Cross County High School, A New Tech School
2020-2021 School Plan

Based on the iReady Assessment and other assessments given to grades 7-10, 30% of students that are below grade level on iready vocabulary will increase by at least one grade as measured by tests throughout the year. Assessments will be given to all students in grades 7-10 at the beginning of the school year. This will ensure that we have the most up to date data possible to lead to the greatest student achievement.

During the 2019-2020 school year 44% of students completed their lessons virtually, due to new learning and attendance, 100% of virtual students will complete their work at a passing rate. These students will be presented with the same vigorous lessons as the in class students from the same school employees. These teachers will receive training on best methods and tools available for delivering virtual instruction through weekly cluster meetings and additional support from the Master Teacher and Director of Instructional Technology.

All literacy and math strategies used for in person learning will also be used for virtual learners to ensure that their literacy and math needs are met based on test data.

At the beginning of the 20-21 school year 71% of 7th graders and 74% of 8th graders tested below grade level for vocabulary. By the end of the 20-21 school year, 40% of 7th graders and 51% of 8th graders had increased their vocabulary by at least one grade.

Cluster Cycle 1 Goal:	By the end of this cluster cycle, teachers will be able to create opportunities for increased student engagement in both in-person and virtual learning settings by incorporating a deeper understanding of the TAP rubric
Cluster Goal 2 Goal:	By the end of this cluster cycle, teachers will be able to create opportunities for increased student achievement through the reintroduction of the annotation strategy for both in-person and virtual learning settings
Cluster Goal 3 Goal:	By the end of this cluster cycle, teachers will be able to increase student usage of Tier 2 vocabulary words by implementing the Vocabulary Through Writing Strategy
Cluster Goal 4 Goal:	By the end of this cluster cycle, teachers will be able to create opportunities for increased student engagement in both in-person and virtual learning settings by incorporating a deeper understanding of the capabilities of the Apple Software

Literacy Plan

Reading Program

All students are assessed using STAR Reading at the beginning and end of each school year; reporting results to parents twice annually. All seventh and eighth grade students are assessed for their reading fluency and comprehension level three times during the school year using DIBELS or iReady. Reading is a weekly focus during PLC meetings. English Language Arts teachers use a comprehensive approach to teach Reading through novel/short story studies, as well as, non-fiction texts, writing instruction is focused around student need, and create expectations for each grade level as a team.

Science of Reading
All high school teachers are required to demonstrate an awareness of the science of reading through completion of 18 hours of Science of Reading modules. Additionally, four classroom teachers completed training in Structures to provide interventions to struggling students. All special education teachers are following an approved Pathway to Proficiency in their field of study.

Dyslexia and Intervention Program
During the 2020-2021 school year, Cross County School District is using the evidenced-based Barton Reading, Phonics First, and Structures systems in one-on-one and small group interventions to address the deficit areas of students identified as exhibiting the characteristics of dyslexia. Additionally, Cross County High School provides intervention opportunities for students during Advisory periods, after school tutoring with a certified teacher, and student-led tutoring in all subjects.