Comprehensive Needs Assessment 2023 - 2024 School Report

Dalton Public Schools
Park Creek Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Kindergarten Grade Chair	Doug Kimbell
Team Member # 2	1st Grade Chair	Ashley Brindle
Team Member # 3	2nd Grade Chair	Angelica Brown
Team Member # 4	3rd Grade Chair	Katya Spence
Team Member # 5	4th Grade Chair	Alejandro Brito
Team Member # 6	5th Grade Chair	Angela Beavers
Team Member # 7	EL Lead	Randi Green

Additional Leadership Team

	Position/Role	Name
Team Member # 1	ESS Lead	Brandi High
Team Member # 2	Instructional Coach	Meghan Glaze
Team Member # 3	Instructional Coach	Erin Roberts
Team Member # 4	Gifted Instruction	Gabriela Rodriguez
Team Member # 5	Mary Carlson	Media Specialist
Team Member # 6	Stefanie Taylor	School Counselor
Team Member # 7	Assistant Principal	Krista Paige
Team Member # 8	Principal	Will Esters
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Staff Representative (School Council)	Ashley Brindle
Stakeholder # 2	Business Representative (School Council)	Troy Virgo
Stakeholder # 3	Parent Representative (School Council)	Brittney Trejo
Stakeholder # 4	Staff Representative (School Council)	Erin Roberts
Stakeholder # 5	Principal (School Council)	Will Esters
Stakeholder # 6	Parent Representative (School Council)	Priscilla Garcia
Stakeholder # 7	Parent Representative (School Council)	Charity Bowen
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The school leadership team includes a varied perspective across all grades and support systems within the school. Additionally, partnerships with community resource groups and the faith-based community help to inform stakeholder criteria. The school council is composed of business partners, parents, and staff representatives who are provided information regarding the CNA process and are asked to review the document and provide feedback. Finally, the document is posted for review by parents and community for additional insights.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	✓
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	✓
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

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2. DATA COLLECTION ANALYSIS

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2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	✓
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	✓
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	✓
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	✓
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Staff surveys, student surveys, parent surveys, school counselor's data, professional learning community (PLC) feedback, grade level meetings
What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Park Creek's school climate rating has consistently been in the 90s. However, student surveys indicate opportunities for improvement in engagement and hopefulness. Suggestions for changes to be made: reduce class size, variety in methods to assess student achievement, increase level of parental support, continue to raise quality of instruction and level of student achievement, and address trauma-impacted students' needs through a comprehensive, school-wide approach. The top challenges of the school are: overcoming the effects of poverty and trauma on student growth and achievement, developing and nurturing family support, enhancing and sustaining robust communications and community support, retaining quality teachers, improving student mastery of standards and raising the level of student achievement, improving professional support infrastructures for teachers, consistently engaging students in work with high levels of cognitive demand, improving student social and emotional learning competencies, addressing the needs of diverse learners, continuing to provide and update digital content to supplement and enhance classroom instruction and a unified approach to phonics instruction.
What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Canvas courses for ELA, Math, Science and Social Studies, administrative walkthroughs, TKES process, Grade-level meeting notes, MTSS process, progress monitoring efforts, educator experience and continuity, budget allocation process, meeting sign-in sheets, leadership team feedback, CNA process with staff and community

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The data tells us that Instructional Coaching and Canvas are providing research-based, rigorous instructional resources and professional learning for teachers. . Teachers are sharing learning intentions with students in clear, consistent ways while using specific academic vocabulary from content standards. Walkthroughs ensure a continuing focus on district and school initiatives while simplifying expectations for staff and students. We will continue to use district and school-based data resources to build our capacity for developing high-impact practices and teacher efficacy.

What achievement data did you use?	GA Milestones, MAP, GKIDS, Grade-level common assessments, district common assessments, formative assessments, benchmark data for math and literacy, ACCESS, Write Score, math fact fluency, running records, guided reading data, high frequency words, GLoSS data

What does your achievement data tell you?	The school's CCRPI rating has consistently risen for the past several years; however, we have not received a score for the past few years. There are still significant opportunities for improvement in all areas. Student seem to have difficulty with the successful transfer of knowledge from demonstrated classroom competency to standardized assessments. An opportunity for significant growth exists in goal setting and celebrations of success with students to build resiliency and perseverance. Staff needs to continue to develop capacity in trauma-skilled work to help students continue their progress. Finally, staff needs to have a common approach to phonics instruction - with special emphasis on early learners.

What demographic data did you use?	Student demographics/subgroups, program enrollment, discipline, and attendance

What does the demographic data tell you?	The number of English Learners and special needs students continue to increase and have done so over the past several years. Additionally, our total school population is declining. However, it appears that our mobility rate and new to country numbers may be leveling off.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	School strengths include a focus on quality instruction that engages students, focus on clarity for learning expectations, focus on data analysis at the student, grade, and school levels, flexibility in instructional practices based on data analysis, focus on new learning around the effects of trauma on students and what can be done to promote resiliency. Top challenges are how to overcome the effects of poverty (including hunger) and trauma on student learning, developing and enhancing family engagement and support, using a common approach for phonics instruction, consistency in engaging students in work with high cognitive demand, increasing the effectiveness and efficiency of the MTSS process, and continual improvement and consistency of effective classroom practices.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Park Creek staff are continuing to work toward developing their skills in dealing with trauma among students. We have completed Trauma Skilled Schools Certification and are eager to continue to implement learned strategies in classrooms. This continued work is indicative of the leadership culture of the school which seeks to plug people into interest-based opportunities that coincide with identified school need. Additionally, leadership opportunities exist in the school leadership team, school council, and PLCs. Outside the district, staff may access the district's emerging leaders work, district curriculum teams, and RESA classes. All of this work helps identify opportunities for improvement.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Existing structures such as coaching and distributive leadership work in conjunction with district and state curriculum shifts to determine the course for professional learning in our school. More work with data analysis and turning analysis into focused action is needed. The school's work toward trauma-skilled schools certification and ending student hunger are school-wide efforts that enhance culture and academic preparedness.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The majority population of Park Creek is heavily Hispanic and from poverty backgrounds. We have worked diligently to overcome the potential language barrier with families and have met with some success. However, because many parents do shift work, it is sometimes difficult for them to take time to participate in school activities. Dedicated academic nights and fun nights have had success when enough advance notice is given. Additionally, the staff's use of digital tools has created increased flexibility for meeting with parents for conferences. All interactions with students and families help determine student, teacher, and leader needs.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Park Creek uses a school-wide positive behavior program called ROAR. Additionally, we have identified student experiences with trauma as a significant detriment to student learning. Finally, our high poverty level leads to students potentially experiencing hunger. Data collection and analysis from these key areas will provide ongoing insight into student, teacher, and leader needs.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Trends and patterns observed by the team are a declining student enrollment, and an increased percentage of EL and ESS learners. Additionally, the team notes efforts by our BOE to decrease student/teacher ratios. CARES funding has ceased which has caused the loss of interventionist staff. Additionally, Title I funding has continued to decline.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	CCRPI scores have shown steady improvement over the past several years. Map and Milestones results indicate a high level of teacher impact on student learning with opportunities for continued growth. ACCESS scores for our EL population have continued to be strong.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	We provide a full continuum of services for students. Each segment is taught by an in-field certified special education or EL teacher. Paras provide classroom support for small-group focus. Students experience necessary therapies and educational services to support increased developmental skills.

Challenges	The number of ESS students relative to the overall population continues to increase. Challenges include providing accessible grade-level experiences and the number of students who have experience with trauma.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Students at our school experience trauma and hunger related to the circumstances of poverty and familial citizenship status. It is reasonable to assume that this has increased as a result of difficulties initially associated with the pandemic.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Time for review of professional learning in trauma-skills development A process is now in place to collect and analyze trend data from students, staff, and parents regarding trauma awareness, identification, and skills to build resilience Professional learning access to all staff who work with students including cafeteria, custodial, paraprofessional, and bus drivers Continue to gather and analyze data from standardized assessments to determine impact and effectiveness of skills implementation

Overarching Need # 2

Overarching Need	Increase student achievement in core content areas
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Increase understanding of depth of knowledge Improve consistency in phonics instruction Simplify and clarify learning expectations and aspirations for students and teachers (academic language, statement of learning intent, in the moment assessment and

Overarching Need # 2

Additional Considerations	feedback) MAP data is available for developing formative action in preparation for summative standardized assessments

Overarching Need # 3

Overarching Need	Teachers need to develop actions associated with data analysis - assessment, analysis and instruction cycle
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	MAP, ACCESS, Milestones, GLoSS, and other assessments are available Common assessments are available Weekly time is set aside for professional learning Improve access and availability to learning progress over time

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Students at our school experience trauma and hunger related to the circumstances of poverty and familial citizenship status. It is reasonable to assume that this has increased as a result of difficulties initially associated with the pandemic.

Root Cause # 1

Root Causes to be Addressed	Students are unaware of how to move past traumatic experiences in a way that is productive and positive for them. Additionally, poverty levels cause hunger for many students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Trauma Skilled Schools implementation for all staff continues A means to address student hunger beyond school hours has been implemented

Overarching Need - Increase student achievement in core content areas

Root Cause # 1

Root Causes to be Addressed	Perseverance and an aspirational mindset are not the norm for most students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	Student demonstrations of learning and self-assessment relative to exemplars of what to do and what not to do are needed Student goals will provide opportunities for developing learning awareness and celebration

Overarching Need - Teachers need to develop actions associated with data analysis - assessment, analysis and instruction cycle

Root Cause # 1

Root Causes to be Addressed	Additional work is needed to improve understanding of data and how to address gaps (teacher efficacy)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	New assessments from common phonics instruction need to be incorporated into routine analysis Instructional coaching developed in response to staff needs as indicated through assessment results

School Improvement Plan
2023 - 2024

Dalton Public Schools
Park Creek Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	Park Creek Elementary School
Team Lead	Will Esters
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students at our school experience trauma and hunger related to the circumstances of poverty and familial citizenship status. It is reasonable to assume that this has increased as a result of difficulties initially associated with the pandemic.
Root Cause # 1	Students are unaware of how to move past traumatic experiences in a way that is productive and positive for them. Additionally, poverty levels cause hunger for many students.
Goal	Increase student resilience

Action Step # 1

Action Step	Staff review of trauma-skilled schools practices
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing data collection and monitoring as outlined in the TSS model
Method for Monitoring Effectiveness	Increased awareness of the impacts of trauma
Position/Role Responsible	Principal/Assistant Principal/TSS Leadership Team
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	National Drop-out Prevention Center

Action Step # 2

Action Step	Implementation of strategies learned in trauma-skilled school training
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing data collection and monitoring as outlined in the TSS model
Method for Monitoring Effectiveness	Increased implementation of TSS strategies to improve student resilience
Position/Role Responsible	Principal/Assistant Principal/TSS Leadership Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	National Drop-out Prevention Center

Action Step # 3

Action Step	Continue implementation of Helping Hands Ending Hunger to address student hunger
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing collection and monitoring of data as gathered via Helping Hands Ending Hunger requirements
Method for Monitoring Effectiveness	Decrease food waste from the school cafeteria
Position/Role Responsible	Principal/Assistant Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Initial partnerships include other schools in the district, faith-based organizations, and Helping Hands Ending Hunger. Future plans include increased engagement for families and businesses as the program grows.

Action Step # 4

Action Step	Enhance food production through school gardening efforts
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing frequency of families picking up fresh vegetables from the garden
Method for Monitoring Effectiveness	Amount of food grown and distributed
Position/Role Responsible	Grant Staff / School Gardener and Intern
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Limestone Valley Conservation and Dalton State College

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in core content areas
Root Cause # 1	Perseverance and an aspirational mindset are not the norm for most students
Goal	By the end of the school year, Park Creek will meet the performance targets in reading lexile, ELA, math, science, and social studies on Milestones with a 6% increase

Action Step # 1

Action Step	Develop goal sheets for students in each grade
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Goal sheets by grade
Method for Monitoring Effectiveness	Completed goal sheets with follow-up by students to develop ownership of learning
Position/Role Responsible	Grade Chairs / Leadership Team
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Implement new curricula and Canvas courses for each grade
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Routine PLCs
Method for Monitoring Effectiveness	Courses and Curricula available for staff implementation
Position/Role Responsible	Academic Coaches
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Implement a common phonics program to improve learning across all subject areas.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	A common phonics program across the school
Method for Monitoring Effectiveness	Student learning increases across subjects
Position/Role Responsible	Principal/Assistant Principal/Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers need to develop actions associated with data analysis - assessment, analysis and instruction cycle
Root Cause # 1	Additional work is needed to improve understanding of data and how to address gaps (teacher efficacy)
Goal	During the school year, Park Creek will meet regularly to analyze data, reflect on lessons, and develop action steps to address learning gaps

Action Step # 1

Action Step	Administer the MAP assessment for ELA and math in K-2 and ELA, math, and science in 3-5
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	finished assessments and results
Method for Monitoring Effectiveness	improved academic results
Position/Role Responsible	Academic Coaches, Admin, Teachers
Timeline for Implementation	Others : August, November, and February

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ongoing partnerships with district leadership, RESA, and other schools to identify process improvements

Action Step # 2

Action Step	Use assessment results for progress monitoring
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Assessment results, Progress Monitoring Records
Method for Monitoring Effectiveness	improved academic results
Position/Role Responsible	Teachers/Admin/Coaches
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ongoing partnerships with district leadership, RESA, and other schools to identify instructional improvements

Action Step # 3

Action Step	PL will be focused on developing actions based on data collection and analysis
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL sign-in sheets, meeting notes,
Method for Monitoring Effectiveness	improved academic results
Position/Role Responsible	Admin/Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Ongoing partnerships with district leadership, RESA, and other schools to identify process improvements

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Teachers, grade chairs, school administrators, paraprofessionals, parents, and community members helped in the development and review of the comprehensive needs assessment process which directly informed the development of the school improvement plan. District and feeder school efforts were considered in the development of the school improvement plan to assure continuity of effort and support. The information was posted on the school website with a linked process for securing feedback. Additionally, the link was distributed among staff for added input and review. The information was also reviewed with the school council prior to submission. The school council includes teachers, parents and business representatives.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	Park Creek has a majority minority population with 90% Hispanic. Our school has an even distribution of experienced and effective teachers across grade levels and in support teacher roles. When specifically looking at teachers serving our ELL and SWD students, none are first year teachers. Furthermore, the majority have five or more years of experience in education. There are no teachers serving outside of their certification areas. All teachers participate in the Teacher Keys Effectiveness System and have received proficient or exemplary ratings on the TKES performance standards indicating consistent and effective teaching practices. All teachers receive ongoing professional learning in professional learning communities throughout the school year. Park Creek provided training for teachers from the Dropout Prevention Center with a focus on purposeful practices to increase resiliency and to be implemented in the classroom.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Park Creek implements the components of a school-wide Title I plan and applies Title I resources toward supporting a rich literacy framework, extended learning, and providing additional technology resources for students. In addition, a variety of programs and services are provided for students that extend beyond the basic classroom instruction. These programs include the Early Intervention Program (EIP) and English Speakers of other Languages (ELL) with eleven full time teachers serving a combination of EIP and EL segments. Additionally, students in the Challenge Program (gifted) receive content instruction in math, science, and/or social studies (depending on the grade level). Fifth grade gifted students are provided enrichment instruction one day per week at the district C3 Center. Other advanced students, depending on their grade level, are also provided with enrichment math, science, and social studies in the Bridges Program. English Speakers of Other Languages (ELL); Exceptional Student Services (ESS) with self-contained and resource classes; music; physical education; classroom guidance; media; and art are also programs provided to support a diverse student population. Park

	Creek staff implements strategies according to the RTI (Response to Intervention) Pyramid of Intervention to ensure that students who experience difficulty mastering goals and objectives during the course of the school year will be provided with alternative reinforcement opportunities. The students are progress monitored monthly and additional strategies are implemented in an effective and timely manner in order to promote progress. Each teacher is expected to maintain formative records of student performance and current data showing work and deficiencies. For those students who are having difficulties the following programs and services are available and will be utilized as indicated on the following pages: Literacy Leadership Team Response to Intervention (RTI) Student Assistance Program (SAP) Positive Behavior Team ELL services Exceptional Student Services EIP (math/reading) Guidance services Speech services STEM Lab (specials rotation) Literacy/Math Coaches ESS/EIP/ELL Inclusion classes Students who are not making adequate progress in Math or Reading will be served in the Early Intervention Program. Based upon school data Math and ELA/Reading will be areas of focus for the 2022-2023 academic school year.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	n/a

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Park Creek provides excellent academic support and services for early childhood programs. We also have an abundance of strategies in helping students transition from preschool programs into local elementary schools. Park Creek houses three Bright From the Start PK classes, including one PK ESS classroom. In order to support preschool students, services are provided by a district PK coordinator and social worker, a behavioral specialist, a school counselor, and speech and occupational therapists. The pre-school program is supported by a bilingual paraprofessionals. All PK teachers offer an orientation in May as well as in August. The students meet their teachers and tour the school. Teachers communicate readiness skills to parents. In addition, a minimum of two conferences are held throughout the school year. Daily folders and a monthly calendar of events are sent home with students as well. Preschool students can participate in readiness programs prior to kindergarten such as the Dalton Public Schools Little Cats and PK summer school. All PK classes at Park Creek receive Music, Art, PE, Computers, etc. which provides them with the opportunity to adjust and experience these additional special classes similar to what they will receive in kindergarten.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	Discipline efforts at the school are distributed across all staff through positive behavior intervention strategies (ROAR). Discipline issues that extend beyond regular classroom intervention strategies are handled by administrators. At the beginning of each school year, every student receives a code of conduct which is signed by both parents and students. Additionally, new students are provided the code of conduct as they enroll throughout the school year. At the beginning of each year and as needed throughout the year, teachers address processes and procedures in classrooms to establish a positive learning environment. As needs arise, a team including teachers, administrators, the counselor, and the social worker seeks to identify and address underlying

	causes for the behavior in an effort to have students remain at school for learning to continue. In early stages of intervention strategies, parents are called to discuss behavioral incidents or asked to come in for a conference with school staff. Although the RTI process is primarily intended for academic interventions, behavioral needs are also addressed when necessary. Behavior plans are used in circumstances of chronic behavioral issues. Additionally, a behavior specialist monitors behavior and develops specialized intervention strategies as needed for specific students. Because every disciplinary incident is handled in a way to address underlying causes that are specific to each child, preventative and reactionary efforts are specific to each student needing support. Interventions to address categories of subgroups are too broad for our needs.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	

Park Creek Elementary
School-Level
Parent and Family Engagement Plan
2023-2024
Revised July 25, 2023

In support of strengthening student academic achievement, PARK CREEK ELEMENTARY receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA). Acting parents/guardians of students residing in institutions designated as neglected or delinquent are included in all plans and communications.

PARK CREEK ELEMENTARY agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

    Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

    (A) Parents play an integral role in assisting their child's learning
    (B)   Parents are encouraged to be actively involved in their child's education at school
    (C)   Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
    (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

PARK CREEK ELEMENTARY will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- An annual parent survey is conducted each year in order to gain input from parents on all parts of our parent and family engagement programming, including this plan.

- An annual stakeholder feedback meeting is held each year in the spring in order to gain input from parents on the revision of this plan for the upcoming school year.
- A feedback form is posted online as well as available in our front office in order to gain input from parents year-round on all parts of our parent and family programming, including this plan.

ANNUAL TITLE I MEETING

PARK CREEK ELEMENTARY will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Our annual meeting is conducted annually in the fall, no later than October 31st. Please review the school calendar for the exact date, time, and location. This meeting is our annual opportunity to provide parents with information about our school, programs, and accountability results.

COMMUNICATIONS

PARK CREEK ELEMENTARY will take the following actions to provide parents of participating children the following:
- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

The parent and family engagement plan will be distributed for each student and family at the beginning of the year or when enrolled through the student agenda. Our parent and family program is described in this plan. Additional information on our program and dates will be distributed to parents via the school calendar, school/class newsletters, the school website and social media. Communications will be translated into Spanish and can be translated into other languages within multiple platforms and upon request with Google Translate.

SCHOOL-PARENT COMPACT

PARK CREEK ELEMENTARY will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

An annual parent survey is conducted each year in order to gain input from parents on the school-parent compact. The survey results, input from the spring meeting, and any additional feedback is considered when revising the compact in the spring.

RESERVATION OF FUNDS

If applicable, PARK CREEK ELEMENTARY will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

An annual parent survey is conducted each year in order to gain input from parents on the use of the school's portion of the district's 1% Parent Engagement funds. The survey results, input from the spring meeting, and any additional feedback is considered when revising the compact in the spring. The annual budget and expenditures are shared annually at the fall Annual Title I Meeting.

COORDINATION OF SERVICES

PARK CREEK ELEMENTARY will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public

preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Our school counselor, the district social worker, and parent educators help collaborate with essential partners in the community to provide activities, funding, and other reasonable supports to our parent and family engagement program.

We coordinate with area PK/Headstart organizations to ensure an effective PK to Kindergarten transition training. We coordinate with Bright from the Start for PK classrooms and additional summer opportunities for students who have not been in PK.

BUILDING CAPACITY OF PARENTS

PARK CREEK ELEMENTARY will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:
- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - The challenging State's academic standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress
  - How to work with educators to improve the achievement of their child

BUILDING CAPACITY OF SCHOOL STAFF

PARK CREEK ELEMENTARY will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

School staff will be trained on helping parents by participating in two face-to-face meetings that contain a focus on working with parents. School staff will additionally participate in two informational opportunities to gain professional knowledge on working with parents. Parents may provide input or assist in these opportunities by becoming a district PAC member, providing feedback on the annual survey or feedback form, or by contacting the school Title I Coordinator.

PARK CREEK ELEMENTARY will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

Our school counselor collaborates with the district social worker and parent educators to ensure that parents and families who request help have the support needed to help each child be academically successful.

Any parent or family member may request support, and we will meet with appropriate personnel as needed to assist where we can or to refer families to community organizations.

Park Creek Elementary
Plan de participación de padres y familias
2023-2024
Revisado el 25 de julio de 2023

En apoyo al fortalecimiento de los logros académicos de los estudiantes, PARK CREEK ELEMENTARY recibe fondos del Título I, Parte A y, por lo tanto, debe desarrollar, acordar y distribuir conjuntamente a los padres y miembros de la familia de los niños participantes una política escrita de participación de los padres y la familia que contiene la información

requerida por la sección 1116 (b) y (c) de la Ley Every Student Succeeds (ESSA). La política establece las expectativas de la escuela para la participación de los padres y la familia y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres y la familia, y se incorpora al plan de la escuela presentado a la agencia educativa local (LEA). Los padres/tutores en funciones de estudiantes que residen en instituciones designadas como descuidadas o delincuentes están incluidos en todos los planes y comunicaciones.

PARK CREEK ELEMENTARY acuerda implementar los siguientes requisitos como se describe en la Sección 1116:

- Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluida la planificación, revisión y mejora de la política de participación de los padres y la familia de la escuela y el desarrollo conjunto del plan del programa para toda la escuela según la Sección 1114(b) de la Ley Every Student Succeeds (ESSA).
- Actualice periódicamente la política de participación de padres y familias de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela, distribuya a los padres de los niños participantes y ponga la política de participación de padres y familias a disposición de la comunidad local.
- Proporcionar todas las oportunidades, en la medida de lo posible, para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluido el suministro de información e informes escolares requeridos por la Sección 1111 de la ESSA en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si el plan del programa para toda la escuela según la Sección 1114(b) de la ESSA no es satisfactorio para los padres de los niños participantes, presente los comentarios de los padres sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local.
- Se regirá por la siguiente definición legal de participación de los padres y la familia y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

  Participación de los padres y la familia significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

  (A) Los padres juegan un papel integral en ayudar al aprendizaje de sus hijos
  (B) Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela.
  (C) Los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
  (D) Se realizan otras actividades, como las descritas en la Sección 1116 de la ESSA

DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES ESCOLARES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES

DESARROLLADO CONJUNTAMENTE

PARK CREEK ELEMENTARY tomará las siguientes medidas para involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, incluidas las oportunidades para reuniones periódicas, si así lo solicitan los padres, para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de su hijo y responder a dichas sugerencias tan pronto como sea posible.

- Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre todas las partes de nuestro programa de participación de padres y familias, incluido este plan.
- Cada año en la primavera se lleva a cabo una reunión anual de comentarios de las partes interesadas para obtener información de los padres sobre la revisión de este plan para el próximo año escolar.
- Se publica un formulario de comentarios en línea y también está disponible en nuestra oficina principal para obtener información de los padres durante todo el año sobre todas las partes de nuestra programación para padres y familias, incluido este plan.

REUNIÓN ANUAL TÍTULO I

PARK CREEK ELEMENTARY tomará las siguientes medidas para llevar a cabo una reunión anual, en un momento conveniente, y alentará e invitará a todos los padres de los niños participantes a asistir para informarles sobre el programa Título I de la escuela, la naturaleza del programa Título I, los requisitos de los padres, la política de participación de padres y familias de la escuela, el plan escolar y el pacto escuela-padres.

Nuestra reunión anual se lleva a cabo anualmente en el otoño, a más tardar el 31 de octubre. Por favor revise el calendario escolar para la fecha, hora y lugar exactos. Esta reunión es nuestra oportunidad anual para brindarles a los padres información sobre nuestra escuela, programas y resultados de rendición de cuentas.

COMUNICACIONES

PARK CREEK ELEMENTARY tomará las siguientes medidas para proporcionar a los padres de los niños participantes lo siguiente:
- Información oportuna sobre los programas de Título I
- Número flexible de reuniones, como reuniones por la mañana o por la noche, y puede proporcionar fondos del Título I, transporte, cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres y la familia.
- La información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

El plan de participación de los padres y la familia se distribuirá para cada estudiante y su familia al comienzo del año o cuando se inscriba a través de la agenda del estudiante. Nuestro programa para padres y familias se describe en este plan. Se distribuirá información adicional sobre nuestro programa y las fechas a los padres a través del calendario escolar, los boletines de la escuela/clase, el sitio web de la escuela y las redes sociales. Las comunicaciones se traducirán al español y se pueden traducir a otros idiomas dentro de múltiples plataformas y previa solicitud con Google Translate.

PACTO ESCUELA-PADRES

PARK CREEK ELEMENTARY tomará las siguientes medidas para desarrollar conjuntamente con los padres de los niños participantes un pacto entre la escuela y los padres que describa cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares del estado.

Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre el pacto entre la escuela y los padres. Los resultados de la encuesta, los aportes de la reunión de primavera y cualquier comentario adicional se consideran al revisar el pacto en la primavera.

RESERVA DE FONDOS

Si es aplicable, PARK CREEK ELEMENTARY tomará las siguientes medidas para involucrar a los padres de los niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres y la familia:

Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre el uso de la parte de la escuela del 1% de los fondos de participación de los padres del distrito. Los resultados de la encuesta, los aportes de la reunión de primavera y cualquier comentario adicional se consideran al revisar el pacto en la primavera. El presupuesto anual y los gastos se comparten anualmente en la reunión anual del Título I de otoño.

COORDINACIÓN DE SERVICIOS

PARK CREEK ELEMENTARY coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres, que animen y apoyen a los padres a participar más plenamente en la educación de sus hijos al:

Nuestro consejero escolar, el trabajador social del distrito y los educadores de padres ayudan a colaborar con socios esenciales en la comunidad para brindar actividades, financiamiento y otros apoyos razonables a nuestro

programa de participación de padres y familias.

Nos coordinamos con las organizaciones de PK/Headstart del área para garantizar una capacitación efectiva de transición de PK a kindergarten. Coordinamos con Bright from the Start para aulas de PK y oportunidades adicionales de verano para estudiantes que no han estado en PK.

DESARROLLO DE LA CAPACIDAD DE LOS PADRES

PARK CREEK ELEMENTARY desarrollará la capacidad de los padres para una fuerte participación de los padres y la familia para garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela y la comunidad para mejorar el rendimiento académico de los estudiantes a través de lo siguiente:
- Proporcionar a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los exigentes estándares académicos estatales; y
- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como alfabetización y uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres y la familia.
- Brindar asistencia a los padres de los niños participantes, según corresponda, para comprender temas como los siguientes:
  - Los exigentes estándares académicos del Estado
  - Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas.
  - Los requisitos del Título I, Parte A
  - Cómo monitorear el progreso de su hijo
  - Cómo trabajar con los educadores para mejorar el rendimiento de sus hijos

DESARROLLO DE LA CAPACIDAD DEL PERSONAL ESCOLAR

PARK CREEK ELEMENTARY proporcionará capacitación para educar a los maestros, personal de apoyo educativo especializado, directores y otros líderes escolares y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo acercarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres, y construir vínculos entre los padres y la escuela al:

Se capacitará al personal de la escuela para ayudar a los padres participando en dos reuniones presenciales que se enfocan en trabajar con los padres. El personal de la escuela participará además en dos oportunidades informativas para adquirir conocimientos profesionales sobre cómo trabajar con los padres. Los padres pueden brindar su opinión o ayudar en estas oportunidades convirtiéndose en miembros del PAC del distrito, brindando comentarios en la encuesta anual o formulario de comentarios, o comunicándose con el Coordinador de Título I de la escuela.

PARK CREEK ELEMENTARY proporcionará otro apoyo razonable para las actividades de participación de los padres y la familia en virtud de la Sección 1116, según lo soliciten los padres:

Nuestro consejero escolar colabora con el trabajador social del distrito y los educadores de padres para garantizar que los padres y las familias que solicitan ayuda tengan el apoyo necesario para ayudar a cada niño a tener éxito académico.

Cualquier padre o miembro de la familia puede solicitar apoyo, y nos reuniremos con el personal apropiado según sea necesario para ayudar en lo que podamos o para referir a las familias a organizaciones comunitarias.

<p style="text-align:center">*Park Creek Elementary*
School-Parent Compact
2023-2024
Revised: 7/28/23</p>

Dear Parent/Guardian,

PARK CREEK ELEMENTARY students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED
The parents, students, and staff of PARK CREEK ELEMENTARY partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held each spring to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Dalton Public School GOAL:

Dalton Public Schools will increase the percentage of students scoring proficient or above in the core content areas (English Language Arts, Math, Science, Social Studies) by 6% as measured by Georgia Milestones Assessment from 2023 to 2024.

PARK CREEK ELEMENTARY GOALS:
*PARK CREEK ELEMENTARY will improve academic achievement in **the core content areas** by increasing the percentage of students who score proficient or above by 6% as measured by the Georgia Milestones Assessment (GMA) from 2023 to 2024.*

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:
PARK CREEK ELEMENTARY will:
1. *Provide regular communication to offer additional resources for parents and students to utilize in preparation for mastering the content standards.*
2. *Provide regular communication to parents and students about their progress on mastering the content standards.*
3. *Provide regular trainings to assist parents and families with how to help their child at home.*

PARENT RESPONSIBILITIES:
We, as parents, will:
1. *Utilize the extra resources to prepare my child for mastering the content standards.*
2. *Check on my student's progress on mastering the content standards and communicate with school personnel about any concerns.*
3. *Attend trainings to learn about helping my child at home.*

STUDENT RESPONSIBILITIES:
We, as students, will:

1. *Utilize the extra resources to prepare for mastering the content standards.*
2. *Understand my progress mastering the content standards and communicate with my teacher about any concerns.*
3. *Take my schoolwork home, complete homework, and talk to my family about what I don't understand.*

COMMUNICATION ABOUT STUDENT LEARNING:
PARK CREEK ELEMENTARY is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:
● Remind app (Phone Calls, Text Messaging)
● Monthly School Newsletter to parents
● Parent Infinite Campus Portal
● School website / School Facebook Page
● Parent-Teacher conferences
● Weekly Progress folders

ACTIVITIES TO BUILD PARTNERSHIPS:
PARK CREEK ELEMENTARY offers ongoing events and programs to build partnerships with families.
● Parent-Teacher Conferences
● Parent Workshops/Trainings
● Volunteering /Observing
● Open House / Meet the Teacher
● Online/virtual activities (Parent resource page, webinars)
● Multimedia activities (podcasts, teacher-created videos)

Principal, PARK CREEK ELEMENTARY

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return to your child's teacher. We look forward to our school-parent partnership!

School Representative Signature: _____   **Date: _____**

Parent / Guardian Signature: **_____**   **Date: _____**

Student Signature: **_____**   **Date: _____**

Park Creek Elementary
Pacto entre la escuela y los padres de familia
2023-2024
Revisado: 25/7/23

Estimado Padre / Tutor,

PARK CREEK ELEMENTARY, los estudiantes que participan en el programa Título I, Parte A, y sus familias, están de

acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el desempeño académico de los estudiantes, así como también describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del Estado.

DESARROLLADO CONJUNTAMENTE
Los padres, estudiantes y personal de PARK CREEK ELEMENTARY se asociaron para desarrollar este pacto entre la escuela y los padres para el logro. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron información sobre los tipos de apoyo que necesitaban y los estudiantes nos dijeron qué les ayudaría a aprender. Queremos animar a los padres que asistan a las reuniones anuales de revisión que se llevan a cabo cada primavera para revisar el pacto y hacer sugerencias basadas en las necesidades de los estudiantes y las metas de mejora de la escuela. También se anima a los padres a participar en la encuesta anual para padres de Título I que también se utiliza como una herramienta para recopilar comentarios de los padres sobre los programas y políticas actuales de Título I.

Para comprender cómo trabajar juntos puede beneficiar a su hijo, primero es importante comprender las metas del distrito y de la escuela para el rendimiento académico de los estudiantes.

Metas de Dalton Public Schools:

Las Escuelas Públicas de Dalton aumentarán el porcentaje de estudiantes con calificaciones competentes o superiores en las áreas de contenido básico (artes de lenguaje y literatura, matemáticas, ciencias, ciencias sociales) en un 6 %, según lo medido por la Evaluación Georgia Milestones de 2023 a 2024.

Metas de Park Creek Elementary:
*EL PARK CREEK ELEMENTARY mejorará el rendimiento académico en las **áreas de contenido básico** al aumentar el porcentaje de estudiantes que obtienen un puntaje competente o superior en un 6 %, según lo medido por la Evaluación de hitos de Georgia (GMA) de 2023 a 2024.*

Para ayudar a su hijo a alcanzar las metas escolares, del distrito, y la escuela, usted y su hijo trabajarán juntos para:

RESPONSABILIDADES DE LA ESCUELA/MAESTRO:
PARK CREEK ELEMENTARY :
1. *Proporcionar comunicación regular para ofrecer recursos adicionales para que los padres y los estudiantes los utilicen en preparación para dominar los estándares de contenido.*
2. *Proporcionar comunicación regular a los padres y estudiantes sobre su progreso y dominio de los estándares de contenido.*
3. *Brindar capacitaciones regulares para ayudar a los padres y las familias a ayudar a sus hijos en el hogar.*

RESPONSABILIDADES DE LOS PADRES:
Nosotros, como padres, vamos a:
1. *Utilizar los recursos adicionales para preparar a mi hijo para dominar los estándares de contenido.*
2. *Verificar el progreso de mi estudiante en el dominio de los estándares de contenido y comunicarse con el personal de la escuela sobre cualquier inquietud.*
3. *Asistir a capacitaciones para aprender a ayudar a mi hijo en casa.*

RESPONSABILIDADES DEL ESTUDIANTE:
Nosotros, como estudiantes, vamos a:
1. *Utilice los recursos adicionales para prepararse para dominar los estándares de contenido.*
2. *Comprender mi progreso en el dominio de los estándares de contenido y comunicarme con mi maestro sobre cualquier inquietud.*
3. *Llevar mi trabajo escolar a casa, completar la tarea y hablar con mi familia sobre lo que no entiendo.*

COMUNICACIÓN SOBRE EL APRENDIZAJE DE LOS ESTUDIANTES:

PARK CREEK ELEMENTARY se compromete a una comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Aplicación de recordatorios (llamadas telefónicas, mensajes de texto)
- Boletín escolar mensual para padres
- Portal del campus infinito para padres
- Sitio web de la escuela / Página de Facebook de la escuela
- Conferencias de padres y profesores
- Carpetas de progreso semanal

ACTIVIDADES PARA CONSTRUIR ALIANZAS:
PARK CREEK ELEMENTARY ofrece eventos y programas continuos para crear asociaciones con las familias.

- Conferencias de padres y profesores
- Talleres/capacitaciones para padres
- Voluntariado/Observación
- Casa Abierta / Conozca al Maestro
- Actividades en línea/virtuales (página de recursos para padres, seminarios web)
- Actividades multimedia (podcasts, videos creados por maestros)

Principal, PARK CREEK ELEMENTARY

Firme y ponga la fecha a continuación para reconocer que ha leído, recibido y está de acuerdo con este Acuerdo entre la escuela y los padres. Una vez firmado, devuélvalo al maestro de su hijo. ¡Esperamos con ansias nuestra asociación escuela-padres!

Firma del representante de la escuela: _____   Fecha: _____

Firma del Padre / Tutor: _____   Fecha: _____

Firma del alumno:_____   Fecha: _____