

Comprehensive Progress Report

Mission: The mission of Cross Creek Early College High School is to provide a smaller academic environment that fosters growth and success to prepare all students for their future by developing relationships, responsibility, and respect through relevant and rigorous coursework.

Vision: The vision of Cross Creek Early College is to provide a safe rigorous learning environment while preparing students for success in college, career, and life.

- Goals:**
- Maintain Yearly Graduation Rate at 100%. Every student will graduate from high school prepared to complete their bachelor degree within 2.5 years.
 - English II- Increase EOC proficiency by 5% by 2024
 - Biology-Increase EOC Proficiency by 5% by 2024.
 - Math III-maintain 100% EOC proficiency for the 2023-24 school year. Math I-Increase EOC proficiency by 5% to obtain 100% for 2023-2024.



! = Past Due Objectives KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our current level of implementation concentrates this effort primarily in the Academic Readiness Class (ACR) for each grade level. Our ACR teachers utilize multiple resources to implement our students' college readiness and preparedness curriculum. Our goal is to extend these efforts and use these resources across the school and within all classrooms by making them meaningfully accessible to all teachers.	Limited Development 09/20/2022		
How it will look when fully met:			Fully met, the implementation of this objective will result in our students being able to connect career goals and 4-year college degree plans to relevant real-life applications and opportunities. This will take place across all classes and subject areas via classroom lessons and guest speakers. This will allow our students to perceive all teachers as career guides and rich sources of college and career information throughout the course of the year. Additionally, being situated on a college campus affords us the opportunity to pull in guest lecturers to reinforce degree plan choices as well as career direction.		Lakeisha Bradley	05/31/2024
Actions				2 of 4 (50%)		
	9/21/22	Megan McMillan will hold a PD session to train each teacher on MajorClarity components to ensure they have a full understanding of MajorClarity and implementation in lesson plans		Complete 05/31/2023	Gina Hickle	05/23/2023
Notes: Majorclarity will be utilized by all staff to ensure the components are embedded in lesson plans.						
	9/20/22	Teachers will implement components of MajorClarity in their lesson plans once a month as it relates to their curriculum.		Complete 05/26/2023	Deandra Tart	05/31/2023
Notes: Teachers will utilize MajorClarity to analyze data which will drive their instruction.						
	10/5/23	ACR teachers will increase college readiness skills and preparation by collaborating weekly to streamline the MajorClarity platform across grades 9-12 providing students with quality information and feedback regarding their high school academic progress and college degree plans which will be measured through the ACR log.			Julene Thaxton	06/01/2024
Notes:						

10/5/23	School counselor and ACR 3&4 teacher will increase college awareness by recruiting guest speakers from surrounding colleges and universities twice per semester to discuss college and career guidance with our Junior and Senior students .		Deandra Tart	06/01/2024
Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, we have already designated an R-time in our daily school schedule for all 9th and 10th-grade students. On Thursdays and Fridays, we have set R-time aside for students to interact with each other in a structured environment in various areas of interest. We have Monday, Tuesday, and Wednesday set aside and ready for an academic purpose students can collectively pursue under the direction of our teachers. We already have a book study prepared for our 9th-grade students (Seven Habits of Highly Effective Teens by Sean Covey). We are prepared to purchase a second title for our 10th graders to read this year.	Limited Development 09/20/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, our 9th and 10th-grade students will meet in R-Time each Monday, Tuesday, and Wednesday mornings prepared to read and discuss chapters in their respective books. The R-Time teachers will feel capable of leading these discussions based on a common lesson plan developed and agreed upon by the SIT team. This will ensure a measure of uniformity between the R-time classes. Students will feel comfortable sharing and commenting on the anecdotal information contained in each chapter and will be given a chance to reflect on what is being discussed and learned through simple but effective journaling in MajorClarity. Via these discussions and journaling activities, teachers can gauge the progress and status of students and alert the school counselor to situations/students of concern for any needed interventions. The book study is designed to last for the full school year Monday - Wednesday each week.		Gina Hickie	05/31/2024
<i>Actions</i>				1 of 3 (33%)		
9/20/22	Teachers and staff attend SEL adult sessions, Module 1.			Complete 05/25/2023	Julene Thaxton	06/01/2024

Notes: Staff will attend both modules

3/2023-In order to address the social-emotional well-being of our students, we are planning on implementing research based techniques from the breathe for change program, that was developed by Dr. Ilana Nankin's. The program includes different techniques such as yoga, mindfulness, and social-emotional learning (SEL). These techniques focus on the well-being of students and teachers. Some of the benefits of completing these techniques are enhanced overall well-being, physical well-being, and emotional well-being. Increased energy levels, and ability to positively influence others' lives. Increased ability to control the important things in their lives. Increased confidence in their ability to handle personal problems and deal with emotional challenges calmly. Increased ability to create a relaxed atmosphere with their students. Decreased feelings of frustration.

Students will learn social-emotional learning (SEL) and mindfulness techniques by watching videos and following the techniques from the breathe for change youtube channel. The videos will be shown during R time on Tuesdays. Each video has a duration of 10 to 15 minute

10/5/23 Teachers will address students' emotional needs by utilizing therapeutic items from their classroom Calming Carts to decrease office/counselor referrals and preserve class attendance. Office referrals will be compared to prior years referrals

Gina Hickle

06/01/2024

Notes:

8/2/23 Teachers and staff will attend SEL sessions through SecondStep, Module 2: Managing Stress supports educators' Teachers will complete individual videos throughout the Module 2 and answer questions and complete activities at the end of each session.

Lakeisha Bradley

06/30/2024

Notes:

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our current implementation of PLC's started meeting monthly to discuss data and high yield strategies that will enhance student growth and achievement. Our goal is to increase teachers instructional capacity resulting in higher level proficiency in all EOC areas and growth.	Limited Development 09/21/2022		
<i>How it will look when fully met:</i>			When this objective is fully met, individual teachers will be equipped with advanced instructional strategies resulting in an increase in student performance and proficiency. Teachers will be seen using high-yield strategies as a part of their daily teaching and lesson planning. Teachers will be able to identify the unique needs of their students and utilize the appropriate level of differentiation to reach each student. Teachers will use available and pertinent resources to supplement and/or enhance lesson planning and delivery.		Lakeisha Bradley	06/01/2024
Actions				0 of 4 (0%)		
	10/13/23	Students will evaluate their learning at various points during each semester using their ACR goal rubric after learning goals are created based on their self-assessments.			Deandra Tart	05/01/2024
<i>Notes:</i>						
	10/5/23	Teachers will attend monthly PLC meetings with Cumberland International ECHS to discuss data trends and high-yield strategies to develop rigorous lessons to increase our schools performance.			Diego Mendivelso	06/01/2024
<i>Notes:</i>						
	10/5/23	The school leadership team will conduct walkthroughs by visiting classrooms during instruction to observe the use of high yield strategies by using I-rounds to guide "look-fors" and provide real-time feedback to teachers to increase differentiated instructional practices.			Lakeisha Bradley	06/01/2024
<i>Notes:</i>						
	10/5/23	Teachers will complete data disaggregation worksheet on most recent assessment. (test, quiz) Identify at risk students who are not reaching their performance goals and provide additional support to those students weekly.			Leoncia Nicdao	06/01/2024

Notes: