

**Creekview High School**  
**2017-18**  
**School Improvement Plan**

**Dr. Mark Merges, Principal**



## **School Profile**

Creekview High School is one of six high schools in the Cherokee County School District, the 9th largest school district in Georgia. The school is located in northeast Cherokee County and it serves the local suburban/rural communities of Macedonia, Free Home, Ball Ground, Buffington and Hickory Flat. The communities have historically been farming communities; however, the area has experienced tremendous growth in the past ten years. Many people have relocated to the area as farmland has sold to developers who have constructed numerous subdivisions. This has created a unique socio-economic situation for Creekview High School, with a portion of the student body native to the area and the other portion transplants from across the United States as well as other countries. The student population of Creekview High School is currently 1995 with 87% of the student body identifying as White, 7% Hispanic, 3% Black and 3% other. The faculty totals 128 and there are 30 support staff members. Thirty-five percent of faculty holds a Master's Degree, 16% have a Specialist's Degree and 5% have a Doctorate Degree. Of the 448 Creekview High School graduates in the Class of 2017, 71% planned to attend a four-year college, 12% planned to attend a two-year/technical college, 4% planned to enlist in the military and 13% planned to directly enter the workforce. Creekview High School faces challenges associated with population increase in the future. The building is almost at capacity, utilizing two mobile units already. As the school faces overcrowding, challenges will emerge concerning the problems associated with excessive growth.

### **School Improvement Plan Design Team:**

Dr. Mark Merges	Principal
Dr. Krista Webb	Assistant Principal
Jessica Whitley	Assistant Principal
Dr. Kevin Higgins	Assistant Principal
Chuck Wilson	Assistant Principal
Lauren Dodd	Teacher-Social Studies
Kerrie Schmidt	Teacher-Science
Morgan Green	Teacher-Social Studies
Kristie Sikes	Counselor
Brooke Harrison	Department Chair-Special Education
Dianne Schumacher	ILT

## **A. CHEROKEE COUNTY SCHOOL DISTRICT'S MISSION STATEMENT:**

*We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.*

## **B. CHEROKEE COUNTY SCHOOL DISTRICT'S BELIEF STATEMENTS:**

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- ❖ Learning is achieved through the use of a variety of effective teaching techniques.
- ❖ A safe and secure environment is essential for teaching and learning.
- ❖ All students should be taught by teachers and parents how to learn and how to become lifelong learners. g. All students deserve equal access to a quality education.
- ❖ Quality education requires quality staff, programs, facilities, equipment and technology.
- ❖ Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- ❖ Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- ❖ Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- ❖ All schools should be accountable for improving student achievement.
- ❖ All schools should reflect school-based, participatory management.
- ❖ All students must be prepared to function effectively in a knowledge-based, technologically-rich and culturally-diverse 21st century.
- ❖ All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

### **C. CHEROKEE COUNTY SCHOOL DISTRICT'S MAJOR SYSTEM PRIORITIES:**

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining, and training the best teachers, principals, and support staff.
5. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Addressing exploding student population growth, recognizing that there is a large gap between the school district's facilities and technology needs and available capital outlay revenue.

### **D. ADVANCED STANDARDS FOR QUALITY:**

- Standard 1: Purpose and Direction. The School District maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
- Standard 2: Governance and Leadership. The School District operates under governance and leadership that promote and support student performance and school effectiveness.
- Standard 3: Teaching and Assessing for Learning. The School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
- Standard 4: Resources and Support Systems. The School District has resources and provides services that support its purpose and direction to ensure success for all students.
- Standard 5: Using Results for Continuous Improvement. The School District implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

### **E. SCHOOL MISSION STATEMENT:**

*Creekview High School encourages excellence and prepares students to be successful global participants.*

### **F. SCHOOL VISION STATEMENT:**

Creekview High School is committed to using the Instructional Framework and following AdvancED standards to develop excellence and prepare students to be successful global participants.

### **G. SCHOOL BELIEF STATEMENTS:**

Creekview High School believes that:

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ Our school will be a safe environment for learning.
- ❖ Success is achieved when we work with all students and address their individual needs.
- ❖ Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All students can learn, although styles and rates may differ.
- ❖ Learning is achieved through the implementation of a variety of research-based instructional strategies.
- ❖ Teacher performance and student achievement can continue to improve.
- ❖ We will foster an acceptance of diversity.
- ❖ All decisions should be based on student needs and what is best for students.
- ❖ We are committed to the intellectual, physical and social growth of all students.

## Creekview High School - School Improvement Plan - Part III

### Needs Assessment

#### College and Career Readiness Performance Index (CCRPI)

CCRPI Overall Score	2015 Score	Gap	
Target Score	100		
School	88.7		
Like Georgia High Schools	90	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD High Schools	85.6	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	75.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

#### Gap Analysis / Longitudinal Trends

At this point it's an insignificant gap.

#### College and Career Readiness Performance Index (CCRPI)

CCRPI Achievement Points	2015 Score	Gap	
Target Score	50		
School	40.6		
Like Georgia High Schools	41.9	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD High Schools	39.1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	34	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

#### Gap Analysis / Longitudinal Trends

At this point, it's an insignificant gap.

#### College and Career Readiness Performance Index (CCRPI)

CCRPI Progress Points	2015 Score	Gap	
Target Score	40		
School	38.6		
Like Georgia High Schools	37.8	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD High Schools	37.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	34.3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

#### Gap Analysis / Longitudinal Trends

## Creekview High School - School Improvement Plan - Part III

### College and Career Readiness Performance Index (CCRPI)

CCRPI Achievement Gap Points	2015 Score	Gap	
Target Score	10		
School	7.5		
Like Georgia High Schools	7.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD High Schools	6.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	6.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

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### College and Career Readiness Performance Index (CCRPI)

CCRPI Challenge (ED/EL/SWD) Points	2015 Score	Gap	
Target Score	10		
School	0		
Like Georgia High Schools	2.6	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD High Schools	0.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	6.2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

Data has been addressed. In the past 3 years Creekview has increased upward, more than doubling the participation rate of the population in physics courses. Creekview has also increased the percentage of graduates earning 3 credits in the same world languages.

# Creekview High School - School Improvement Plan - Part III

## Needs Assessment

### Georgia Milestones End-of-Course Results (CCRPI)

Ninth Grade Literature EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	72.6		
All CCSD High Schools	68	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	53	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Georgia Milestones End-of-Course Results (CCRPI)

American Literature EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	71.3		
All CCSD High Schools	68	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	49	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Georgia Milestones End-of-Course Results (CCRPI)

Algebra EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	38.9		
All CCSD High Schools	32	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	33	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Georgia Milestones End-of-Course Results (CCRPI)

Geometry EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	68.6		
All CCSD High Schools	57	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	39	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends



## Creekview High School - School Improvement Plan - Part III

### Georgia Milestones End-of-Course Results (CCRPI)

Physical Science EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	33.1		
All CCSD High Schools	29	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	39	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

Creekview has addressed this data by appropriately realigning the physical science curriculum.

### Georgia Milestones End-of-Course Results (CCRPI)

Biology EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	53		
All CCSD High Schools	57	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	45	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

Creekview has addressed this data by appropriately realigning the biology curriculum and reconfiguring instruction and staff.

### Georgia Milestones End-of-Course Results (CCRPI)

U. S. History EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	65.8		
All CCSD High Schools	58	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	46	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

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### Georgia Milestones End-of-Course Results (CCRPI)

Economics EOC (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	71.2		
All CCSD High Schools	67	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	45	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

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Creekview High School - School Improvement Plan - Part III

Georgia Milestones End-of-Course Results (CCRPI)

Percent Typical/High Growth	2015 Avg.	Gap	
School	73		
All CCSD High Schools	71	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	65	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

# Creekview High School - School Improvement Plan - Part III

## Needs Assessment

Graduation Rate			
Graduation Rate	%	Gap	
School	84.7		
All CCSD High Schools	84.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	79.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Graduation Rate			
Graduation Rate for SWD	%	Gap	
School	78.4		
All CCSD High Schools	67.2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	58.1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Graduation Rate			
Graduation Rate for Minorities	%	Gap	
School	60		
All CCSD High Schools	42	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	60	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Graduation Rate			
Graduation Rate for ED	%	Gap	
School	62.9		
All CCSD High Schools	76.2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	76.6	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Creekview continues to advocate for improved CTAE offerings to reach students in this demographic.			

## Creekview High School - School Improvement Plan - Part III

### Needs Assessment

SAT and ACT Scores			
SAT Scores	%	Gap	
School	1120		
All CCSD High Schools	1121	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	1050	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
National	1060	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
This gap is not significant.			
SAT and ACT Scores			
ACT Scores	2015 Avg.	Gap	
School	23		
All CCSD High Schools	23.2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	21.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
National	21	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
This gap is not significant.			

# Creekview High School - School Improvement Plan - Part III

## Needs Assessment

Student Demographic Data			
Percent of ED Students	%	Gap	
School	14.2		
All CCSD High Schools	24.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

  

Student Demographic Data			
Percent of EL Students	%	Gap	
School	0.5		
All CCSD High Schools	2.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

  

Student Demographic Data			
Percent of SWD Students	%	Gap	
School	9.8		
All CCSD High Schools	9.9	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

  

Student Demographic Data			
Percent of RTI (Tier 2 & 3) Students	%	Gap	
School	10.9		
All CCSD High Schools	13.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

## Creekview High School - School Improvement Plan - Part III

### Student Demographic Data

Percent of Gifted Students	%	Gap
School	19	
All CCSD High Schools	19.1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

This gap is not significant.

### Student Demographic Data

All Students Attendance Rate	%	Gap
School	96.1	
All CCSD High Schools	96	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Student Demographic Data

SWD Attendance Rate	%	Gap
School	94.2	
All CCSD High Schools	94.9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

This gap is not significant.

# Creekview High School - School Improvement Plan - Part III

## Needs Assessment

### Faculty/Staff Demographic Data

Teacher Average Year of Experience	Avg.	Gap	
School	0		
All CCSD High Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Faculty/Staff Demographic Data

First Year Teacher	%	Gap	
School	14.4		
All CCSD High Schools	15.8	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	25.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

This gap is not significant.

### Faculty/Staff Demographic Data

Gifted Endorsed Teachers	%	Gap	
School	42		
All CCSD High Schools	40.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

### Faculty/Staff Demographic Data

ESOL Endorsed Teachers	%	Gap	
School	6		
All CCSD High Schools	10	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends

Creekview will continue to advocate for more teachers to attain ESOL certification.

## Creekview High School - School Improvement Plan - Part III

### Faculty/Staff Demographic Data

Teacher Average Days Absent	Avg.	Gap	
School	0		
All CCSD High Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends


### Faculty/Staff Demographic Data

Teacher Retention	Avg.	Gap	
School	91		
All CCSD High Schools	89.1	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	79.2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends


### Faculty/Staff Demographic Data

Percent of Teachers at TKES Levels 3 & 4 (Overall)	%	Gap	
School	100		
All CCSD High Schools	100	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Gap Analysis / Longitudinal Trends




# Creekview High School - School Improvement Plan - Part III

## Needs Assessment

Discipline Data			
Discipline: Not SWD Out-of-School Suspension	Avg.	Gap	
School	0.3		
All CCSD High Schools	0.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
This gap is not significant.			
Discipline Data			
Discipline: SWD Out-of-School Suspension	%	Gap	
School	2.6		
All CCSD High Schools	3.2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Discipline Data			
Discipline: Minority Out-of-School Suspension	%	Gap	
School	0		
All CCSD High Schools	0.2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Discipline Data			
Discipline: Not SWD In-School Suspension	%	Gap	
School	9.9		
All CCSD High Schools	11.3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

Creekview High School - School Improvement Plan - Part III

Discipline Data			
Discipline: SWD In-School Suspension		Avg.	Gap
School		20.4	
All CCSD High Schools		23.8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Georgia		0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Gap Analysis / Longitudinal Trends			

Discipline Data			
Discipline: Minority In-School Suspension		Avg.	Gap
School		13.3	
All CCSD High Schools		20.4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Georgia		0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Gap Analysis / Longitudinal Trends			

## Creekview High School - School Improvement Plan - Part III

### Needs Assessment

Other Data Influences			
Least Restrictive Environment (LRE) Percentage	%	Gap	
School	49		
All CCSD High Schools	59	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	65.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
Creekview is addressing this gap through scheduling and teacher training in PLCs.			

## Creekview High School - School Improvement Plan - Part IV

### Goals and Action Plans

#### **Goal #1 - Creekview High School**

Increase the number of 3's and 4's on Georgia Milestones by 3% each year (2016-2019) and decrease the number of 1's on Georgia Milestones by 3% each year (2016-2019).

#### **Applicable AdvancED Standards**

- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.

# Creekview High School - School Improvement Plan - Part IV

## Goals and Action Plans

### Goal #1 - Creekview High School

Increase the number of 3's and 4's on Georgia Milestones by 3% each year (2016-2019) and decrease the number of 1's on Georgia Milestones by 3% each year (2016-2019).

#### Goal 1 - Year 1

##### Strategy # 1

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Increase professional development through PLCs	<b>Action Plan</b>
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Utilize PLCs with all teachers to identify and promote instructional and assessment strategies; PLTL	
<b>WHO?</b> Impacted Staff	Teachers of Georgia Milestone courses	
<b>WHO?</b> Impacted Students (RTI Tier)	Tiers1-4	
<b>WHEN?</b> Timeline	August 2016-May 2017	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	9, 18, 27 week benchmarks	<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		

#### Goal 1 - Year 1

##### Strategy # 2

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Provide better feedback from students to teachers	<b>Action Plan</b>
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Create a format through departments for students to provide feedback to teachers	
<b>WHO?</b> Impacted Staff	Teachers of Georgia Milestone courses	
<b>WHO?</b> Impacted Students (RTI Tier)	Tiers 1-4	
<b>WHEN?</b> Timeline	November 2016-May 2017	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	9 week incremental assessment of feedback	<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		

# Creekview High School - School Improvement Plan - Part IV

## Goals and Action Plans

### Goal #1 - Creekview High School

Increase the number of 3's and 4's on Georgia Milestones by 3% each year (2016-2019) and decrease the number of 1's on Georgia Milestones by 3% each year (2016-2019).

#### Goal 1 - Year 1

##### Strategy # 3

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Increase the use of effective instructional strategies	
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Provide professional development on effective instructional strategies	<b>Action Plan</b>
<b>WHO?</b> Impacted Staff	Teachers of Georgia Milestone courses	
<b>WHO?</b> Impacted Students (RTI Tier)	Tiers 1-4	
<b>WHEN?</b> Timeline	November 8, 2016	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	departmental assessment of implementation of new strategies	<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		
Year 1 Impact of Strategies and Action Plan on Goal #1		
Mid-Year Impact Check		
End-of-Year Impact Check		

## Creekview High School - School Improvement Plan - Part IV

### Goals and Action Plans

#### **Goal #2 - Creekview High School**

Increase the SWD graduation rate by 2% each year (2018-2020).

#### **Applicable Advanced Standards**

- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.

# Creekview High School - School Improvement Plan - Part IV

## Goals and Action Plans

### Goal #2 - Creekview High School

Increase the SWD graduation rate by 2% each year (2018-2020).

#### Goal 2 - Year 1

##### Strategy # 1

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Develop high expectations for each SWD student	<b>Action Plan</b>
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Use data to drive instruction	
<b>WHO?</b> Impacted Staff	SWD teachers	
<b>WHO?</b> Impacted Students (RTI Tier)	Tier 4	
<b>WHEN?</b> Timeline	August 2017-May 2018	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	Departmental assessment through learning walks	<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		

#### Goal 2 - Year 1

##### Strategy # 2

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Ensure SWD teachers have appropriate training	<b>Action Plan</b>
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Provide professional development for SWD teachers through PLCs	
<b>WHO?</b> Impacted Staff	SWD teachers	
<b>WHO?</b> Impacted Students (RTI Tier)	Tier 4	
<b>WHEN?</b> Timeline	August 2017-May 2018	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	Departmental assessment of participation in PLCs	<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		



# Creekview High School - School Improvement Plan - Part IV

## Goals and Action Plans

### Goal #2 - Creekview High School

Increase the SWD graduation rate by 2% each year (2018-2020).

#### Goal 2 - Year 1

##### Strategy # 3

<b>WHAT?</b> Research-Based Strategies to Achieve Goal	Build stronger relationships with parents and students	
<b>HOW?</b> Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Through the CHOICE program	<b>Action Plan</b>
<b>WHO?</b> Impacted Staff	SWD teachers	
<b>WHO?</b> Impacted Students (RTI Tier)	Tier 4	
<b>WHEN?</b> Timeline	August 2017-May 2018	
<b>WHY?</b> Planned Measurement to Assess Progress on Strategy Implementation	Student participation rate, course completion rate, student attendance, and graduation rate	
<b>WHY?</b> Data Assessing Strategy Implementation and Impact		<b>Evidence of Effectiveness of the Implemented Strategies</b>
<b>Year 1 Impact of Strategies and Action Plan on Goal #2</b>		
<b>Mid-Year Impact Check</b>		
<b>End-of-Year Impact Check</b>		

## Section 5 – Locally Required Plans

### A. REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2016-19

- Offer professional growth opportunities designed to produce teachers and support staff prepared to promote the success of all students through effective classroom instruction.
- Support the improvement of the performance of students, staff, and the organization through results-driven professional development, which is standards-based, job embedded, and collaborative, i.e., Professional Learning Communities (PLC).
- Support teachers' effective use of formative, summative and diagnostic assessments as well as the collection, analyzation and reporting of data as a means of determining effective instruction and equitable access to student support programs.
- Provide professional learning opportunities for all staff that will support students' academic needs through the integration of technology in standards-based lessons.
- Build capacity for instructional leadership through consistent and pervasive models of teacher and administrator training and collaboration that lead to effective school improvement and increase student achievement.

### B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the 2016-17 school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
Professional Development Opportunities focused on instructional strategies and implementing instructional frameworks.	Teachers learned to recognize priority standards.	X		To focus on the data
Technology Instruction to enhance instructional strategies and effective teaching methods through MIE.	All teachers are MIE Certified.	X		To make sure our teachers are up to date in best practices of technology
College Board summer institutes and College Board one day workshops for AP teachers requiring up-dated	All AP teachers effected by changes in their curriculum were appropriately trained	X		To make sure our teachers are up to date on the rigor of College Board Standards.

## Section 5 – Locally Required Plans

### B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the **2016-17** school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
and/or new training				
Appropriate training for teachers to obtain initial gifted certification, enabling them to teach Honors/AP classes	More trained teachers allowed Creekview to offer more Honors/AP classes and kept our teachers up to date on the latest instructional strategies for gifted students.	X		To make sure our teachers are up to date on instructional strategies for gifted students and to be able to expand our offerings of Honors/AP classes

### C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

Complete the following chart for your school-based Professional Development Plan for the **2017-18** school year:

Total Allocation:

4200

Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
DT4L	1	All faculty	August 2017-December 2017	PLC time	0
RTI (How to identify at-risk students & how to enter meetings)	1	All faculty	August 2017	PLC time	0
TKES Performance Standards Refresher	1	All faculty	August 2017		0

## Section 5 – Locally Required Plans

### **C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN**

Complete the following chart for your school-based Professional Development Plan for the 2017-18 school year:

Total Allocation:

4200

Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
NTIP	1	New faculty	Monthly 2017-2018 school year		0
PLC focus groups on data	1	All faculty	September 2017		0
ILS/Department Heads Learning Walks	1	All faculty	Monthly		\$679.00
Technology Training	2	All faculty	Weekly	County Technology Specialist	0
SIOP	1	Selective Staff	2 Day training	Substitute funds	\$970.00
EL Training	1	Selective Staff	1 Day training plus follow-up	Substitute funds and County Trainer	\$194.00
NSTA Conference	1	Selective Science Teachers	March 2018	Substitute funds and Registration	\$958.00
GMAE Conference	1	Selective Math Teachers	October 2017	Substitute funds and Registration	\$672.00
Improving Student Achievement for SWD	1	Selective Special Education Teachers	October 2017	Substitute funds and Registration	\$120.00

## Section 5 – Locally Required Plans

### D. PROFESSIONAL LEARNING COMMUNITY IMPLEMENTATION PLAN

*Provide a summary of school-based Professional Learning Community activities planned for the **2017-18** school year (limited to 250 words):*

- ~ DT4L will be implemented to the staff to facilitate the usage of data driven instructional practices in the classroom.
- ~ PLC collaboration will foster the design of common formative assessments to focus on the goal of creating databased instruction and analysis to meet the needs of all students.
- ~The ILS will provide guidance through coaching cycles to nurture teachers in the usage of research-based instructional practices and effectiveness of collecting and analysing classroom data.
- ~Departmental data, classroom data, EOCT data, CFA data, and Milestone data will be collected to assess the effectiveness of the PLC's, the DT4L implementation, and the coaching process.

### E. TECHNOLOGY DRIVEN PROFESSIONAL DEVELOPMENT ACTIVITIES AND PLAN

*Provide a summary of school-based, technology-focused Professional Development activities planned for the **2017-18** school year with the following considerations (limit response to 250 words): Needs of audience type (administrators, teachers, clerical, etc.); action plan to address needs; planned training times/schedule for training; and include numbers trained as MIE and/or Apple Vanguard (included number of certified in the program)*

CCSD adopted Canvas, a Learning Management System. For our first year of implementation, a district-wide plan for training was developed by Curriculum and Instruction to ensure all teachers are trained on all aspects of Canvas. A pacing guide ([found here](#)) is used to assist in planning training. Our plan is to offer one training per month by our ITS with another day planned for support. This support day allows teachers to work in a small group or individual basis with the ITS for more personalized training. We currently have 120 MIE certified staff members. [The majority of our](#) office staff are also currently trained in the MIE Academy. Our media specialist and our ITS are both supporting the Canvas transition.

## Section 5 – Locally Required Plans

### F. DIGITAL CITIZENSHIP EDUCATION PLAN

*LEA's that receive federal funds are required to actively deliver digital citizenship education to all students. In CCSD, we all use these funds in the form of ERATE discounts which offset our costs for Internet Services. Please describe activities within your school that support this. Include details of (limit response to 1000 words):*

- A. how is the course delivered to students;
- B. how much time is committed;
- C. how often and how many/which students (and at which grade levels) they receive this instruction; and
- D. what resources are used within the course (include links e.g., Common Sense Media, Learning.Com, sample lesson plan)?

Teachers facilitate a lesson in one advisement session on cyberbullying. The lesson is delivered to all students in grades 9-12. Ninth grade students receive more in-depth instruction on cyberbullying in the first semester via a guest speaker from the Cherokee County Sheriff's office. This presentation covers how to cultivate and manage a digital identity and positive reputation, emphasizes the permanence of actions in the digital world, and encourages positive and ethical interactions online.

Additionally, the media specialists emphasize ethical use of information and incorporate such in instruction throughout all research projects conducted in the media center for grades 9-12. Citation is required in all research projects and students are encouraged to use copyright friendly resources. Instruction in the media center also covers source evaluation for credibility, relevance, accuracy, and perspective.

### G. ENHANCING OF DIGITAL LEARNING PLAN

*Identify current teaching practices or those in development for your school that are designed to enhance the digital learning opportunities and technology skills and knowledge of students. Provide insight on the effectiveness/shortfalls of these practices (limit response to 500 words).*

As a Microsoft Innovative Educator certified staff, Creekview's teachers are using the Office 365 suite of production tools in order to design, model, instruct, evaluate, and reflect on authentic, learner-driven activities within the Canvas learning management system. Even though we participate in the Bring Your Learning Device (BYLD) initiative, our greatest shortfall in the area of digital learning opportunities is the lack of a true one-to-one environment. We do not have the infrastructure to support over two thousand students on individual devices. Not all of our students have the financial means to purchase their own learning device.

## Section 5 – Locally Required Plans

### H. INNOVATION ZONE GOAL

Teachers will consistently and pervasively increase their understanding and implementation of PLCs while utilizing the district wide instructional frameworks for growth/achievement in ELA.

### I. CTAE PLAN (MIDDLE AND HIGH SCHOOLS ONLY)

*In support of further developing the school's CTAE programs and initiatives, please elaborate on the school's activities and plans related to CTAE programs. Please include details that (limit response to 500 words):*

- *Describe the plan that your school uses to increase the number of industry certified CTAE programs.*
- *Describe the plan your school uses to increase collaboration and vertical alignment with your zone MS CTAE/Connections programs (beyond advisory committees).*
- *Describe the plan your school uses to implement Project-Based Learning (PBL) within CTAE classrooms.*
- *Describe the plan your school uses to form working relationships with industry based partners who support CTAE programs and career-based instruction.*

Creekview is working with the Cherokee Workforce Collaborative to insure industry certified CTAE programs are viable for our students. CTAE programs are being evaluated for industry needs and curricular opportunities. Plans include a countywide industry/career fair, a Workforce Cherokee website for CTAE teachers and administration, and an introduction to opportunities in CTAE provided for parents of rising 9<sup>th</sup> graders. Plans to increase collaboration and vertical alignment with Creekland Middle School include having agriculture students teach a science class to 8<sup>th</sup> graders, hold a student-led recruitment event for 8<sup>th</sup> graders, and examine the possibility of offering introductory CTAE classes to 8<sup>th</sup> graders. PBL is being implemented through our ILS, Learning Walks, and a PBL focus within PLCs. Through our WBL teacher, our various advisory boards for our CTSOs and our administration, partnerships with industry appropriate to our CTAE pathways are being formed.

## Section 5 – Locally Required Plans

### J. WELL-ROUNDED EDUCATION PLAN

*In support of providing a well-rounded education, what programs and/or services are offered at the school. Please include details that (limit response to 250 words):*

- *Describe activities/programs related to ASP, extracurricular events and/or clubs.*
- *Describe how counselling and advisement programs support the growth of the whole child.*
- *Describe how students are supported non-academic concerns.*
- *Describe how character education is addressed by the school.*
- *Describe activities/classes that provide enrichment/accelerated curriculum (ES/MS/HS) and/or Advanced Placement (HS).*

Creekview High School offers a variety of extra-curricular activities, as well as Career Technical Student Organizations, which give all students the opportunity to be involved beyond the classroom. We have over 20 organizations, as well as a host of competitive and non-competitive athletic and fine art extra-curricular activities.

Creekview's Student Services Department meets students' needs holistically, as well as individually. All counselors meet individually with each student on his/her caseload to discuss graduation requirements and future courses for academic advisement. Counselors also meet with students in grade-level group settings to address post-secondary transition and available resources. Additionally, counselors make themselves available to students to address individual needs and/or concerns.

Creekview's Student Services Department supports non-academic concerns of students by addressing social, emotional, and other mental health needs. Students are counseled one-on-one to discuss coping strategies and provide resources for additional outside support. Counselors collaborate with teachers and parents to support the students in all social, emotional, and academic needs.

Character education is supported weekly through our Teacher's as Advisor's Program (TAA). During TAA, students are participating in the Principles for Performance Program to enhance social skills. Students also participate in YouScience and Career Cruising.

Creekview offers many honors, accelerated, and Advanced Placement courses to challenge students and increase course rigor. Dual Enrollment is also a viable option for students to earn both high school and college credit. Creekview offers 21 AP courses and 22 honors/accelerated courses.