



# Comprehensive Needs Assessment 2023 - 2024 School Report



**Cherokee County  
Clark 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	Principal	Joey Moss
Team Member # 2	Assistant Principal	Meredith Rocker
Team Member # 3	Assistant Principal	Laura Casey
Team Member # 4	Assistant Principal	Clatrina Lane
Team Member # 5	Instructional Lead Strategist	Kristin Smith
Team Member # 6	Academic Facilitator	Laura Blakes
Team Member # 7		

#### Additional Leadership Team

	Position/Role	Name
Team Member # 1	3rd Grade Teacher	Elizabeth Ellington
Team Member # 2	5th Grade Teacher	Jamie White
Team Member # 3	2nd Grade Teacher	Rebecca Coleman
Team Member # 4	1st Grade Teacher	Jennifer Rice
Team Member # 5	ESOL Teacher K-1	Pam Griffin
Team Member # 6	Specials Writing Lab Teacher	Robin Ryan
Team Member # 7	EIP Teacher/Facilitator 3rd Grade	Nicole Brookshire
Team Member # 8	SPED Teacher K-5	Joe Davenport
Team Member # 9	Parent Engagement Facilitator	Livi Avila
Team Member # 10	Counselor	Alyssa Martin

# 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	Paraprofessional	Hetal Pandya
Stakeholder # 2	Community Member/Heritage Preyspertian Church	Andrea Dean
Stakeholder # 3	5th Grade Student	Emma Collier (see additional sign-in)
Stakeholder # 4	Parent	Lilia Sanchez (see additional sign-in)
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

<b>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?</b>	The team will ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment and school improvement process by holding Leadership Team Meetings, School Council Meetings, Faculty Meetings, and Parent Stakeholder Meetings. These meetings will take place often during the needs assessment and school improvement process. Multiple meetings will be held at flexible times. Stakeholders will provide input through discussion, feedback forms and an online feedback form. All stakeholders are invited to attend and participate through various advertisements.
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## 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

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	<p>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.</p> <p>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.</p>	✓
<b>2. Operational</b>	<p>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.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

Coherent Instruction Data

<b>Instruction Standard 2 -Creates an academically challenging learning environment</b>		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

<b>Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</b>		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4 -Uses research based instructional practices that positively impact student learning</b>		
<b>1. Exemplary</b>	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).	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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).	
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
<b>4. Not Evident</b>	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.	

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

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

<b>Assessment Standard 3</b> -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

<b>Assessment Standard 4</b> -Implements a process to collaboratively analyze assessment results to adjust instruction		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
<b>3. Emerging</b>	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
<b>4. Not Evident</b>	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

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

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

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>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.</p>	
<b>2. Operational</b>	<p>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.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

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

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	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
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

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

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>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.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>The 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.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	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

<b>Planning and Organization Standard 6</b> -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
<b>1. Exemplary</b>	<p>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.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	✓
<b>2. Operational</b>	<p>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.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
<b>3. Emerging</b>	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
<b>4. Not Evident</b>	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

## 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

<b>Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving</b>		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data</b>		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

## Professional Capacity Data

<b>Professional Learning Standard 2</b> -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

<b>Professional Learning Standard 3</b> -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>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.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>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).</p>	✓
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>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).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

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

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>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.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>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.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

## Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	

<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

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

## 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).

<p><b>What perception data did you use?</b>                  [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]</p>	<ul style="list-style-type: none"> <li>- 2020 Annual Title I Parent Survey</li> <li>- 2022 Annual Title I Parent Survey</li> <li>- 2023-2023 Parent Engagement Event Feedback (EIP/ESOL Night and Literacy Night)</li> <li>- SY2022-2023 Georgia School Performance Standard Survey</li> <li>- 2022-2023 Student Needs Assessment Survey</li> </ul>
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<p><b>What does the perception data tell you?</b>                  (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?”)</p>	<p><b>Annual Title I Parent Survey:</b>                  During the 2021-2022 school year parents were not coming into the school due to the COVID outbreak. This impacted the perception of a welcoming environment. For example, in 2020, 100% of the parents stated that they always felt welcome at the school. In 2022, 81% of survey participants felt always welcome. However, in fall of 2022, parents were not allowed to come into the school due to COVID restrictions and were gradually reintroduced to entering the school beginning in December of that year. The parent survey shows that 7% of respondents did not come into the school during the 2022 school year. The strengths are parents are aware of the opportunities here at Clark Creek to volunteer (90%) and they felt the school provided information about ways to engage in the education of their student (96%).</p> <p><b>Parent Engagement Event Feedback:</b>                  Based on number of responses from the EIP/ESOL Parent Engagement Night and the Literacy Night held in the 2022-2023 school year, there were drastically less responses than attendees. 33 families signed in to EIP/ESOL Night, but only 13 feedback forms were received. 72 families attended Literacy Night but only 18 feedback forms were received. The feedback that was received was positive, and 100% of parents reported feeling that the event was beneficial to them. An area of growth is to increase the number of responses received on feedback forms.</p> <p><b>Georgia School Performance Standard Survey:</b>                  According to the Georgia School Performance Standard Survey administered during the 2022-2023 school year, there is a relative strength in Instruction, specifically 100% of staff rated Clark Creek in exemplary or operational on the use of appropriate, current technology to enhance learning. Additionally, 100% of staff rated Clark Creek in exemplary or operational on Family and Community Engagement standard on communicating academic expectations and current student achievement status to families. The areas of focus relate to school culture and leadership. In these domains, three standards were rated at</p>
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	<p>84% in exemplary or operational, specifically in developing, communicating, and implementing rules, practices and procedures to maintain a safe, orderly learning environment and building leadership capacity through shared decision-making and problem-solving. 90% of Clark Creek staff ranked 37 standards at exemplary or operational.</p> <p>Student Needs Assessment Survey: Students in fourth and fifth grade complete a needs assessment survey annually. Results from this survey indicate a relative strength in relationship skills and responsible decision making. 92.99% of students indicated relationship skills as an area of strength and 90.85% of students indicated responsible decision making as an area of strength. Results from this survey indicate a relative weakness in resilience and self-awareness. 34.15% of students reported resilience as an area of weakness and 32.93% of students reported self-awareness as an area of weakness.</p>
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<p>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)</p>	<ul style="list-style-type: none"> <li>- 2022-2023 (August – February) Conduct action totals data</li> <li>- 2022-2023 (August – February) Daily attendance rates</li> <li>- 2021-2022 Attendance for all students from GOSA</li> <li>- 2022-2023 (August – February) Response to Intervention (RTI) data</li> </ul>
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<p>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?”)</p>	<p>Conduct Action Totals: When looking at the conduct action totals from this current year, the school noticed that 51% of office referrals are occurring in the classroom and are typically some type of physical behavior. More Tier 1 support and classroom management support is needed for the staff. This could include a behavior flow chart, behavior coaches, support from the county behavior specialists, counselors who are trained in trauma support and the use of buddy teachers.</p> <p>Attendance: There is an average of 1,100 students at Clark Creek. During the 2022-2023 school year to date, on average, between 4-7% of the students are absent each day. This school year so far, there have been two spikes in absences: 138 students were absent on November 1 and 136 were absent on October 24. There is no identified reason for these spikes. On other days, absences are less than 100 in all, daily. During the 2021-2022 school year, 36% of students were absent 5 or fewer days, 40% were absent 6 to 15 days and 24% were absent more than 15 days.</p> <p>RTI Data: Clark Creek serves 28% of the population through Tier 2 in the RTI process and 5% of the population through Tier 3 in the RTI Process to address academic and behavioral needs. Additional Tier 1 support in the classroom is an area of focus.</p>
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<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> <li>- 2018-2019 Georgia Milestones data</li> <li>- 2020-2021 Georgia Milestones data</li> <li>- 2021-2022 Georgia Milestones data</li> <li>- 2020-2021 iReady data</li> <li>- 2021-2022 iReady data</li> <li>- 2022-2023 (BOY and MOY) iReady data</li> <li>- 2021-2022 EasyCBM data</li> <li>- 2022-2023 (BOY and MOY) EasyCBM data</li> <li>- 2021-2022 Next Step Guided Reading Assessment (NSGRA) data</li> <li>- 2022-2023 (MOY) Next Step Guided Reading Assessment (NSGRA) data</li> <li>- 2021-2022 Common Benchmark Assessment data</li> </ul>
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<p>What does your achievement data tell you?</p>	<p>Georgia Milestones (GMAS):</p> <p>ELA:</p> <p>The achievement data on ELA GMAS shows that there has been a decline in the percentage of students scoring proficient or higher. This shows that the proficient and distinguished level has been decreasing since COVID.</p> <ul style="list-style-type: none"> <li>- 2018-2019: 49.8% of students scored proficient or distinguished in ELA.</li> <li>- 2020-2021: 45.2% of students scored proficient or distinguished in ELA.</li> <li>- 2021-2022: 41.2% of students scored proficient or distinguished in ELA.</li> </ul> <p>Third Grade:</p> <p>Third grade has had the greatest increase in the number of beginning learners in ELA GMAS over the last 3 years.</p> <ul style="list-style-type: none"> <li>- 2018-2019: 24.7% of students scored at the beginning level in ELA.</li> <li>- 2021-2022: 43.2% of students scored at the beginning level in ELA.</li> </ul> <p>Fourth Grade:</p> <p>There has been an increase in the percentage of fourth graders scoring at the proficient or distinguished learner level for the ELA GMAS.</p> <ul style="list-style-type: none"> <li>- 2018-2019: 42.7% of students scored at the proficient or distinguished level in ELA.</li> <li>- 2021-2022: 45.7% of students scored at the proficient or distinguished level in ELA.</li> </ul> <p>Fifth Grade:</p> <p>The percentage of 5th grade ELA beginning and developing learners has increased and the percentage of proficient or distinguished has decreased.</p> <ul style="list-style-type: none"> <li>- 2018-2019: 14.2% of students scored at the beginning level; 27.9% at the developing level; 57.9% of students scored at the proficient or distinguished level in ELA.</li> <li>- 2020-2021: 19.5% of students scored at the beginning level; 30.8% at the developing level; 49.8% of students scored at the proficient or distinguished level in ELA.</li> <li>- 2021-2022: 23.9% of students scored at the beginning level; 31.1% at the developing level; 45.0% of students scored at the proficient or distinguished level in ELA.</li> </ul> <p>Math:</p> <p>For the Math GMAS, overall, there has been a decrease in students scoring proficient or higher from the 18-19 school year to the 21-22 school year. The proficiency levels in math continue to be higher than the proficiency levels in ELA.</p>
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- 2018-2019: 64.6% of students scored proficient or distinguished in Math.
- 2021-2022: 50.5% of students scored proficient or distinguished in Math.

Third Grade:

- 2018-2019: 12.4% of students scored as a beginning learner in Math.
- 2020-2021: 15.7% of students scored as a beginning learner in Math.
- 2021-2022: 22.7% of students scored as a beginning learner in Math.

Fourth Grade:

- 2018-2019: 10.5% of students scored as a beginning learner in Math.
- 2020-2021: 24.7% of students scored as a beginning learner in Math.
- 2021-2022: 17.7% of students scored as a beginning learner in Math.

Fifth Grade:

- 2018-2019: 13.7% of students scored as a beginning learner; 62.9% of students scored proficient or distinguished in Math.
- 2020-2021: 16.6% of students scored as a beginning learner; 59.7% of students scored proficient or distinguished in Math.
- 2021-2022: 26.7% of students scored as a beginning learner; 48.8% of students scored proficient or distinguished in Math.

iReady:

Achievement data for iReady shows the school is maintaining grade level proficiency across all grade levels. The four domain proficiencies of Numbers and Operations, Algebraic Thinking, Measurement and Data, and Geometry, have maintained over a two-year period, from 2020-2021 to 2021-2022.

Kindergarten showed the greatest overall proficiency. First-grade maintained proficiency over this two-year period.

2021-2022:

- Second Grade: 51% of students were at grade level, 36% of students were one grade level below and 13% of students were two or more grade levels below.
- Third Grade: 52% of students were at grade level, 37% of students were one grade level below and 11% of students were two or more grade levels below.
- Fourth Grade: 68% of students were at grade level, 18% of students were one grade level below and 14% of students were two or more grade levels below.
- Fifth Grade: 57% of students were at grade level, 22% of students were one grade level below and 22% of students were two or more grade levels below.

2022-2023:

During the current school year, all grade levels have increased proficiency from the beginning of the year to the middle of the year.

- Kindergarten increased from 14% to 45% proficient.
- First grade increased from 15% to 25% proficient.
- Second grade increased from 14% to 28% proficient.
- Third grade increased from 21% to 33% proficient.
- Fourth grade increased from 26% to 34% proficient.
- Fifth grade increased from 31% to 49% proficient.

The schoolwide area of strength is Algebra and Algebraic Thinking with 47% of students demonstrating grade level proficiency at the middle of the year.

The area of growth is geometry with only 34% of students demonstrating grade level proficiency at the middle of the year.

EasyCBM:

2021-2022 EOY Benchmark:

- Kindergarten: 76% of students scored above the 25th percentile.

- First Grade: 64% of students scored above the 25th percentile, which was the lowest percentage schoolwide.
- Second Grade: 68% of students scored above the 25th percentile.
- Third Grade: 71% of students scored above the 25th percentile.
- Fourth Grade: 89% of students scored above the 25th percentile, which was the highest percentage schoolwide.
- Fifth Grade: 80% of students scored above the 25th percentile.

Apart from kindergarten and 2nd grade, each grade level ended with a higher percentage than they started with.

2022-2023 BOY and MOY Benchmarks:

During the current year, there has been an increase in students scoring below the 25th percentile on the EasyCBM benchmarks.

- Kindergarten increased from 31% to 41% below the 25th percentile.
- First grade increased from 34% to 48% below the 25th percentile.
- Second grade remained the same at 34% below the 25th percentile at the beginning and middle of the year.
- Third grade increased from 35% to 39% below the 25th percentile.
- Fourth grade increased from 36% to 43% below the 25th percentile.
- Fifth grade increased from 21% to 30% below the 25th percentile.

#### Next Step Guided Reading Assessments (NSGRA):

2021-2022:

For the 2021-2022 SY NSGRA assessments, every grade level except for 5th grade had an increase from BOY to EOY in the percentage of students on or above grade level expectations based on Next Step Guided Reading Assessment. 5th grade experienced an 8% decrease (BOY: 71% and EOY: 63%). 4th grade experienced the greatest amount of growth with a 17% increase (BOY: 74% and EOY: 91%).

2022-2023:

At the middle of the 2022-2023 school year, the following percentages of students were reading on grade level according to Next Step Guided Reading Assessments:

- Kindergarten – 41%
- First Grade – 59%
- Second Grade – 79%
- Third Grade – 67%
- Fourth Grade – 70%
- Fifth Grade – 51%

#### Common Benchmark Assessments:

The achievement data for the 5th grade Common Benchmark Assessments (CBA) from the 21-22 school year show that there was overall growth in students reaching proficiency. At the beginning of year, 3% of students scored proficient or higher on the Science CBA and then for the end of the year there were 80% of students scoring proficient or higher. For the social studies, there were 0% scoring proficient or higher at the beginning of the year and that increased to 60% proficient or higher at the end of the year. The data for both the science and social studies assessments showed that students greatly increased in their proficiency during the 21-22 school year.

<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> <li>- 2017-2018 through 2021-2022 GOSA Enrollment by Program data</li> <li>- 2022-2023 (August-February) PowerBI data</li> <li>- 2017-2018 through 2021-2022 GOSA Percentage of Students data</li> <li>- 2019-2020 through 2021-2022 ACCESS data</li> <li>- 2020-2021 and 2021-2022 GOSA Consolidated Student Performance Comparison Summary by Subgroup</li> <li>- 2021-2022 Student Mobility data</li> <li>- 2019-2020 through 2022-2023 Staff Allocation data</li> </ul>
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<p>What does the demographic data tell you?</p>	<p>Enrollment by Program:</p> <ul style="list-style-type: none"> <li>- The Early Intervention Program (EIP) had an increase of 3.6% from 2017-2022 (from 26.8% to 30.4%).</li> <li>- ESOL (English to Speakers of Other Languages) enrollment increased slightly by 1.8% from 2017-2022 (from 11.7% to 13.5%).</li> <li>- There was an increase of 0.6% in the Special Education population from 2017-2022 (From 9.3% to 9.9%).</li> <li>- Gifted had an increase of 0.9% from 2017-2022 (from 9.4% to 10.3%).</li> </ul> <p>PowerBI:</p> <p>According to PowerBI, there are currently 154 students enrolled at Clark Creek who are English Learners. This is 13.96% of the total student enrollment. 115 students enrolled at Clark Creek receive Special Education services, which is 10.43% of the total population. There are 155 Gifted identified students, which is 14.05% of the total population. Finally, 290 Clark Creek students receive remedial support, which accounts for 26.29% of the total student population.</p> <p>Percentage of Students:</p> <p>Male and Female stayed consistent at 53% and 47% from 2017-2022. The percentage of students eligible for free and reduced lunch decreased by 5% (from 45% to 40%) from 2017-2022. The black subgroup increased by 3% and the white subgroup decreased by 7% from SY2018 to SY2022.</p> <p>ACCESS:</p> <p>2020 (Prior to COVID):</p> <ul style="list-style-type: none"> <li>- 63% of students scored in the Entering, Emerging or Developing English Language Proficiency (ELP) Levels; 37% scored in the Expanding, Bridging or Reaching ELP Levels. 155 student scores were reported.</li> </ul> <p>2021:</p> <ul style="list-style-type: none"> <li>- 72% of students scored in the Entering, Emerging or Developing English Language Proficiency (ELP) Levels; 28% scored in the Expanding, Bridging or Reaching ELP Levels. 174 student scores were reported.</li> </ul> <p>2022:</p> <ul style="list-style-type: none"> <li>- 71% of students scored in the Entering, Emerging or Developing English Language Proficiency (ELP) Levels; 29% scored in the Expanding, Bridging or Reaching ELP Levels. 152 student scores were reported.</li> </ul> <p>Georgia Milestones Subgroup Data:</p> <p>Students with Disabilities:</p> <p>ELA:</p>
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	<p>- 2021: 79.3% of students scored at the Beginning Learner Level in ELA. 58 students were tested in this subgroup.</p> <p>- 2022: 78.9% of students scored at the Beginning Learner Level in ELA. 71 students were tested in this subgroup.</p> <p>Math:</p> <p>- 2021: 72.4% of students scored at the Beginning Learner Level in Math. 58 students were tested in this subgroup.</p> <p>- 2022: 67.6% of students scored at the Beginning Learner Level in Math. 71 students were tested in this subgroup.</p> <p>Science:</p> <p>- 2021: 78.3% of students scored at the Beginning Learner Level in Science. 23 students were tested in this subgroup.</p> <p>- 2022: 70.0% of students scored at the Beginning Learner Level in Science. 30 students were tested in this subgroup.</p> <p>Economically Disadvantaged:</p> <p>ELA:</p> <p>- 2021: 37.4% of students scored at the Beginning Learner Level in ELA. 227 students were tested in this subgroup.</p> <p>- 2022: 45.2% of students scored at the Beginning Learner Level in ELA. 228 students were tested in this subgroup.</p> <p>Math:</p> <p>- 2021: 27.3% of students scored at the Beginning Learner Level in Math. 227 students were tested in this subgroup.</p> <p>- 2022: 35.5% of students scored at the Beginning Learner Level in Math. 228 students were tested in this subgroup.</p> <p>Science:</p> <p>- 2021: 29.7% of students scored at the Beginning Learner Level in Science. 74 students were tested in this subgroup.</p> <p>- 2022: 40.7% of students scored at the Beginning Learner Level in Science. 81 students were tested in this subgroup.</p> <p>Mobility:</p> <p>According to the Governor's Office of Achievement, the student mobility rate for FY22 was 11.7%.</p> <p>Staffing:</p> <p>For the 2019-20, 2020-21 and 2021-22 school years, the Title I staff allocation has remained the same. During the 2022-23 school year, Clark Creek employees consisted of two class size reduction teachers, two full time remedial teachers, one parent engagement facilitator, and one academic facilitator.</p>
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### 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

<p><b>Coherent Instructional:</b> 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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- The school is utilizing whole group and small group instruction daily, in all core content areas.</li> <li>- A strength that is apparent among teachers is the use and application of collaborative planning biweekly. Grade levels are planning, structuring and implementing instruction through engaging experiences.</li> </ul> <p>Areas of Focus:</p> <ul style="list-style-type: none"> <li>- An area of focus is to provide professional development and instructional coaching for differentiated small group instruction to better meet the needs of current students and their academic levels.</li> <li>- Another area of focus is to shift the weight of teaching a task to explicitly teaching rigorous standard-driven lessons and hands-on experiences.</li> <li>- There will be a continued focus on teacher clarity and interactive classroom discussions to support student learning across all content areas.</li> </ul>
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<p><b>Effective Leadership:</b> 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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- At Clark Creek, there is a multi-tiered focus on leadership and the following are in place: Professional Learning Community (PLC) facilitators, Grade level/Department leaders, RTI Facilitator, Data Interventionist, Mentor/Mentee program, Academic Facilitator and Instructional Lead Strategist. These areas allow for development of leadership capacity.</li> <li>- This system is under the leadership and guidance of four administrators. The principal at Clark Creek has been in place for seven years.</li> <li>- Teachers participate in ongoing professional development opportunities.</li> <li>- According to the 21-22 GOSA certified personal report, Clark Creek has 28 staff members with a bachelor's degree, 41 staff members with a master's degree and 19 staff members with a specialist degree.</li> </ul> <p>Area of Focus:</p> <ul style="list-style-type: none"> <li>- Based on office referrals, attendance and RTI data analysis, an area of focus is to develop and implement strategies to support behavior management.</li> </ul>
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Strengths and Challenges Based on Trends and Patterns

<p><b>Professional Capacity:</b> 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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- At Clark Creek, staff participate in ongoing professional learning throughout the school year. The school's professional capacity consists of up-to-date learning on relevant academic and technological trends in core subject areas. These professional development opportunities offered include Writer's Workshop, English Language Arts Best Practices, Literacy and Math integration, Math Fluency, Interdisciplinary Teaching Framework Development and Developing Hands-On Science sessions.</li> <li>- Teachers participate in professional learning communities to help close achievement gaps. The data gathered at PLCs informs differentiated instruction throughout core content areas.</li> <li>- There is a mentor/mentee program that helps develop and retain teachers.</li> </ul> <p>Areas of Focus:</p> <ul style="list-style-type: none"> <li>- The school noticed in the 21-22 school year an increase in chronic absenteeism, additional EIP students and office referrals. These changes may have impacted GMAS scores for ELA and Math, which trended downwards. The focus is to increase professional capacity in behavior management with more support in place and relevant behavior training.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>- The school will continue to provide professional development on phonemic awareness, phonics, fluency, vocabulary and comprehension.</li> <li>- As new math standards are released for the 23-24 school year, teachers will continue to receive ongoing training on how to implement best practices for problem-solving, number sense and mathematical practice.</li> <li>- Science and Social Studies will be supported through ongoing Interdisciplinary Teaching Framework Development, as well as through an intentional study of integrating writing into the Science and Social Studies classrooms.</li> </ul>
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<p><b>Family and Community Engagement:</b> 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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Parents feel welcome when visiting the school, parents are aware of the opportunities here at Clark Creek to volunteer and they know ways they can engage in the education of their student.</li> </ul> <p>Area of Focus:</p> <ul style="list-style-type: none"> <li>- The area of focus for family and community engagement is to build parent understanding of literacy and mathematics standards to support student success for every grade level.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>- The school will collaborate more with community partners to share information and build parent capacity.</li> <li>- To further engage families, the school will utilize community partners to provide parents with relevant and local resources to support academic and</li> </ul>
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Strengths and Challenges Based on Trends and Patterns

	behavioral topics.
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<p><b>Supportive Learning Environment:</b> 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?</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- At Clark Creek there is an RTI lead to support each grade level to develop and maintain a system of support, along with an RTI Facilitator.</li> <li>- The school has a mentor/mentee program that helps develop and retain teachers.</li> <li>- Student learning communities are supported by morning meetings, student conferences/feedback, evidence-based interventions, differentiation and a schoolwide positive behavior program.</li> <li>- The school's counselors support at -risk students with restorative practices.</li> </ul> <p><b>Area of Focus:</b></p> <ul style="list-style-type: none"> <li>- Based on office referral, attendance and RTI data analysis, an area of focus is to develop and implement strategies to support behavior management.</li> </ul>
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<p><b>Demographic and Financial:</b> 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?</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- As a Title I school, Clark Creek receives federal funding to support the most at-risk students. Additionally, Clark Creek utilizes state staff development funds and state funds to provide professional development and instructional resources, respectively, to staff and students.</li> </ul> <p><b>Areas of Focus:</b></p> <ul style="list-style-type: none"> <li>- An area of focus is to continue to develop more community partners who can provide assistance to the school. Currently, Clark Creek has 12 Partners in Education and Companies that Care. This number could be increased by offering official partnership agreements to those businesses that currently informally support the school.</li> <li>- Across all subgroups, there is an area of focus for ELA. The percentage of males scoring in the beginning learners category increased from 22.6% in 2019 to 37.1% in 2022. There has been a 9.9% increase in the Hispanic population (from 34.6% to 44.5%) and a 0.7% increase in the number of English Learners (from 61.5% to 62.2%) in the beginning learner's category in ELA.</li> <li>- Economically disadvantaged enrollment has slightly decreased, but the percentage of economically disadvantaged beginning learners increased 12.0% from 33.2% in 2018 to 45.2% in 2022 in ELA and 21.6% in math from 13.9% in 2018 to 35.5% in 2022.</li> </ul> <p><b>Trend:</b></p> <ul style="list-style-type: none"> <li>- Clark Creek has remained consistently between 43.5% and 45.5% with the number of students receiving free and reduced lunches, except for the 2022-2023 school year when it fell below 40% according to the October 2021 FTE count (39.74%).</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> 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?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- The schoolwide area of strength is Algebra and Algebraic Thinking.</li> </ul> <p>Areas of Focus:</p> <ul style="list-style-type: none"> <li>- The areas of focus in ELA are to provide explicit, standard-driven instruction while also implementing strategy focused small groups.</li> <li>- The areas of focus in math are to continue the math workshop model with an increase in hands-on experiences and student inquiry.</li> <li>- The areas of focus in science are to provide problem-driven learning using phenomena through hands-on investigation that sparks student curiosity.</li> <li>- The areas of focus in social studies are to create a transdisciplinary learning environment that utilizes primary sources, metacognition skills, questioning and inferencing.</li> </ul>
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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.

<p><b>Strengths</b></p>	<p>Math is a relative strength compared to English Language Arts for students with disabilities, economically disadvantaged students and English Learners.</p> <p>English Learners: According to Georgia Milestones from 2021-2022, 24.3% of English learners scored at proficient or higher in math. This is higher than ELA with 12.2% proficient or higher. Additionally, 14.3% of students scored proficient or higher in Science. According to 2021-20222 ACCESS reports, there is a strength of listening in the English Learners subgroup. The following percentages reflect the number of students in the Reaching (Level 6) for Listening by grade level:</p> <ul style="list-style-type: none"> <li>- K - 36%</li> <li>- 1st - 42%</li> <li>- 2nd - 32%</li> <li>- 3rd - 33%</li> <li>- 4th - 71%</li> <li>- 5th - 66%</li> </ul> <p>In 4th and 5th grades, there are 0% of students in Level 1 for listening.</p> <p>Students with Disabilities: In the 2021-2022 school year, 9.8% of students with disabilities scored proficient or higher in math compared to 5.6% proficient or higher in ELA.</p>
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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.

	<p>Economically Disadvantaged: In the 2021-2022 school year, economically disadvantaged students scored 36.9% proficient or higher in math, but only 26.8% in ELA and 18.5% in science.</p> <p>All three of these subgroups have had relatively consistent achievement scores over the past five years. These subgroups have also had an increase in total population over the past five years with the exception of the 2020-2021 school year.</p>
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<p><b>Challenges</b></p>	<p>English Learners: According to 2021-2022 ACCESS reports, an area of focus should be on writing. The following percentages reflect the number of students in the Entering (Level 1) for Writing by grade level:</p> <ul style="list-style-type: none"> <li>- K - 82%</li> <li>- 1st - 50%</li> <li>- 2nd - 10%</li> <li>- 3rd - 15%</li> <li>- 4th - 19%</li> <li>- 5th - 10%</li> </ul> <p>The areas of focus are to provide specific English language supports for English Learners. Additionally, a focus is to provide training to teachers to support ELA instruction and best practices with an emphasis on engagement and relevance.</p> <p>Students with Disabilities and Economically Disadvantaged: According to the Georgia Milestones from 2021-2022, 94.4% of students with disabilities and 73.3% of economically disadvantaged students were not proficient or distinguished in ELA. An area of focus is to provide differentiated supports to meet student needs. Additionally, another area of focus it to provide professional development to teachers to help them better support the identified gaps in knowledge.</p>
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### 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	A need is evident in the area of increasing student ELA performance and growth.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	A need is evident in the area of increasing student Math performance and growth.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

Overarching Need	A need is evident in the area of increasing student Science performance and growth.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
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Additional Considerations	
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Overarching Need # 4

Overarching Need	A need is evident in the area of increasing student Social Studies performance and growth.
How severe is the need?	Unknown
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	No norm-referenced data sources.
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### 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 - A need is evident in the area of increasing student ELA performance and growth.**

##### Root Cause # 1

Root Causes to be Addressed	There is a lack of integration of phonemic awareness and phonics application across all grade levels.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	There is a lack of consistent and effective small group reading instruction amongst all grade levels.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	There is a gap in writing opportunities centered around the writing process.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	There is a lack of differentiated instruction and personalized learning.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - A need is evident in the area of increasing student Math performance and growth.**

Root Cause # 1

Root Causes to be Addressed	Students lack endurance to work through productive struggle to master mathematical concepts.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lack foundational number sense skills.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students lack understanding and application of math vocabulary.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 4

Root Cause # 4

Root Causes to be Addressed	There is a lack in differentiated and purposeful instruction in math content among all grade levels.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - A need is evident in the area of increasing student Science performance and growth.**

Root Cause # 1

Root Causes to be Addressed	There is a deficiency in student-centered instruction, including hands-on resources and phenomenon-based instruction.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of integration of science in ELA and math.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	There is a gap in ongoing professional development that includes planning and implementing for science integration.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - A need is evident in the area of increasing student Social Studies performance and growth.**

Root Cause # 1

Root Causes to be Addressed	Student lack of background knowledge and vocabulary.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	There is a need to enhance teacher content knowledge to incorporate real-world applications.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	A gap in vertical collaboration of social studies content.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 4

Root Causes to be Addressed	Inconsistent integration of social studies content.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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# School Improvement Plan 2023 - 2024



**Cherokee County  
Clark Creek Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Cherokee County
School Name	Clark Creek Elementary School
Team Lead	Joey Moss
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	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	A need is evident in the area of increasing student ELA performance and growth.
Root Cause # 1	There is a lack of integration of phonemic awareness and phonics application across all grade levels.
Root Cause # 2	There is a lack of consistent and effective small group reading instruction amongst all grade levels.
Root Cause # 3	There is a gap in writing opportunities centered around the writing process.
Root Cause # 4	There is a lack of differentiated instruction and personalized learning.
Goal	<p>K – 2nd: The percentage of K - 2nd grade students scoring above the 25th percentile will increase by 1 percentage point in each grade level (Kindergarten from 64% to 65%, 1st grade from 64% to 65%, 2nd grade from 65% to 66%) by May 2024, as measured by the easyCBM universal benchmark.</p> <p>3rd –5th: The percentage of 3rd – 5th grade students scoring at the proficient or distinguished learner level in ELA will increase by 3 percentage points (from 45.3% to 48.3% by May 2024), with a 1 percentage point increase during the 2021-22, 2022-23 and 2023-24 school years as measured by the Georgia Milestones ELA Assessment.</p>

Action Step # 1

Action Step	Provide instructional supports for students to increase achievement in ELA (Class size reduction teachers, remedial teachers, extended learning, Mastery Connect, Writing A to Z, Lexia, instructional technology, instructional materials and supplemental books).
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans documenting implementation of ELA Best Practices, pacing guides for ELA, software usage reports

Action Step # 1

Method for Monitoring Effectiveness	easyCBM MOY and EOY reading assessments, Scholastic MOY and EOY reading assessments, GA Milestones ELA assessments
Position/Role Responsible	Instructional Lead Strategist
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)?	North Georgia RESA
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Action Step # 2

Action Step	Provide professional development for teachers on structured literacy (Academic Facilitator, substitutes, stipends, contracted services, instructional technology and professional development books).
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for ELA trainings, lesson plans documenting implementation of ELA Best Practices, pacing guides for ELA, teacher feedback forms for ELA trainings
Method for Monitoring Effectiveness	easyCBM MOY and EOY reading assessments, Scholastic MOY and EOY reading assessments, GA Milestones ELA assessments, PD surveys
Position/Role Responsible	Instructional Lead Strategist

Action Step # 2

Timeline for Implementation	Quarterly
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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)?	North Georgia RESA
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Action Step # 3

Action Step	Provide events and resources for families to build parent capacity in ELA (Parent Engagement Facilitator, manipulatives, supplies, instructional technology and supplemental books).
Funding Sources	Title I, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for parent engagement events, parent feedback forms for parent engagement events
Method for Monitoring Effectiveness	Annual Title I parent survey
Position/Role Responsible	Parent Engagement Facilitator
Timeline for Implementation	Yearly

Action Step # 3

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)?	Sequoyah Regional Library
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	A need is evident in the area of increasing student Math performance and growth.
Root Cause # 1	Students lack endurance to work through productive struggle to master mathematical concepts.
Root Cause # 2	Students lack foundational number sense skills.
Root Cause # 3	Students lack understanding and application of math vocabulary.
Root Cause # 4	There is a lack in differentiated and purposeful instruction in math content among all grade levels.
Goal	<p>K - 2nd: The percentage of K - 2nd grade students scoring above the 25th percentile will increase by 1 percentage point in each grade level (Kindergarten from 77% to 78%, 1st grade from 67% to 68%, 2nd grade from 64% to 65%) by May 2024, as measured by iReady Math.</p> <p>3rd – 5th: The percentage of 3rd – 5th grade students scoring at the proficient or distinguished learner level in Math will increase by 3 percentage points (from 54.6% to 57.6% by May 2024), with a 1 percentage point increase during the 2021-22, 2022-23 and 2023-24 school years as measured by the Georgia Milestones Math Assessment.</p>

#### Action Step # 1

Action Step	Provide instructional supports for students to increase achievement in Math (Class size reduction teachers, remedial teachers, extended learning, Mastery Connect, instructional technology, instructional supplies (math manipulatives) and supplemental books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans documenting implementation on math best practices, math pacing guides
Method for Monitoring Effectiveness	iReady BOY, MOY, and EOY math assessments, GA Milestones math assessment



Action Step # 1

Position/Role Responsible	Administration
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)?	
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Action Step # 2

Action Step	Provide professional development for teachers on math best practices (Academic Facilitator, substitutes, stipends, contracted services, instructional technology, professional development books and registration).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for math trainings, lesson plans documenting implementation on math best practices, math pacing guides, teacher feedback forms for math trainings
Method for Monitoring Effectiveness	iReady BOY, MOY, and EOY math assessments, GA Milestones math assessment, PD surveys
Position/Role Responsible	Academic Facilitator
Timeline for Implementation	Quarterly

Action Step # 2

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)?	
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Action Step # 3

Action Step	Provide events and resources for families to build parent capacity and confidence in math (Parent Engagement Facilitator, supplies and supplemental books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for family events. parent feedback forms
Method for Monitoring Effectiveness	Annual Title I survey
Position/Role Responsible	Parent Engagement Facilitator
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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	A need is evident in the area of increasing student Science performance and growth.
Root Cause # 1	Lack of integration of science in ELA and math.
Root Cause # 2	There is a gap in ongoing professional development that includes planning and implementing for science integration.
Root Cause # 3	There is a deficiency in student-centered instruction, including hands-on resources and phenomenon-based instruction.
Goal	The percentage of 5th grade students scoring at the proficient or distinguished learner level in science will increase by 1 percentage point (from 44% to 45%) by May 2024, as measured by the Georgia Milestones Science Assessment.

#### Action Step # 1

Action Step	Provide instructional supports for students to increase achievement in science (Class size reduction teachers, remedial teachers, Mastery Connect, hands-on materials and kits, instructional technology and supplemental books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans documenting best practices for science instruction, pacing guides for science
Method for Monitoring Effectiveness	BOY, MOY, and EOY Science common benchmark assessment, Science Georgia Milestones assessment
Position/Role Responsible	Administrators
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)?	
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Action Step # 2

Action Step	Provide professional development for teachers on phenomenon-based instruction and science integration (Academic Facilitator, substitutes, stipends, contracted services, instructional technology and professional development books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for science trainings, lesson plans documenting best practices for science instruction, pacing guides for science
Method for Monitoring Effectiveness	BOY, MOY, and EOY Science common benchmark assessment, Science Georgia Milestones assessment
Position/Role Responsible	Academic Facilitator
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)?	
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Action Step # 2

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)?	
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Action Step # 3

Action Step	Provide events and resources for families to build parent capacity in science (Parent Engagement Facilitator, supplies and supplemental books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for parent engagement events, parent feedback forms
Method for Monitoring Effectiveness	Annual Title I Parent Survey
Position/Role Responsible	Parent Engagement Facilitator
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	A need is evident in the area of increasing student Social Studies performance and growth.
Root Cause # 1	Student lack of background knowledge and vocabulary.
Root Cause # 2	There is a need to enhance teacher content knowledge to incorporate real-world applications.
Root Cause # 3	A gap in vertical collaboration of social studies content.
Root Cause # 4	Inconsistent integration of social studies content.
Goal	The percentage of 5th grade students scoring at the proficient or distinguished learner level in Social Studies will increase by 1 percentage point (from 64% to 65%) by May 2024, as measured by the Common Social Studies Benchmark Assessment.

Action Step # 1

Action Step	Provide instructional supports for students to increase achievement in science (Class size reduction teachers, remedial teacher, Mastery Connect, supplies and hands-on materials).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans documenting social studies best practices, social studies pacing guides
Method for Monitoring Effectiveness	Social Studies Common Benchmark Assessment for BOY, MOY, and EOY
Position/Role Responsible	Administrators
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)?	
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Action Step # 2

Action Step	Provide professional development for teachers on the integration of social studies concepts (Academic Facilitator, substitutes, stipends, instructional technology and professional development books).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans documenting social studies best practices, social studies pacing guides, sign-in sheets for social studies training
Method for Monitoring Effectiveness	Social Studies Common Benchmark Assessment for BOY, MOY, EOY
Position/Role Responsible	Academic Facilitator
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)?	
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Action Step # 2

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)?	
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Action Step # 3

Action Step	Provide resources for families to build parent capacity in Social Studies (Parent Engagement Facilitator, supplies and supplemental books for parents).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets at parent engagement events, parent feedback forms
Method for Monitoring Effectiveness	Annual Title I parent survey
Position/Role Responsible	Parent Engagement Facilitator
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)?	
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### 3. REQUIRED QUESTIONS

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

Required Questions

<p>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).</p>	<p>Stakeholders, including parents, faculty and staff, students, community members and district personnel, were involved by analyzing data, attending meetings and providing input online.</p> <p>Meetings were conducted in the spring to review data as part of the Annual Review and Comprehensive Needs Assessment as well as to develop the School Improvement Plan/Schoolwide Plan. Academic data was reviewed in relation to the children who are failing or at-risk of failing to meet the challenging State academic standards as part of the Comprehensive Needs Assessment (SWP-1). All stakeholders were invited to provide input through either a meeting or through an online opportunity. Feedback was provided through discussion, meeting feedback forms and an online feedback form. All stakeholder feedback was reviewed as part of the development process.</p>
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<p>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.</p>	<p>Clark Creek Elementary School works to recruit and retain effective teachers, particularly in high needs areas (SWP-2c.iv). 100% of teachers at Clark Creek Elementary School meet professional qualification. The school participates in job fairs and networks within the RESA region to attract and hire experienced teachers. Teachers are engaged in professional development opportunities on ELA best practices, interdisciplinary teaching and math best practices with state and federal funds. A Title I Academic Facilitator provides instructional coaching to teachers as well.</p> <p>If students are retained, they are placed with a different teacher the following year when possible. Experienced teachers are placed on every grade level team. Title I Remedial Teachers pull struggling students to close achievement gaps.</p> <p>Distribution of teachers with varying levels of experience is monitored by the Human Resources Division through scheduling practices and the employee transfer process.</p> <p>Ineffective:</p> <ul style="list-style-type: none"> <li>- The District Instructional Framework (IF) is supported throughout all professional learning processes and deliveries.</li> <li>- Professional Learning Goals (PLGs) and Professional Learning Plans (PLPs) are monitored in the TKES and TalentEd Platforms.</li> <li>- Professional Learning Communities (PLCs) at each school provide all teachers collaborative support for data collection and interventions/instructional strategies to support quality instruction and individualized student achievement.</li> <li>- Through Title II, Part A, school-based consultant services, instructional coaching and direct technical assistance is provided on academic content</li> </ul>
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	<p>standards, assessment practices and instructional strategies.</p> <p>Out-of Field:</p> <ul style="list-style-type: none"> <li>- Evaluation practices and allotment processes are focused on staffing levels and staff placement/certification verification. Additionally, the student scheduling processes ensure the highest opportunity for an effective teacher for each student.</li> </ul> <p>Inexperienced:</p> <ul style="list-style-type: none"> <li>- The District's New Teacher Induction Program (NTIP) provides a year-long mentor for new teachers as well as specific professional learning for this critical group of teachers. The school also provides new teachers a teacher mentor.</li> <li>- School-based Instructional Lead Strategists (ILS) facilitate the NTIP program and provide instructional coaching for all teachers.</li> </ul> <p>Consistent monitoring of the processes at both the District and school levels ensures students are not served at a disproportionate rate by an ineffective, out-of-field or inexperienced teacher.</p>
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<p><b>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).</b></p>	<p>Clark Creek Elementary School will implement schoolwide reform strategies to meet the school needs as well as provide opportunities for all children, including subgroups, to meet the State's challenging academic standards (SWP-2a). The school's schoolwide instructional strategies include the following:</p> <p>ELA:</p> <ul style="list-style-type: none"> <li>- The science of reading (phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language)</li> <li>- Writing</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- Number Talks</li> <li>- Math Workshop Model</li> <li>- Guided Math instruction</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>- 3-Dimensional Science</li> <li>- Hands-on lab investigations</li> <li>- Curiosity and questioning</li> <li>- Problem-driven learning using phenomena</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>- Hands-on and interactive lessons</li> <li>- Use of primary source documents</li> <li>- Document-based questioning (DBQ) for grades 4 and 5</li> </ul> <p>The subject areas of focus are:</p> <ol style="list-style-type: none"> <li>1. ELA</li> <li>2. Math</li> <li>3. Science</li> </ol>
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	<p>4. Social Studies</p> <p>Additional Title I evidence-based strategies that the school employs to strengthen the academic program in the school (SWP-2b) and address the needs of all children, particularly those most at risk of not meeting the challenging State academic standards (SWP-2c) include:</p> <p>Instruction:</p> <ul style="list-style-type: none"> <li>- Title I funded positions to increase the amount and quality of learning time through reduced class size and to provide pull-out support for individual students and small groups (SWP-2b).</li> <li>- Title I Teachers (and substitutes) to reduce class size for students at-risk of not achieving proficiency on the State academic standards. The strategies that are implemented in these classrooms include teacher clarity, interactive class discussion and small group instruction.</li> <li>- Title I Remedial Teachers (and substitutes) to support students who are at risk of or not achieving proficiency on the State academic standards.</li> <li>- Title I Remedial Teachers (temporary, part-time) to provide supplemental instruction in the core content areas for students at risk of not meeting the State academic standards.</li> <li>- Contracted services to increase student knowledge of core content standards.</li> <li>- Mastery Connect software to identify student levels of understanding, target students for intervention and inform instruction.</li> <li>- Writing A to Z software to supplement writing instruction and provide resources to address different writing genres and student levels.</li> <li>- Lexia software to increase student language proficiency.</li> <li>- Instructional technology and technology supplies to support core content instruction and blended learning.</li> <li>- Supplemental books to provide student access to texts that align with the science of reading and to provide high-interest, culturally relevant texts literacy in the classroom.</li> </ul> <p>Professional Development:</p> <p>Professional development is offered for teachers, paraprofessionals and other school personnel to improve instruction (SWP-2c.iv). This professional learning includes analyzing data from academic assessments. Professional development strategies include:</p> <ul style="list-style-type: none"> <li>- Academic Facilitator to provide instructional support to teachers.</li> <li>- Substitutes for certified staff to attend professional development on data analysis and core content best practices, including the science of reading, math workshop, incorporating interactive lessons and interdisciplinary teaching.</li> <li>- Stipends for staff to participate in professional development on data analysis and core content best practices, including the science of reading, math workshop, incorporating interactive lessons and interdisciplinary teaching.</li> <li>- Contracted services to provide staff with professional development on interdisciplinary teaching and ELA and Math Best Practices, including the science of reading, math workshop.</li> <li>- Books for staff professional development to build capacity in reading, writing and mathematical reasoning.</li> </ul> <p>Parent Engagement:</p>
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	<ul style="list-style-type: none"> <li>- Parent Engagement Facilitator (full-time) to assist families with the education of their children by implementing effective parental engagement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership.</li> <li>- Supplies to support parent engagement events as well as activities and resources in the Parent Resource Center focused on building parent capacity in the core content areas.</li> <li>- Translation and interpretation services for Title I Parent Engagement events and resources.</li> <li>- Parent Engagement books to build parent capacity in the core content areas.</li> </ul> <p>The school offers counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside of academic subject areas (SWP-2c.i). These additional school reform strategies that the school provides to meet the needs of students through a well-rounded education include:</p> <ul style="list-style-type: none"> <li>- Individual and small-group counseling is provided to identified students.</li> <li>- The CCSD Cares Committee meets regularly to discuss student's social and emotional needs. Students are supported through restorative practices and the District's Check and Connect Program (for students with signs of disengagement with school and who do not have a strong relationship with an adult at the school).</li> <li>- Social-emotional support is provided through group and individual lessons.</li> <li>- Students are assisted through processes for special education, 504, Response to Intervention and the Early Intervention Program (EIP).</li> <li>- Mindset training is offered for staff to share de-escalation practices.</li> <li>- A progressive discipline model is followed.</li> </ul> <p>The school also offers awareness opportunities for career, technical and post-secondary education (SWP-2c.ii). These include:</p> <ul style="list-style-type: none"> <li>- Counselors provide career lessons.</li> <li>- Career days exposing students to working professionals and their careers are also offered for students.</li> <li>- STEM lessons are implemented to support access to career pathways.</li> </ul>
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<p>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.</p>	<p>Not applicable.</p>
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>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.</p>	<p>Clark Creek Elementary School implements various strategies to assist preschool children in the transition from early childhood programs to elementary school including (SWP-2c.v):</p> <ul style="list-style-type: none"> <li>- Incoming students who did not attend Pre-K in the District will be screened and provided information on entering Kindergarten. Local daycares are informed of the registration process.</li> <li>- IEP transition meetings are held for identified students.</li> <li>- A Meet and Greet will be hosted for all incoming Kindergarten students in the fall. Students and families will be able to view their classroom and meet teachers.</li> <li>- Parent Engagement Facilitator provides information to families entering Kindergarten.</li> <li>- Tours are offered throughout the year to any Pre-K families.</li> <li>- Phone calls are made to each family welcoming each student.</li> </ul>
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<p>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.</p>	<p>Not Applicable.</p>
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<p>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.</p>	<p>The school implements a schoolwide tiered model to prevent and address problem behavior and provide early intervening services (SWP-2c.iii). This model is coordinated with services carried out under the Individuals with Disabilities Education Act (IDEA). Students are provided behavioral support through a 3-tiered model. Students identified with behavior issues receive Tier 2 interventions from the classroom teacher. If behaviors progress, students receive Tier 3 interventions. If unsuccessful at Tier 3, a functional behavior analysis will take place and appropriate recommendations will be implemented. In some cases, a Behavioral Intervention Plan (BIP) will be put into action. Positive behavior and restorative practices are also implemented. Students with behavioral concerns are afforded additional opportunities such as restorative coaching and small group sessions with guidance counselors.</p>
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	These practices reduce the removal of students from the classroom.
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ADDITIONAL RESPONSES

<p><b>8. Use the space below to provide additional narrative regarding the school's improvement plan.</b></p>	<p>The school follows the Cherokee County School District process for the Annual Review, Comprehensive Needs Assessment and School Improvement Plan/Schoolwide Plan. The schoolwide plan is developed during a 1-year period (SWP-5a). Annually, amendments are made to the plan based on student needs and it remains in effect for the school's participation in Title I, Part A (SWP-5c). The following process is used to amend the plan:</p> <ul style="list-style-type: none"> <li>- Internal and external stakeholders are engaged in the review and amendment process (SWP-5b). Stakeholders include parents, members of the community to be served, teachers, principals, other school leaders, specialized instructional support personnel, classified staff (including paraprofessionals), district staff and support staff.</li> <li>- The school conducted an Annual Review and Comprehensive Needs Assessment between February and April of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards (SWP-1). During this process, internal and external stakeholders were engaged in multiple meetings to review school data, discuss the needs of the school and provide input on the Comprehensive Needs Assessment. Stakeholders were also able to provide input through an online form if they were unable to attend a meeting.</li> <li>- During the months of March to May, the school completed the School Improvement Plan/Schoolwide Plan. During this time, stakeholders were engaged in multiple meetings to provide input on the school improvement plan components (goals, actions steps, funding sources, subgroups, systems, methods of monitoring and timeline for implementation). Stakeholders were also able to provide input through an online form if they were unable to attend a meeting. During these meetings, schoolwide reform strategies were selected to strengthen the academic program of the school (SWP-2b). Staff meetings were conducted to ensure that the plan was developed in coordination, as appropriate, with other Federal, State and local services, resources and programs (SWP-5e).</li> <li>- Between April and May, schools jointly developed with parents and family members of participating children a written parental and family engagement plan. This plan was agreed on by parents (SWP-4).</li> <li>- In May and June, school leaders completed the Annual Review for the year. This included a review of Georgia Milestones data, Schoolwide Plan Goal achievement and Logic Model Rationales (SWP-3a). School teams utilized this information to determine if the schoolwide program was effective in increasing the percentage of students meeting the challenging State academic standards (SWP-3b).</li> <li>- During June, the principal, Academic Facilitator, identified teachers and the Parent Engagement Facilitator met with the Administrators on Special Assignment for Title I to review the Comprehensive Needs Assessment and</li> </ul>
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ADDITIONAL RESPONSES

	<p>School Improvement Plan/Schoolwide Plan. During this meeting, the schoolwide program checklist was reviewed to ensure that all components were met.</p> <ul style="list-style-type: none"> <li>- The plan remains in effect for the duration of the school year and is regularly monitored to ensure that all students are provided opportunities to meet the challenging State academic standards (SWP-5c). Student progress is monitored through ELA unit assessments, Common Benchmark Assessments (5th grade - social studies and science), iReady math assessments, easyCBM reading assessments, Scholastic reading assessments, Beacon interim assessments (ELA) and classroom formative assessments.</li> <li>- The plan is made available to parents and the public through meetings, the website and upon request (SWP-5d). The plan is shared in an understandable and uniform language that parents can understand. Interpreters are available upon request to answer questions regarding the plan.</li> <li>- In the fall, the School Parent and Family Engagement Plan is distributed to parents and the local community via the website, new student orientation packet, at the Title I Meeting and copies are placed in the front office and parent resource center (SWP-4). The policy is distributed in an understandable and uniform format and, to the extent practicable in a language that parents can understand. It is always shared in English and Spanish. Interpreters are also available upon request.</li> <li>- Throughout the school year, school teams regularly monitor the implementation of the Schoolwide Plan in Professional Learning Communities (SWP-3a). The school leadership team will revise the Schoolwide Plan in collaboration with the Title I office, if necessary, based on regular monitoring to ensure continuous improvement of students in the school (SWP-3c).</li> </ul>
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