

 **VISION**
Cross Creek High School will provide an educational experience that produces students of character prepared for the future.

 **MISSION**
Our school's mission is to cultivate purposeful instruction, positive relationships, and high expectations to ensure employment, enrollment, enlistment, or entrepreneurship.

 **BELIEFS**
We believe: Every student can grow when they are challenged, inspired, and motivated. All teachers are leaders, and continued growth has a direct impact on instruction. A safe, inclusive, respectful environment builds confidence and fosters school pride.

	Math	Literacy	Graduation Rate
 OBJECTIVE	• Cross Creek High School will strengthen Tier I mathematical reasoning and problem solving instruction in Math and Science to increase the percentage of students achieving Developing Learner level and above on the Georgia Milestones End-of-Course assessment in Algebra Concepts and Connections and Biology by at least three percentage points by the end of the 2026-2027 academic year.	• By Spring 2027, students will demonstrate measurable MAP growth and at least a three percent point increase in GMAS Lit II and U. S. History proficiency (Developing or above) through embedded intervention and targeted instruction.	• By May 2027, Cross Creek will increase the graduation rate from 80.3% to 85% by implementing a data-driven early warning system.
 CRITICAL INITIATIVES	• Provide targeted math support through dedicated Algebra C&C and Geometry support sections for struggling students, monitored via MAP growth. • Implement fall baseline assessment, fidelity monitoring, and ongoing progress monitoring using unit assessments and the Progress Learning platform. • Monitor and provide feedback on the instructional delivery of Math and Science standards through regular walkthroughs, observations, and coaching cycles. • Provide targeted professional learning for Mathematics and Science teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms. • Facilitate and monitor collaborative planning for Mathematics and Science courses focused on instructional strategies, progress monitoring, data analysis, implementation and feedback to improve Tier I instruction.	• Provide targeted literacy intervention for Lit I and Lit II students through a dedicated Literacy Teacher, with progress monitored via Progress Learning and MAP growth. • Provide targeted professional learning for ELA and Social Studies teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms. • Monitor and provide ongoing actionable feedback on the instructional delivery of ELA and Social Studies standards through regular walkthroughs, observations, and coaching cycles. • Facilitate and monitor collaborative planning for ELA and Social Studies courses focused on instructional strategies, progress monitoring, data analysis, implementation and feedback to improve Tier I instruction.	• Use the cohort monitoring system and Early Warning Indicators to review attendance, grades, and credits to provide different levels of academic and non-academic support through MTSS. • Provide targeted remediation through afterschool, Saturday, and seasonal sessions for identified students to improve achievement, support credit recovery, and increase students on track for graduation. • Establish a structured system of recognition and positive behavior supports that celebrates student success and promotes a positive school climate.
 INTENDED OUTCOMES	• Students in Algebra C&C and Geometry support sections will demonstrate measurable MAP math growth from fall to spring. • The percentage of students scoring at Beginning level on Algebra C&C EOC will decrease from 72% to 69% or below. • Students will demonstrate measurable growth in foundational math skills. • Leadership will have timely data to verify math/science support fidelity and student growth, enabling mid-year instructional adjustments. • Teachers will be equipped with the tools and resources necessary to implement and deliver Tier I instruction. Engagement & achievement will increase. • Math and Science teachers will consistently implement research-based Tier I strategies with fidelity, improving student mastery of standards.	• Students in Lit I and Lit II support classes will show measurable reading growth. • Teachers will be equipped with the tools and resources necessary to implement and deliver Tier I instruction. Engagement & achievement will increase. • Leadership will track implementation and delivery of standards & literacy strategies across all departments and MAP reading growth. • ELA and Social Studies teachers will consistently implement research-based Tier I strategies with fidelity, improving student mastery of standards.	• At risk students will be identified and supported earlier, reducing dropout rates and increasing on-time graduation. • Identified students in targeted remediation will show academic growth, recover credits, and move on-track for on-time graduation. • Students will show greater engagement, belonging, and positive behavior in an equitable school climate through consistent recognition
 KEY MEASURES	• Fall, Winter, and Spring MAP assessments, math pass/fail rates, walkthrough data • Fall, Winter, and Spring MAP assessments, math pass/fail rates, walkthrough data; Progress Learning data • Monthly walkthrough logs with teacher feedback; unit tests, data meeting notes showing instructional adjustments. • 80% of the teachers will show proficiency in implementing the strategies introduced and developed during professional learning. • 100% of teachers participate in collaborative planning, walkthrough/observation, common formative assessment, agenda, minutes	• MAP Reading RIT scores, Literature II EOC, walkthroughs, lesson plans • 80% of the teachers will show proficiency in implementing the strategies introduced and developed during professional learning. • Quarterly walkthrough data by department; MAP reading growth; department chair literacy updates in leadership minutes. • 100% of teachers participate in collaborative planning, walkthrough/observation, common formative assessment, agenda, minutes	• Cohort graduation rate, course pass/fail rates, credit recovery completion, and chronic absenteeism tracked per grading period. • Percentage of identified students who move from "off-track" to "on-track" for graduation, % attending remediation sessions • Discipline referrals, attendance rates, # receiving positive recognition, results from climate survey