

Math

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 from 27.5% to 35.01% and Biology from 36.3% to 36.35% by the end of the 2026-2027 academic year.

CRITICAL INITIATIVE

Implement fall baseline assessment, fidelity monitoring, and ongoing progress monitoring using unit assessments and the Progress Learning platform.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide teachers with professional learning on unit assessment protocols and the Progress Learning platform, administer fall baseline assessments to establish starting data for all students, monitor implementation fidelity through classroom observations and coaching, and conduct ongoing progress monitoring using unit assessments and Progress Learning data to track student growth and inform instructional decisions throughout the year.	Administration and Instructional Specialist	Progress learning, unit assessments, school schedule of assessments, trainer for Progress Learning, protocols and procedures for compiling and analyzing data, checklist or tool for monitoring implementation (fidelity checks), instructional specialist to provide coaching	We will know this goal is accomplished when 100% of students have completed fall baseline assessments, at least 80% of classrooms meet fidelity implementation standards through the year, and progress monitoring data show consistent platform engagement and instructional adjustments from baseline through year-end.	7/20/26	8/14/26 8/28/26 9/04/26 9/30/26 10/16/26 11/30/26 2/26/27 5/28/27 100% of teachers have received training on progress monitoring platforms and protocols 100% of students have completed Fall 2026 baseline in all content areas. Baseline data compiled; at-risk students flagged & 100% of data compiled; target % identified for intervention Classroom observations/checklists completed (ongoing activity) Low-fidelity cases receive coaching follow-up with 100% of flagged cases receive follow-up within 2 weeks Progress Learning probes and unit assessments administered on schedule by content area (continues in 2nd semester) Platform usage remains active (logins, assignments completed) (80% engagement of teachers and students) Quarterly: P, C>Data team reviews progress data and documents instructional adjustments

CRITICAL INITIATIVE

Monitor and provide feedback on the instructional delivery of Math and Science standards through regular walkthroughs, observations, and coaching cycles.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Monitor and provide ongoing, actionable feedback on the instructional delivery of Math and Science standards through regular walkthroughs, observations, and coaching cycles to ensure consistent, high-quality Tier I instruction aligned to achievement level descriptors is delivered.	Administration, Leadership Team, Instructional Specialist	monitoring tools standards	Success will be evident when implementation of a structured observation and feedback system and measurable improvements in both teacher practice and student performance aligned to achievement level expectations.	7/1/26	9/30/26 11/30/26 1/31/27 3/31/27 5/28/27 Establish and communicate a clear instructional monitoring framework, including defined look-fors for standards-based instruction and high-impact literacy strategies, and implement a consistent walkthrough schedule for Mathematics and Science classrooms. Walkthrough and observation data will show that at least 75% of observed classrooms are implementing identified Tier I instructional strategies and literacy practices aligned to course standards. Feedback will be consistently documented and shared with teachers. At least 85% of teachers will have participated in structured feedback cycles (observation, feedback, and follow-up), and implementation fidelity of targeted instructional strategies will reach 80% or higher as evidenced by walkthrough data trends. Observation and coaching data will indicate increased consistency across classrooms, with 100% of observed lessons demonstrating aligned standards-based instruction and effective literacy strategy implementation, along with evidence of instructional adjustments based on feedback. Walkthrough trends, coaching documentation, and student performance indicators will demonstrate sustained implementation of high-impact Tier I instructional practices, contributing to measurable improvements in student engagement and achievement aligned to Developing Learner and above expectations.

CRITICAL INITIATIVE

Provide targeted professional learning for Mathematics and Science teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Establish a lesson study PD to preview units of study prior to instructional delivery.	Administration & Instructional Specialist	External professional development presenters, subs, monitoring tools, standards, supplies (paper, binders, chart paper, markers, pens)	Success will be evident when teachers consistently implement high-impact Tier I instructional strategies aligned to standards, as demonstrated through observation data, collaborative planning artifacts, and improved student performance on standards-based measures.	7/1/26	8/31/26 10/30/26 1/29/27 Establish a collaborative lesson study PD schedule and secure subs for Math and Science teams focused on Tier I instructional strategies, achievement level descriptors, and aligned strategies. 100% of Math and Science engage in lesson study PD will include documented evidence of standard alignment, Tier I instructional strategies, progress monitoring discussions, student achievement data analysis and/or feedback action steps for instructional improvement. Classroom walkthrough and observation data will show at least 80% implementation of identified Tier I instructional strategies and achievement level descriptor alignment in Math and Science classrooms.

CRITICAL INITIATIVE

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.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide job-embedded professional learning aligned to standards that strengthens teachers' use of high-impact Tier I instructional strategies, with direct application through collaborative planning and rigorous instruction across classrooms.	Administration & Instructional Specialist	Collaborative planning schedule, content resources, achievement level descriptors, standards, substitute coverage, external professional development presenters, monitoring tools	Success will be demonstrated through consistent implementation of structured lesson study cycles, improved alignment of instruction to achievement level descriptors/standards, increased use of high-impact literacy strategies, and measurable gains in student performance on common assessments and EOC measures.	8/7/26	9/30/26 11/30/26 1/29/27 5/31/27 Establish and implement monthly half-day collaborative planning and lesson study sessions with clearly defined protocols, agendas, and expectations focused on unit preview, Achievement Level Descriptors/Standards alignment, and problem solving strategy integration. 100% of half day collaborative planning sessions will include documented evidence of: Standard/Achievement Level Descriptors alignment, Unit Review, Data Discussion and Common Assessment creation. Collaborative planning products and classroom walkthrough data will indicate at least 80% implementation fidelity of agreed-upon instructional strategies and consistent use of standards-aligned instructional practices across Mathematics and Science classrooms. All collaborative teams will consistently use results from common formative assessments developed during lesson study sessions to adjust Tier I instruction, with evidence of targeted supports and instructional refinements documented in at least 90% of planning sessions.

Literacy

OBJECTIVE

By Spring 2027, embedded literacy intervention and targeted instruction will improve student literacy, resulting in an increase in EOC scores for U.S. History assessments from 40.0% to 54.4% and increase EOC results in Lit II by 3 percentage points.

CRITICAL INITIATIVE

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.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Use 8th-grade EOG and MAP data to identify students for the REP course.	ELA Department Chair, Instructional Coach, All Department Chairs, Assigned AP		Students aligned in dedicated REP teacher.	7/20/26	10/02/26 12/18/26 3/05/27 5/07/27 Fall MAP assessment. Winter MAP assessment. Written framework documentation. Quarterly walkthroughs across all departments. Quarterly walkthroughs. Spring Map assessment.

CRITICAL INITIATIVE

Provide targeted professional learning for ELA and Social Studies teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide job-embedded professional learning aligned to standards that strengthens teachers' use of high-impact Tier I instructional strategies, with direct application through collaborative planning and rigorous instruction across classrooms.	Administration, instructional specialist and department chairs	External professional development presenters, monitoring tools, standards	Success will be evident when teachers consistently implement high-impact Tier I instructional strategies aligned to standards, as demonstrated through observation data, collaborative planning artifacts, and improved student performance on standards-based measures.	7/1/26	8/31/26 3/31/27 5/07/27 Establish a lesson study PD schedule and secure subs for ELA and Social Studies teachers and Science Implement monthly to quarterly lesson study PD sessions with ELA and Social Studies teachers focused on upcoming units, instructional priorities, achievement level descriptors, and aligned instructional practices. Survey staff on the effectiveness of the lesson study sessions

CRITICAL INITIATIVE

Monitor and provide ongoing actionable feedback on the instructional delivery of ELA and Social Studies standards through regular walkthroughs, observations, and coaching cycles.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Monitor and provide ongoing, actionable feedback on the instructional delivery of ELA and Social Studies standards and high-impact literacy strategies through regular walkthroughs observations, and coaching cycles to ensure consistent, high-quality Tier I instruction aligned to achievement level descriptors is delivered.	Department Chairs, Instructional Specialist, AP	observation and monitoring tools	Success will be evident through implementation of a structured observation and feedback system and measurable improvements in both teacher practice and student performance aligned to achievement level expectations.	7/1/26	9/30/26 11/30/26 1/29/27 3/31/27 5/31/27 Establish and communicate a clear instructional monitoring framework, including defined look-fors for standards-based instruction and high-impact literacy strategies, and implement a consistent walkthrough schedule for ELA and Social Studies classrooms. Walkthrough and observation data will show that at least 75% of observed classrooms are implementing identified Tier I instructional strategies and literacy practices aligned to course standards. Feedback will be consistently documented and shared with teachers. At least 85% of teachers will have participated in structured feedback cycles (observation, feedback, and follow-up), and implementation fidelity of targeted instructional strategies will reach 80% or higher as evidenced by walkthrough data trends. Observation and coaching data will indicate increased consistency across classrooms, with at least 100% of observed lessons demonstrating aligned standards-based instruction and effective literacy strategy implementation, along with evidence of instructional adjustments based on feedback. Walkthrough trends, coaching documentation, and student performance indicators will demonstrate sustained implementation of high-impact Tier I instructional practices, contributing to measurable improvements in student engagement and achievement aligned to Developing Learner and above expectations.

CRITICAL INITIATIVE

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.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Establish and execute structured monthly half-day collaborative planning and lesson study cycles focused on previewing, upcoming units, aligning Tier I instructional priorities to achievement level descriptors, and identifying effective literacy strategies.	Administration, Instructional Specialist and Department Chairs	Substitute coverage external professional development presenters, monitoring tools, standards, achievement level descriptors	Success will be demonstrated through consistent implementation of structured lesson study cycles, improved alignment of instruction to achievement level descriptors, increased use of high-impact literacy strategies, and measurable gains in student performance on common assessments and EOC measures.	8/31/26	9/30/26 11/30/26 1/29/27 3/31/27 5/31/27 Establish and implement monthly half-day collaborative planning and lesson study sessions with clearly defined protocols, agendas, and expectations focused on unit preview, Achievement Level Descriptors/Standards alignment, and literacy strategy integration. 100% of half day collaborative planning sessions will include documented evidence of: Standard/Achievement Level Descriptors alignment, Unit Review, Data Discussion and Common Assessment Creation. Collaborative planning products and classroom walkthrough data will indicate at least 80% implementation fidelity of agreed-upon instructional strategies and consistent use of standards-aligned, literacy-rich instructional practices across ELA and Social Studies classrooms. All collaborative teams will consistently use results from common formative assessments developed during lesson study sessions to adjust Tier I instruction, with evidence of targeted supports and instructional refinements documented in at least 90% of planning sessions. Student performance data, common assessment results, and classroom observation trends will demonstrate increased consistency in Tier I instruction and measurable growth in the percentage of students performing at Developing Learner and above expectations aligned to identified instructional priorities

Graduation Rate

OBJECTIVE

By May 2027, Cross Creek will increase the graduation rate from 77.7% to 84.4% by implementing a data-driven early warning system.

CRITICAL INITIATIVE

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.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Establish a student tracking process using existing student data (Infinite Campus). Define at-risk criteria (attendance, grades, behavior thresholds), pull an initial student list, and assign each identified student to a counselor or point person with a documented support plan.	MTSS Coordinator, Counselors, Assigned AP	Implement early warning system, maintain watch list, hold monthly support team meetings, explore community partnerships, counselors conduct check-ins	At-risk criteria documented. Initial student list generated with identified students assigned to a point person.	7/20/26	10/02/26 3/05/27 Implement early warning system and create watchlist. Check and monitor monthly support systems. Monitor credit recovery with Edgenuity progress reports. Identify community partnerships. Check and monitor monthly support systems. Monitor credit recovery with Edgenuity progress reports. Identify community partnerships. counselor logs with senior students as priority.

CRITICAL INITIATIVE

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.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Deliver targeted academic support sessions for students focusing on closing learning gaps, improving course performance, and increasing credit attainment to ensure more students stay on track for graduation.	MTSS, Administration, Teachers	academic remediation supplies incentives, monitoring tool, transportation, teaching staff	Success will be measured by consistent implementation of remediation sessions, resulting in improved course pass rates, increased credit recovery, and more students on track for graduation.	7/1/26	9/30/26 10/01/26 11/30/26 1/29/27 3/31/27 Establish and communicate a structured remediation plan, including schedules for afterschool, Saturday, and seasonal sessions. Identify students using EW] and cohort data, assign staff, and align supports to MTSS tiers and credit recovery needs. Launch the remediation plan by identifying students through EW] and cohort data, finalizing schedules for afterschool, Saturday, and seasonal sessions, assigning staff, and communicating expectations to students and families. Remediation sessions will be consistently implemented, with at least 75% of identified students participating in targeted academic support. Attendance and performance data will be monitored, and interventions will be documented and adjusted as needed. At least 75% of participating students will demonstrate progress in course grades or credit completion based on semester data. Six-week review cycles will show adjustments to student groups and instructional focus based on data. Participation and intervention data will show increased consistency, with 100% of identified students receiving ongoing targeted support. Student outcomes will reflect improved course pass rates and progress towards the graduation rate.

CRITICAL INITIATIVE

Establish a structured system of recognition and positive behavior supports that celebrates student success and promotes a positive school climate.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement recognition events and incentives to celebrate student success and improve engagement and school climate.	PBIS Team, Administration	recognition system, monitoring tool	Success will be measured by participation in recognition events, improved engagement, fewer behavior incidents, and positive climate survey results.	7/1/26	9/30/26 11/30/26 1/29/27 5/31/27 Develop and communicate a structured schoolwide recognition plan that includes recognition events, incentives, and systems for celebrating student success in behavior, attendance, and academic growth. At least 75% of staff will participate in implementing recognition practices/providing student of the month candidates, etc), with scheduled events and visible systems for acknowledging student success. Student participation in recognition opportunities will increase. At least 85% of staff will consistently contribute to student recognition efforts. Data will show improved student engagement and early reductions in behavior incidents. Recognition practices will be implemented consistently across the school, with regular events highlighting student success. Data trends will indicate improved student behavior, increased attendance, and stronger student engagement. Recognition event participation, student feedback, and behavior data will demonstrate sustained implementation, resulting in improved student behavior, increased engagement, and a more positive school climate.