scores

Action Step # 1

Position/Role Responsible	Curriculum Director System & School level administrators Teachers Instructional Coach
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step	Develop and implement a school level professional learning calendar.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Attendance data Agendas of meetings Professional learning schedule
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	School & System level administrators Instructional Coach
Timeline for Implementation	Yearly

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	

Action Step # 2

this action step(s)?	

Action Step # 3

Action Step	Continue consistent use of technology by students and teachers to support instruction. Continue to employ digital learning specialist to provide professional learning to assist teachers in maximizing instruction with technology.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson plans Sign-in sheets Agendas
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Teachers Administrators Instructional technology staff Instructional Coach
Timeline for Implementation	Weekly

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)?	

Action Step # 4

Action Step	Refine the collaborative planning process to ensure that daily instruction in ELA, Math, Science, and Social Studies: * Is data driven *Continues the use of technology by students and teacher to support instruction *Includes the continuation of the alignment of formative and summative assessments with the rigor/Depth of Knowledge (DOK) level of the GSE *Includes teaching the language/vocabulary of the standards in all core content areas *Includes teaching cursive handwriting in 3rd and 4th grades (Handwriting Without Tears)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets Agendas Lesson plans Samples of student work Increased performance on formative and summative assessments
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	School & System level administrators Instructional Coach Teachers
Timeline for Implementation	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)?	

Action Step # 5

Action Step	Teachers are engaged in planning professional learning experiences for the school and articulate the intended results of professional learning by: *Working with the elementary curriculum director, principal, assistant principal, MTSS coordinator, and other staff to develop plans *Monitoring the implementation of classroom strategies, creating a system of follow-up support, and identifying the results of these strategies on student learning
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Software Textbooks/units TKES evaluations surveys and student achievement data (screeners, formative & summative assessments)
Method for Monitoring Effectiveness	Improved screener scores
Position/Role Responsible	Principal Elementary Curriculum Director Director of New Teacher Induction New Teacher Mentors Administrators Teachers Instructional Technologist Instructional Coach MTSS Coordinator
Timeline for Implementation	Quarterly

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)?	

Action Step # 5

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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The Parent involvement coordinator hosted focus group sessions to gather input to revise the school improvement plan, family engagement plan and the school-parent compact. Additional input was gathered from parent and staff surveys. The SIP is available for review in the main office and is posted on the school website.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Cross Creek did not have any teachers rated as ineffective on the TKES for 2024-2025. Students are scheduled by hand to ensure they receive instruction based on identified needs and to ensure they are not served by inexperienced, out of field, or ineffective teachers for 2 consecutive years. Administrators complete walkthroughs (classroom observations) to monitor instruction. Teachers also benefit from common planning to allow them to plan with their peers. Students are assigned schedules aligned to support individual needs.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	2.5 hour Literacy Block, 90 minutes Math Block, daily enrichment - Math and Language intervention, Math enrichment Science, Social Studies, and Specials. Students with demonstrated needs are selected for additional support through the MTSS process and/or summer school. Title 1 intervention teachers provide Tier III instruction and lead MTSS data meetings.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point	Cross Creek implements a school-wide Title 1 program.

system) that uses the objective criteria to rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	The school counselor will coordinate and assist with students transitioning to the school to provide sessions for orientations and school tours. An open house and orientation session will be available for rising 3rd grade students in the spring.

6. If applicable, 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:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Each spring, school visits and open house events are scheduled for rising 3rd graders coming to Cross Creek. Rising 5th graders participate in similar activities to support transition to the middle school.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Cross Creek teachers establish classroom discipline plans designed to redirect student misbehavior, involve parents, the behavior specialist and counselors to ensure students are not subject to frequent class removals.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	SIP goals and actions are monitored at the school level quarterly and by the district each semester. Local and state data reports are combined with observation and survey data to monitor and adjust continuous improvement efforts. The SIP covers a one-year period and is developed in coordination with other Federal, State and local services, resources and programs.