



Comprehensive Needs Assessment 2024 - 2025 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	Miranda Faulds
Team Member # 2	5th Grade Teacher	Jamie White
Team Member # 3	2nd Grade Teacher	Kathryn Parkman
Team Member # 4	1st Grade Teacher	Jennifer Rice
Team Member # 5	ESOL Teacher K-1	Jamie Moe
Team Member # 6	Specials Writing Lab Teacher	Robin Ryan
Team Member # 7	EIP Teacher, K-2	Allison Epperson
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	Kindergarten Paraprofessional	Hetal Pandya
Stakeholder # 2	Community Member - Mutts N Stuff	Carol Gendler
Stakeholder # 3	Partner in Education - Heritage Presbyterian Church	Andrea Dean
Stakeholder # 4	Parent, 4th Grade	Patrick Schade
Stakeholder # 5	Parent, 4th Grade	Lisa Schade
Stakeholder # 6	Parent, 4th Grade	Lilia Sanchez
Stakeholder # 7	Parent, Kindergarten and 2nd Grade	Amy Martinez
Stakeholder # 8	Parent, 1st and 2nd Grades	Candelaria Cruz (See additional Sign In)

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The 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

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

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<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>	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	✓
2. Operational	<p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

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

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<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>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

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

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

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	<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>	

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.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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	<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>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	<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

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

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

Professional Capacity Data

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

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

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>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).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	✓
2. Operational	<p>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.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<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>	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<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>	✓
2. Operational	<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>	
3. Emerging	<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>	
4. Not Evident	<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>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<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>	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<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.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	FY23 Title I Annual Parent Survey FY24 GSPS Survey FY24 Student Needs Assessment
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	<p>Title I Annual Parent Survey:</p> <ul style="list-style-type: none"> - 74% (Always/Usually) of families that completed the survey felt that the Parent Engagement events were beneficial. - Families would participate more in events if the following were available: Interpreter (5%), Childcare (12%), Had Time (65%), Virtual (5%), Interest and Transportation was not a barrier (3%). - 94% (Always/Usually) of families that completed the survey felt that the school provides opportunities for parents to give feedback in school decisions. - Of the families that completed the survey, the following were the top 4 areas of need or interest for Parent Engagement events: Monitoring my child's progress (24%), Assisting with homework (17%), Math (14%) and Testing (13%). - School to Parent Communication: 98% of parents that participated in the survey feel they have open lines of communication with their child's teacher(s). 28% of parents prefer communication through email, and 21% of parents prefer communication by text messages. - 96% of families felt that the school provides information about ways to engage in the education of their child at home. - 92% of families were aware of volunteer opportunities at home or at the school. - 91% (Always/Usually) of the families that visited the school felt welcome. <p>Parents reported that Clark Creek provides support with their child's education at home. Parents are aware of volunteer opportunities, feel welcome, and have an open line of communication with their child's teacher(s). Clark Creek ES will focus on designing parent capacity building events based on parent requests and student needs.</p> <p>GSPS Survey: Curriculum:</p> <ul style="list-style-type: none"> - 63% of staff rated exemplary in the areas of planning curriculum and
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aligning resources with the rigor of the standards.

Instruction:

- 71% of staff rated exemplary in using research-based instructional practices and timely, systematic data-driven interventions.
- 69% of staff rated exemplary in establishing and communicating clear learning targets and appropriate use of current technology.
- 9% of staff rated establishing a learning environment that empowers students to actively monitor their own progress as an area of need.
- 10% of staff rated differentiated instruction to meet specific learning needs of students as an area of need.

Assessment:

- 75% of staff rated exemplary in aligning assessments with curriculum standards to monitor student progress, inform instruction, and to improve teacher practices.

Leadership:

- 70% of staff rated exemplary in using processes to systematically analyze data to improve student achievement.
- 8% of staff rated building leadership capacity through shared decision making and problem solving as an area of need.

Planning and Organization:

- 70% of staff rated exemplary in using data-driven and consensus-oriented processes to develop and implement a school improvement plan focused on student performance and in monitoring the use of available resources to support continuous improvement.

Professional Learning:

- 68% of staff rated exemplary in aligning professional learning with needs identified through analysis of a variety of data.

Family and Community Engagement:

- 78% of staff rated exemplary in creating an environment that welcomes, encourages, and connects family and community members to the school and connects families with agencies and resources in the community to meet the needs of students.

School Culture:

- 69% of staff rated exemplary in recognizing and celebrating the achievements and accomplishments of students and staff.
- 8% of the staff rated developing, communicating, and implementing rules, practices, and procedures to maintain a safe, orderly learning environment as an area of need.

According to the Georgia School Performance Standard Survey administered during the 2023-2024 school year, there is a relative strength on the Family and Community Engagement standard. Additionally, 100% of staff rated Clark Creek exemplary or operational on aligning assessment with the required curriculum standards and using common assessments to monitor student progress. An area of improvement is in the category of Instruction. In this domain, two standards were rated at 90% in exemplary or operational, specifically in

differentiating instruction to meet specific learning needs of students and providing timely, systematic, data-driven interventions. However, growth should be focused on in the following areas: instruction, school culture, and leadership. In instruction, staff will continue to implement data folders across grade levels to empower students to actively monitor their own progress. Students have individual goals and meet with their teachers periodically to discuss their progress. To support differentiated instruction, the staff will continue to participate in PLCs where strategies to meet the specific learning needs of all students are discussed. To build leadership capacity, the school will grow the staff mentor program, including more professional development and leadership opportunities.

Student Needs Assessment:

Decision Making:

- 86.69% of students reported responsible decision making as a relative strength.

Relationship Skills:

- 86.89% of students reported relationship skills as a relative strength.

This category was also the highest rated among all the student needs assessment categories.

Resilience:

- 58.67% of students reported that resilience was a relative strength.

This was the lowest rated relative strength for the student needs assessment.

Self-Management:

- 68.75% of students reported self-management as a relative strength.

Self-Awareness:

- 71.37% of students reported that self-awareness was a relative strength.

Social Awareness:

- 81.05% of students reported social awareness as a relative strength.

The highest rated categories for Clark Creek's Student Needs Assessment were in decision making and relationship building, followed by social awareness. These positive areas highlight the importance for students to make good decisions and build relationships. The lowest rated category on the assessment is resilience, which demonstrates a relative weakness that needs to be addressed to support students.

<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>	<p>FY23, FY24 October FTE Enrollment – GaDOE Data Reports FY24 Principal Attendance Data – Aspen FY24 Student Instructional Program – RTI Tier – PowerBI FY24 Student Instructional Program – English Learner – PowerBI FY24 Student Instructional Program – Remedial – PowerBI FY24 Student Conduct Incidents by Location - PowerBI FY22, FY23 Student Mobility Rate – GOSA FY21, FY22 Teacher Retention – SLDS SI Dashboard FY23 Certified Personnel Years Experience - GOSA</p>
<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>Enrollment: - 2023 (October FTE) – 1,113 students - 2024 (October FTE) – 1,156 students</p> <p>Attendance: - 5 or fewer absences – 58.63% (666 students) - 6 to 15 absences – 37.15% (422 students) - More than 15 absences – 4.23% (48 students)</p> <p>Student enrollment increased from the 2022-2023 school year to the 2023-2024 school year by 3.86%. Currently, during the 23-24 school year, Clark Creek recognizes students for perfect attendance at quarterly Tribal celebrations. After reviewing the data, trends indicate a larger than normal number of absences preceding and following school breaks. The total number of excused absences for the 2022-2023 school year was 7,550. Additionally, the total number of unexcused absences was 11,516. Overall, for the 2022-2023 school year, there were a total of 19,066 absences.</p> <p>Student Instructional Program – RTI Tier: - Tier 2 – 21.8% (252 students) The breakdown of Tier 2 students within each grade level is as follows: K – 19, 1st – 46, 2nd – 55, 3rd – 57, 4th – 33 and 5th – 65. - Tier 3 – 4.0% (47 students) The breakdown of tier 3 students within each grade level is as follows: K – 2, 1st – 9, 2nd – 9, 3rd – 8, 4th – 4 and 5th – 8.</p> <p>Clark Creek currently has 74.2% of students being served through Tier 1 instruction. About one-fourth of the student population is being served through RTI for Tier 2 and Tier 3. This is a decrease from last year with 28% Tier 2 and 5% Tier 3 for a total of 33% of students. The most common interventions implemented to address the needs of students who require tier 2 or tier 3 math supports are: number talks, identifying key words in word problems, CUBES strategy, incremental rehearsal, and Touch Math . The most common interventions implemented to address the needs of students who require tier 2 and tier 3 reading supports are: UFLI, and Florida Center for Reading Research Interventions (FCRR).</p> <p>Student Instructional Program – English Learner: Served students - Former EL – 0%</p>

- Monitored EL - 9%
- Active EL - 91%

Primary language:

- English – 68%
- Spanish – 26%
- Portuguese – 2%
- Urdu – 1%

17.3% of the student population is served in ESOL. The model ESOL uses is push in within science, social studies and/or writing. Within K-3, the push in occurs during science and/or social studies, while in 4th and 5th students receive services twice a day during the science and social studies block and the writing block. K-2 students utilize the Lexia program during their ELA learning stations. ESOL teachers align their instruction with the SIOP model and utilize WIDA standards to determine student needs.

Student Instructional Program – Remedial:

- EIP Students – 24% (281 students)

The numbers of students served in EIP for ELA are as follows: K – 38, 1st – 80, 2nd – 62, 3rd – 68, 4th – 50 and 5th – 70. The numbers of students served in EIP for Math are as follows: K – 37, 1st – 48, 2nd – 68, 3rd – 69, 4th – 50 and 5th – 65.

There are more students receiving RTI services than EIP students. The number of EIP students represent one-fourth of the student population. EIP is a pull-out model in all grade levels that addresses math and reading. The most common strategies/resources used are FCRR, UFLI, the i-Ready toolbox, and hands-on manipulatives.

Student Conduct Incidents – Location:

- Classroom – 47.00%
- Restroom – 4.50%
- Bus – 11.07%
- Cafeteria – 10.73%
- Playground – 10.38%
- Gym – 3.81%
- Hallway – 3.81%
- Common Area – 1.04%

The most student conduct incidents are in the classroom, where students spend most of their day. The areas outside of the classroom often represent less structured school time. Specifically, the bus, cafeteria, and playground indicate areas where there is different teacher proximity. A Positive Behavioral Interventions and Supports framework is implemented at Clark Creek. At the beginning of the year the entire school is sorted into six tribes. Throughout the year, students work towards earning points for their tribe by following procedures and displaying positive character traits. At the end of each quarter, Clark Creek holds a schoolwide celebration. The top earning tribe is celebrated and rewarded. In addition, students are chosen each month to represent their classroom based on the character word of the month. These students are rewarded by having a treat with the principal.

These students are also rewarded with special seating during the tribal celebration. The top three specific behaviors that have been addressed are: provoking a fight, battery of a school employee with no physical injury, and action that endangered students/rough housing. The most frequent consequences given for all behaviors are: In School Suspension (ISS), Out of School Suspension OSS, and Lunch Detention. Restorative coaching is utilized for students with all conduct actions .

Student Mobility Rate:

- 2021 – 11.7%
- 2022 – 11.5%
- 2023 – 12.9%

Data shows consistency in the student mobility rate from 2021 to 2022. There was an increase of 1.4 percentage points from 2022 – 2023.

Teacher Retention Rate:

- 2021 – 85%
- 2022 – 83%

Data shows consistency in the teacher retention rate. There was a drop of 2 percentage points from 2021 to 2022. To promote teacher retention, Clark Creek has a mentor/mentee program including new teachers to the profession as well as seasoned teachers that are new to Clark Creek. These teachers meet once a month with the ILS to discuss specific topics to promote a successful school year. Coaching cohorts take place throughout the year to support areas in which there is a specific need. Additionally, specific topics are addressed during professional learning to ensure best practices across the Clark Creek School community.

Certified Personnel Years Experience:

Administrators:

- Less than 1 Year – 0 Staff
- 1-10 Years– 1 Staff
- 11-20 Years – 0 Staff
- 21-30 Years – 3 Staff
- Greater than 30 Years – 0 Staff
- Average - 21 Years

Teachers:

- Less than 1 Year – 3 Staff
- 1-10 Years – 38 Staff
- 11-20 Years – 30 Staff
- 21-30 Years – 18 Staff
- Greater than 30 Years – 2 Staff
- Average - 13 Years

The report shows that 45% of the certified staff have 10 years or less of experience, with 55% of teachers having eleven or more years' experience. For the 22-23 school year, 37 teachers held a bachelor's degree, 38 held a master's degree, 15 held a specialist degree, and 1 held a doctorate degree.

What achievement data did you use?	FY22, FY23 GA Milestones (ELA, Math, Science) - SLDS FY22, FY23 ACCESS - SLDS FY23, FY24 CoGAT – District Report FY24 easyCBM - MOY (Reading) FY24 i-Ready - MOY (Math) FY24 Common Benchmark Assessments (Science, Social Studies) – MOY
What does your achievement data tell you?	<p>GA Milestones (ELA, Math, Science):</p> <p>ELA (3rd-5th Grade):</p> <p>2022:</p> <ul style="list-style-type: none"> - Beginning Learner – 31.4% - Developing Learner – 26.9% - Proficient Learner – 29.1% - Distinguished Learner – 12.6% <p>2023:</p> <ul style="list-style-type: none"> - Beginning Learner – 32.6% - Developing Learner – 28.8% - Proficient Learner – 28.3% - Distinguished Learner – 10.3% <p>ELA Milestones data shows that Clark Creek's proficiency decreased slightly from 2022 to 2023. Clark Creek students decreased 3.1 percentage points from 2022 to 2023 proficient and distinguished learners. The data shows that students need remediation in both literary and informational texts across all assessed grade levels. The domain of vocabulary acquisition and use is also an area of need for all grade levels.</p> <p>Math (3rd-5th Grade):</p> <p>2022:</p> <ul style="list-style-type: none"> - Beginning Learner – 21.9% - Developing Learner – 27.5% - Proficient Learner – 33.2% - Distinguished Learner – 17.4% <p>2023:</p> <ul style="list-style-type: none"> - Beginning Learner – 24.0% - Developing Learner – 27.7% - Proficient Learner – 32.4 - Distinguished Learner – 15.9% <p>Math Milestones data shows that math proficiency decreased slightly from 2022 to 2023. The greatest change was the increase in beginning learners by 2.1 percentage points. The percent of proficient and distinguished learners fell by 2.3 percentage points from 2022 to 2023. 3rd grade scores demonstrated an increase in proficiency by 7 percentage points from 2022 (41%) to 2023 (48%). 4th grades indicated a significant decrease in students scoring proficient or higher (decreasing from 61% in 2022 down to 40% in 2023). 5th grade scores demonstrated an increase of 7 percentage points in proficiency from 2022 (50%) to 2023 (57%). Geometry is an area of focus for all grade levels on the math GMAS, while number and operations in base ten is</p>

a domain strength in all grade levels.

Science (5th Grade):

2022:

- Beginning Learner – 29.7%
- Developing Learner – 28.0%
- Proficient Learner – 32.0%
- Distinguished Learner – 10.3%

2023:

- Beginning Learner – 30.9%
- Developing Learner – 24.6%
- Proficient Learner – 29.3%
- Distinguished Learner – 15.2%

According to the Science Milestones data from 2022 to 2023, there was a 2.2 percentage point increase of students scoring at the proficient or distinguished learner levels. A domain that students need further support in is Earth Science. Students have shown a greater motivation and increase in results when provided opportunity to learn in a variety of tactile experiences.

ACCESS:

2022 Composite:

- Entering – 25.0%
- Emerging – 13.8%
- Developing – 32.2%
- Expanding – 21.7%
- Bridging – 5.3%
- Reaching – 2.0%

2023 Composite:

- Entering – 26.0%
- Emerging – 21.4%
- Developing – 33.1%
- Expanding – 15.6%
- Bridging – 3.2%
- Reaching – 0.6%

2023 Domains:

Comprehension:

- Entering – 21.4%
- Emerging – 18.8%
- Developing – 18.8%
- Expanding – 13.6%
- Bridging – 16.2%
- Reaching – 11.0%

Listening:

- Entering – 14.3%
- Emerging – 7.1%
- Developing – 17.5%
- Expanding – 10.4%
- Bridging – 11.0%
- Reaching – 39.6%

Literacy:

- Entering – 34.4%

- Emerging – 17.5%
- Developing – 35.7%
- Expanding – 11.0%
- Bridging – 1.3%
- Reaching – 0.0%

Oral:

- Entering – 15.6%
- Emerging – 14.9%
- Developing – 26.6%
- Expanding – 23.4%
- Bridging – 13.6%
- Reaching – 5.8%

Reading:

- Entering – 27.3%
- Emerging – 29.9%
- Developing – 13.6%
- Expanding – 13.6%
- Bridging – 9.1%
- Reaching – 6.5%

Speaking:

- Entering – 19.5%
- Emerging – 22.1%
- Developing – 37.7%
- Expanding – 14.3%
- Bridging – 0.6%
- Reaching – 5.8%

Writing:

- Entering – 35.1%
- Emerging – 17.5%
- Developing – 37.7%
- Expanding – 9.7%
- Bridging – 0.0%
- Reaching – 0.0%

According to the comprehensive ACCESS testing data from 2022 and 2023, there was an increase in students in the entering and emerging categories, and a decrease in those students scoring at the expanding, bridging, and reaching categories. Possible reasons for this decline could be due to the increase in enrollment of English learner students and the fact that the tests change between grade levels. For example, grades K and 1 take a unique test in their grade levels. Grades 2 and 3 take the same test. Grade 4 has a unique test, and then the test is the same in grades 4 and 5. The data also showed that in the domains of writing, reading, and listening, there was an increase in the expanding group of students across all grade levels except for fifth grade. The speaking domain showed a decrease in the number of 5th grade students at the expanding level from 2022 to 2023. In the writing domain for grades three and five, there was a significant decrease in the percentage of students who scored in the expanding category.

CogAT (Average Standard Age Score):

2022:

Grade 2:

Verbal:

	<ul style="list-style-type: none"> - Standard Age Score – 94.9 <p>Quantitative:</p> <ul style="list-style-type: none"> - Standard Age Score – 103.1 <p>Non-Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 98.9 <p>Composite:</p> <ul style="list-style-type: none"> - Standard Age Score – 98.8 <p>Grade 4:</p> <p>Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 96.0 <p>Quantitative:</p> <ul style="list-style-type: none"> - Standard Age Score – 99.2 <p>Non-Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 99.9 <p>Composite:</p> <ul style="list-style-type: none"> - Standard Age Score – 99.1 <p>2023:</p> <p>Grade 2:</p> <p>Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 94.0 <p>Quantitative:</p> <ul style="list-style-type: none"> - Standard Age Score – 101.7 <p>Non-Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 97.7 <p>Composite:</p> <ul style="list-style-type: none"> - Standard Age Score – 97.5 <p>Grade 4:</p> <p>Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 100.0 <p>Quantitative:</p> <ul style="list-style-type: none"> - Standard Age Score – 101.9 <p>Non-Verbal:</p> <ul style="list-style-type: none"> - Standard Age Score – 102.0 <p>Composite:</p> <ul style="list-style-type: none"> - Standard Age Score – 102.8 <p>Clark Creek students perform at expected age ability for each grade level. Over the two years, both grades have maintained an average ability level.</p> <p>easyCBM (Reading):</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> - BOY: 79% above the 25th percentile - MOY: 88% above the 25th percentile <p>First Grade:</p> <ul style="list-style-type: none"> - BOY: 52% above the 25th percentile - MOY: 54% above the 25th percentile <p>Second Grade:</p> <ul style="list-style-type: none"> - BOY: 63% above the 25th percentile - MOY: 66% above the 25th percentile <p>Third Grade:</p>
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- BOY: 73% above the 25th percentile
- MOY: 71% above the 25th percentile

Fourth Grade:

- BOY: 82% above the 25th percentile
- MOY: 73% above the 25th percentile

Fifth Grade:

- BOY: 74% above the 25th percentile
- MOY: 66% above the 25th percentile

The comprehensive data shows an increase in reading outcomes for K-2 students. Kindergarten data shows a growth of 9 percentage points from the beginning of the year assessment of letter name identification to the middle of the year assessment of letter sounds production. A missing data point is the identification of students who may be reading cvc words within kindergarten level texts. Kindergarten students are tested on identification of letter names at the BOY and letter sounds at the MOY. This assessment data does not consider kindergarten students who may be reading cvc words and may be ready to develop specific word knowledge and applications in texts. The first-grade data shows a 2-percentage point movement from the beginning of the year assessment of phoneme segmentation to the middle of the year assessment of word reading fluency. Teachers of first grade students identified the need for students to rapidly name words and decode proficiently. Word reading in second grade is a relative strength; however, there is still a need to increase the percentage of students reading grade level texts fluently. The data indicates that a large portion of students moving into third grade are not prepared for the demands of academic reading.

In grades 3-5, the data shows a decrease in students performing above the 25th percentile in fluency and comprehension. There is a significant drop in reading outcomes in fourth and fifth grades, which may be due to several varying factors. Comprehension and application of knowledge is a focus in these grades, requiring students to use critical thinking and metacognition when completing reading tasks.

i-Ready (Math):

Kindergarten:

- BOY: 69% above the 25th percentile
- MOY: 79% above the 25th percentile

First Grade:

- BOY: 72% above the 25th percentile
- MOY: 69% above the 25th percentile

Second Grade:

- BOY: 67% above the 25th percentile
- MOY: 63% above the 25th percentile

Third Grade:

- BOY: 63% above the 25th percentile
- MOY: 58% above the 25th percentile

Fourth Grade:

- BOY: 74% above the 25th percentile
- MOY: 63% above the 25th percentile

Fifth Grade:

- BOY: 61% above the 25th percentile

	<p>- MOY: 62% above the 25th percentile</p> <p>Analyzing the data for strengths across domains, there are strengths as a school in the algebra and algebraic thinking and number and operations domains, with the biggest growth in the algebra and algebraic thinking.</p> <p>According to the comprehensive data, Clark Creek shows weaknesses in the domain areas of geometry and measurement and data. One reason geometry is low is most likely because geometric concepts are not introduced until after the mid-year test. However, even though geometry and measurement and data are the weakest domains, there was perceptible growth in every domain area from the BOY to the MOY test.</p> <p>Common Benchmark Assessments:</p> <p>Science:</p> <ul style="list-style-type: none"> - 56% Expectations Not Met - 27% Approaching Expectations - 16% Meets Expectations - 2% Exceeds Expectations <p>Social Studies:</p> <ul style="list-style-type: none"> - 78% Expectations Not Met - 16% Approaching Expectations - 4% Meets Expectations - 0% Exceeds Expectations <p>These Common Benchmark Assessments collect data on the culmination of 5thgrade Science and Social Standards. The data recorded is from mid-year when students have completed one and a half units out of four. 5thgrade has 18% of the students who meet or exceed expectations in science and 4% that meet or exceed in Social Studies. Most students do not meet the expectations at the time of this data point in either Science or Social Studies.</p>
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What demographic data did you use?	<p>FY23 Milestones Subgroup Performance - PowerBI</p> <p>FY24 Student Demographics – Ethnicity – PowerBI</p> <p>FY24 Student Instructional Program – PowerBI</p> <p>FY23, FY24 K-12 Free and Reduced Lunch Percentages – (October FTE counts) - GaDOE</p>
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What does the demographic data tell you?	<p>Milestones Subgroup Performance:</p> <p>Students with Disabilities:</p> <p>ELA (3rd-5th Grade):</p> <ul style="list-style-type: none"> - Proficient/Distinguished – 0.65% <p>Math (3rd-5th Grade):</p> <ul style="list-style-type: none"> - Proficient/Distinguished – 1.74% <p>Science (5th Grade):</p> <ul style="list-style-type: none"> - Proficient/Distinguished – 1.96% <p>According to the data, the majority of students with disabilities scored in</p>
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the beginning or developing learner levels in all academic areas on the Georgia Milestones. Students with disabilities scored the highest (Proficient/Distinguished) rating in the Science content area. Students scored the lowest proficiency in the ELA content area.

Economically Disadvantaged:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 4.17%

Math (3rd-5th Grade):

- Proficient/Distinguished – 5.67%

Science (5th Grade):

- Proficient/Distinguished – 4.91%

According to the data, the majority of economically disadvantaged students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. Students in this subgroup scored the highest (Proficient/Distinguished) rating in the Math content area. Students scored the lowest proficiency in the ELA content area.

English Learner:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 0.46%

Math (3rd-5th Grade):

- Proficient/Distinguished – 1.38%

Science (5th Grade):

- Proficient/Distinguished – 1.10%

According to the data, the majority of EL students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. EL students scored the highest (Proficient/Distinguished) rating in the Math content area. Students scored the lowest proficiency in the ELA content area.

Asian/Pacific Islander Students:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 31.11%

Math (3rd-5th Grade):

- Proficient/Distinguished – 30.00%

Science (5th Grade):

- Proficient/Distinguished – 34.38%

According to the data, 30% to 34% of Asian/Pacific Islander students scored in the proficient or distinguished learner levels for all academic areas on the Georgia Milestones. Asian/Pacific Islander students scored the highest (Proficient/Distinguished) rating in the Science content area among the subgroups mentioned. Students scored the lowest proficiency in the Math content area.

Black Students:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 12.61%

Math (3rd-5th Grade):

- Proficient/Distinguished – 15.30%

Science (5th Grade):

- Proficient/Distinguished – 11.36%

According to the data, the majority of Black students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. Black students scored the highest (Proficient/Distinguished) rating in the Math content area. Students scored the lowest proficiency in the Science content area.

Hispanic Students:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 3.1%

Math (3rd-5th Grade):

- Proficient/Distinguished – 4.01%

Science (5th Grade):

- Proficient/Distinguished – 4.71%

According to the data, the majority of Hispanic students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. Hispanic students scored the highest (Proficient/Distinguished) rating in the Science content area. Students scored the lowest proficiency in the ELA content area.

Multi-Racial Students:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 5.19%

Math (3rd-5th Grade):

- Proficient/Distinguished – 6.60%

Science (5th Grade):

- Proficient/Distinguished – 8.47%

According to the data, the majority of Multi-Racial students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. Multi-Racial students scored the highest (Proficient/Distinguished) rating in the Science content area. Students scored the lowest proficiency in the ELA content area.

White Students:

ELA (3rd-5th Grade):

- Proficient/Distinguished – 6.91%

Math (3rd-5th Grade):

- Proficient/Distinguished – 9.29%

Science (5th Grade):

- Proficient/Distinguished – 7.80%

According to the data, the majority of White students scored in the beginning or developing learner levels in all academic areas on the Georgia Milestones. White students scored the highest (Proficient/Distinguished) rating in the Math content area. Students scored the lowest proficiency in the ELA content area.

Student Demographics – Ethnicity:

- Asian – 5.19%

- Black – 19.54%

- Hispanic – 27.38%

- Indian – 0.44%
- Multi-Racial – N/A
- White – 40.40%

With 1,136 students, over 46% of the student population identify as Black or Hispanic. The total population consists of 22 countries of birth.

Student Instructional Program:

- Gifted – 11.0%
- English Learner – 16.0%
- MTSS (Tiered Interventions)– 21.6%
- Remedial – 24.7%
- Section 504 – 4.4%
- Special Education – 11.5%

Based on the data given, most of the student population is served in the Early Intervention Program and/or through MTSS.

Free and Reduced Lunch (FRL) Percentages:

- October 2022 – 44.03%
- October 2023 – 52.42%

In the 2022-2023 school year, Clark Creek was 14.76 percentage points higher than the Cherokee County average of FRL, which was 29.27%. In the 2023-2024 school year, Clark Creek was 15.73 percentage points higher than the Cherokee County average of FRL, which was 36.69%. Clark Creek has the 6th highest population of students qualifying for FRL in Cherokee County and the 5th highest amongst elementary schools.

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>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>The following are strengths in instruction:</p> <ul style="list-style-type: none"> - ELA: Strong explicit and systematic phonics program utilization by homeroom and EIP teachers in K-2 - Math: Use of hands-on manipulatives within everyday math instruction - Science: Use of problem-driven learning using phenomena, student-driven curiosity and questions - Social Studies: Use of primary sources across all grade levels - Utilizing small group instruction daily in all core content areas. - Using and applying collaborative, data-driven planning biweekly. Grade levels plan, structure, and implement data-informed instructional practices that promote student engagement. - Teachers monitor student achievement using data notebooks. Each student has their own data folder to track progress in different areas such as the i-Ready math diagnostics, easyCBM reading assessments, and classroom assessments. - Using common assessments to compare grade level data and make informed decisions on instructional practices to meet the needs of students in all content areas. - Implementing flexible student groups using data <p>Areas of Focus:</p> <ul style="list-style-type: none"> - Shift the weight from teaching a task to explicitly teaching rigorous standard-driven lessons and providing hands-on experiences. - Continue data-driven weekly planning and implement data conversations with students, so students own their learning path. - Provide professional development and instructional coaching for differentiated small group instruction to better meet the needs of students and their current academic levels. - Increase teacher knowledge for planning and delivering explicit and systematic literacy instruction. - ELA: <ul style="list-style-type: none"> -- Bridging the gap between learning to read and reading to learn -- Intensive practice incorporating phonics knowledge to read grade level decodable texts with students -- Vocabulary acquisition for students in grades 2 through 5 -- Support to explicitly teach writing - Math:
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Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> -- Applying explicitly taught strategies in real-world situations - Science: <ul style="list-style-type: none"> -- Hands-on, virtual experiences and field trips to build background knowledge - Social Studies : <ul style="list-style-type: none"> -- Focus on document-based questioning for students in grades 3 through 5 -- Focus on vocabulary acquisition for students in grades K through 2
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - At Clark Creek, there is a multi-tiered focus on leadership and the following are in place: Professional Learning Community facilitators (PLC), Grade- level/Department leaders, MTSS Facilitators, Data Interventionist, Mentor/Mentee program, Academic Facilitator and Instructional Lead Strategist. - Additionally, Clark Creek implements opportunities to grow professionally through peer observations, walkthroughs, feedback collaboration and professional development sessions. These areas allow for development and building leadership capacity. - This system is under the leadership and guidance of four administrators. The principal at Clark Creek has been in place for eight years. - According to the 2023 GOSA certified personal report, Clark Creek has staff members with a bachelor's degree, staff members with a master's degree, and staff members with a specialist degree. For the 22-23 school year, 37 teachers held a bachelor's degree, 38 held a master's degree, 15 held a specialist degree, and 1 held a doctorate degree. - Strategic use of funds allows teachers to have an adequate number of evidence-based resources available. <p>Areas of Focus:</p> <ul style="list-style-type: none"> - Based on office referrals, attendance and RTI data analysis, an area of focus is to development and implementation of strategies to support behavior management. The continued use of PBIS (Redhawk Nation), the Bee Team, Apex and positive office referrals support behavior needs at Clark Creek. - Based on teacher input, more specific behavior and management trainings with resources are needed.
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - At Clark Creek, staff participate in ongoing professional learning throughout the school year. Staff participate in current and relevant professional learning focused on academic and technological trends in core subject areas. These professional development opportunities offered include Reading and Writing Strategies, Writer's Workshop, English Language Arts Best Practices, Literacy and Math integration, Decodable Library utilization, Science of Reading, Math Fluency, Coaching Cycles, Interdisciplinary Teaching Framework Development and Hands-on Science utilizing argument-driven instruction (ADI). - Teachers participate in professional learning communities (PLCs) to help close achievement gaps. The data gathered and discussed in PLCs informs differentiated instruction throughout core content areas. - The mentor/mentee program helps support and retain teachers. - Instructional coaches provide support in all content areas to reinforce professional knowledge. - Certified and classified staff members are recognized throughout the year with an opportunity to be the staff member of the month. Additionally, shout outs to staff members are provided at monthly meetings. <p>Areas of Focus:</p> <p>The focus is to increase professional capacity through training on strategies to address student behavioral needs as well as trauma training for all staff members to provide additional supports for students.</p> <p>The professional learning areas of focus are:</p> <ul style="list-style-type: none"> - ELA: Professional Development in the areas of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. - Math: Professional Development in Math Standards, Fact Fluency and Hands-on manipulatives. - Science: Blended learning with a focus on ADI within grades 4-5. - Social Studies: Integrating writing into Social Studies.
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - Parents feel they are active participants in their child's education. - Parents reported that Clark Creek provides support with their child's education at home. - Parents are aware of volunteer opportunities, feel welcome and have an open line of communication with their child's teacher(s). - Staff attend four trainings, one each quarter, on ways to build parent capacity. Trainings include communicating effectively with parents, the value and utility of parents, working with parents, and building ties with parents. - Resources provided for families include bilingual books, educational games, and kits to support parents in guiding students with learning grade level standards. - Every year, parents can provide feedback on the Title I Survey and at the Title I Revision Meeting.
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Strengths and Challenges Based on Trends and Patterns

	<p>Areas of Focus:</p> <ul style="list-style-type: none"> - 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. - Seventy-four percent of parents who took the 2023-2024 Title I Parent Survey find the parent engagement events to be beneficial; however, 65% of parents state they would attend the events if they had more time in their schedule.
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - Clark Creek effectively uses the instructional resources provided by the district to provide meaningful learning opportunities for all students. Students' needs are addressed through morning meetings, student conferences with feedback, evidence-based practices, a schoolwide positive behavior program and providing restorative practices. - Clark Creek provides interventions for students using the MTSS process. Clark Creek provides a lead to facilitate processes and strategies. - A behavioral intervention team is implemented to support staff and students with de-escalation strategies. - Clark Creek provides additional student support through the use of class size reduction, remedial instruction, after school targeted tutoring and specialized support for students identified as SPED and/or ESOL. <p>Areas of Focus:</p> <p>Based on conduct, attendance and instructional programs data, an area of focus remains to explore and implement strategies to support behavior management and close academic achievement gaps.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - Recognizing and accepting the diversity of all students and their success through schoolwide Tribal celebrations. - Utilize staff development and state funds to provide instructional and professional learning resources for staff and students. - Community support with local food pantry that feeds identified Clark Creek students weekly. <p>Areas of Focus:</p> <ul style="list-style-type: none"> - Continue to develop relationships with community partners who can assist the school and students by bringing in engaging learning opportunities. - Monitor the changing population to address student needs, including the number of students who qualify for free and reduced meals (44% in 2022 to 52.42% in 2023). - Provide teacher training to support English learners in the classroom.
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Domain areas of strength: ELA: The areas of strength in ELA are consistent phonics instruction in the K-3 classrooms, differentiation with strategy grouping and common ELA assessments.</p> <p>Math: The areas of strength in math are algebra and algebraic thinking, and numbers and operations.</p> <p>Science: The area of strength in science is providing students with inquiry-based instruction.</p> <p>Social Studies: The area of strength in social studies is embedding content into ELA instruction.</p> <p>Areas of Focus: Domain areas of focus: ELA: The areas of focus in ELA are oral language, phonemic awareness, phonics, vocabulary, fluency, syntax, text comprehension and written expression.</p> <p>Math: The areas of focus in math are building math communities, number sense routines, math fact fluency and mathematical modeling.</p> <p>Science: The area of focus in science is to provide problem-driven learning using phenomena through hands-on investigations.</p> <p>Social Studies: The areas of focus in social studies are hands-on lessons, utilizing primary source documents and document-based questioning with writing connections.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

Strengths	<p>Special Education: In the special education program one strength is students IEP goals, accommodations and services are being implemented with fidelity. Teachers are also provided training by the district including SDI, specifically designed instruction.</p> <p>Economically Disadvantaged: Clark Creek provides a positive learning environment for students to make them feel safe and cared for while attending school. Staff are offered trauma-informed training provided by Highland Rivers to learn strategies to assist students experiencing trauma effects. Students are provided additional support through the utilization of class-size reduction and remedial teachers as well as extended learning opportunities.</p> <p>English Learners: Due to the number of ESOL teachers, students in 4th and 5th grade may receive up to two 45-minute ESOL segments. ESOL teachers participated in LTRS training and writing strategies training throughout the school year and applied their enhanced professional knowledge to address the needs of EL students.</p>
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Challenges	<p>Special Education: According to the 2022-2023 Milestones scores, an area of focus is ELA, as more than half of students in this subgroup scored at the beginning or developing learner levels. A notable challenge is the need for additional teacher training to help reduce and address behaviors in the classroom.</p> <p>Economically Disadvantaged: According to the 2022-2023 Milestones scores, the areas of focus are ELA, math, and science, as more than half of students in this subgroup scored at the beginning or developing learner levels. Daily attendance is a challenge that negatively impacts the amount of instruction time received.</p> <p>English Learners: According to the 2022-2023 Milestones scores, the areas of focus are ELA and math, as more than half of students in this subgroup scored at the beginning or developing learner levels. A challenge for EL students is that most students are not receiving support during ELA and Math content areas.</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 # 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
Priority Order	3

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 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 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 and resources 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

Root Cause # 1

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
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lack understanding and application of 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 Causes to be Addressed	Students lack fact fluency and automaticity.
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 2024 - 2025



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 (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 gap in writing opportunities and resources centered around the writing process.
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 lack of differentiated instruction and personalized learning.
Root Cause # 4	There is a lack of integration of phonemic awareness and phonics application across all grade levels.
Goal	<p>K – 2nd: The percentage of K - 2nd grade students scoring at the 26th percentile or above will increase by 1 percentage (Kindergarten from 73% to 74%, 1st grade from 42% to 43%, 2nd grade from 66% to 67%) from 2024 to May 2025, as measured by District Reading Assessment.</p> <p>3rd –5th: The percentage of all 3rd-5th grade students scoring at the proficient or distinguished learner level in ELA will increase by 1 percentage point (3rd: from 28% to 29%; 4th: from 46% to 47%; 5th: from 38% to 39%;) from May 2024 to May 2025, as measured by the ELA Georgia Milestones 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, Write Score, instructional technology (including software), 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	MOY and EOY district reading assessments, GA Milestones ELA assessments, classroom assessments, LETRS word inventory, Foundations assessments, GKIDS
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	MOY and EOY district reading assessments, GA Milestones ELA assessments, classroom assessments, LETRS word inventory, Foundations assessments, GKIDS, PD surveys

Action Step # 2

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 # 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 understanding and application of foundational number sense skills.
Root Cause # 3	Students lack understanding and application of math vocabulary.
Root Cause # 4	Students lack fact fluency and automaticity.
Goal	<p>K - 2nd: The percentage of K - 2nd grade students scoring at the 26th percentile or above will increase by 1 percentage point in each grade level (Kindergarten from 73% to 74%, 1st grade from 42% to 43%, 2nd grade from 66% to 67%) from May 2024 to May 2025, as measured by the Math iReady diagnostic assessment.</p> <p>3rd –5th: The percentage of all 3rd – 5th grade students scoring at the proficient or distinguished learner level in Math will increase by 2 percentage points (3rd: from 48% to 50%; 4th: from 40% to 42%; 5th: from 57% to 59%;) from May 2023 to May 2025, as measured by the Math Georgia Milestones 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
Position/Role Responsible	Administration

Action Step # 1

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)?	
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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 Title II, 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 deficiency in student-centered instruction, including hands-on resources and phenomenon-based instruction.
Root Cause # 3	There is a gap in ongoing professional development that includes planning and implementing for science integration.
Goal	The percentage of all 5th grade students scoring at the proficient or distinguished learner level in science will increase by 1 percentage point (from 38% to 39%) from May 2024 to May 2025, as measured by the Science Georgia Milestones 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 and integrated instruction, pacing guides for science
Method for Monitoring Effectiveness	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 and integrated instruction, pacing guides for science
Method for Monitoring Effectiveness	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	A gap in vertical collaboration of social studies content.
Root Cause # 2	Inconsistent integration of social studies content.
Root Cause # 3	Student lack of background knowledge and vocabulary.
Root Cause # 4	There is a need to enhance teacher content knowledge to incorporate real-world applications.
Goal	The percentage of 5th grade students scoring at the meets or exceeds expectations in Social Studies will increase by 1 percentage point from MOY to EOY (from 50% to 51%) by May 2025, as measured by the Social Studies Common Benchmark Assessment.

Action Step # 1

Action Step	Provide instructional supports for students to increase achievement in social studies (Class size reduction teachers, remedial teacher, Mastery Connect, 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 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 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 MOY and 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, bilingual tools and resources).
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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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)?	
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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>
<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). 98.9% 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 literacy, math, and science with state and federal funds. A Title I Academic Facilitator and Instructional Lead Strategist provide 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 and Title I Paraprofessionals pull struggling students to address 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"> - The District Instructional Framework (IF) is supported throughout all professional learning processes and deliveries. - Professional Learning Goals (PLGs) and Professional Learning Plans (PLPs) are monitored in the TKES and TalentEd Platforms. - 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. - Through Title II, Part A, consultant services, instructional coaching

	<p>and direct technical assistance is provided on academic content standards, assessment practices and instructional strategies.</p> <p>Out-of Field:</p> <ul style="list-style-type: none"> - 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. <p>Inexperienced:</p> <ul style="list-style-type: none"> - 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. - School-based Instructional Lead Strategists (ILS) facilitate the NTIP program and provide instructional coaching for all teachers. <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>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).</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"> - The science of reading (phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language) - Writing <p>Math:</p> <ul style="list-style-type: none"> - Number Talks - Math Workshop Model <p>Science:</p> <ul style="list-style-type: none"> - 3-Dimensional Science - Hands-on lab investigations - Curiosity and questioning - Problem-driven learning using phenomena <p>Social Studies:</p> <ul style="list-style-type: none"> - Hands-on and interactive lessons - Use of primary source documents - Document-based questioning (DBQ) for grades 4 and 5 <p>The subject areas of focus are:</p> <ol style="list-style-type: none"> 1. ELA 2. Math 3. Science 4. Social Studies
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	<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"> - 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). - 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 small group instruction, teacher clarity, and differentiated instruction. - Title I Remedial Teachers (and substitutes) to support students who are at risk of or not achieving proficiency on the State academic standards. - Title I Remedial Teachers (part-time) to provide supplemental instruction in the core content areas for students at risk of not meeting the State academic standards. - Title I Remedial Paraprofessionals (and substitutes) to provide supplemental instruction in the core content areas. - Contracted services to increase student knowledge of core content standards. - Mastery Connect software to identify student levels of understanding, target students for intervention and inform instruction. - Writing A to Z software to supplement writing instruction and provide resources to address different writing genres and student levels. - Instructional technology and technology supplies to support core content instruction and blended learning. - Supplemental books to provide student access to texts that align with the science of reading and to provide high-interest, culturally relevant texts in the classroom. <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"> - Academic Facilitator to provide instructional support to teachers. - Substitutes for certified staff to attend professional development on ELA best practices, Math best practices and data analysis. - Stipends for staff to participate in professional development on ELA and math best practices as well as interdisciplinary professional development. - Contracted services to provide staff with professional development on instructional practices in ELA, math, science and social studies. - Books for staff professional development to build capacity in literacy, math, science, and social studies. <p>Parent Engagement:</p> <ul style="list-style-type: none"> - 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
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	<p>and experiences that enable them to promote high student academic achievement and be involved in an effective partnership.</p> <ul style="list-style-type: none"> - 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. - Translation and interpretation services for Title I Parent Engagement events and resources. - Parent Engagement books to build parent capacity in the core content areas. <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"> - Individual and small-group counseling is provided to identified students. - 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). - Social-emotional support is provided through group and individual lessons. - Students are assisted through processes for special education, 504, Multi-tiered System of Support (MTSS) and the Early Intervention Program (EIP). - Mindset training is offered for staff to share de-escalation practices. - A progressive discipline model is followed. <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"> - Counselors provide career lessons. - Career days exposing students to working professionals and their careers are also offered for students. - STEM lessons are implemented to support access to career pathways.
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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</p>	<p>Not applicable.</p>
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rank all students.	
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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"> - 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. - IEP transition meetings are held for identified students. - 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. - Parent Engagement Facilitator provides information to families entering Kindergarten. - Tours are offered throughout the year to any Pre-K families. - Phone calls are made to each family welcoming each student.
<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; and Increased 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>
<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 multi-tiered system of supports (MTSS) 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 academic, behavioral and connectedness/well-being support through a 3-tiered model. Support and interventions are tiered (Tier I: Instruction/Core Curriculum; Tier II: Intervention; Tier III: Intensive Intervention).</p> <p>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</p>

	<p>implemented.</p> <p>Students with behavioral concerns are afforded additional opportunities through restorative practices. These practices reduce the removal of students from the classroom.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</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"> - 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), students, district staff and support staff. - The school conducted an Annual Review and Comprehensive Needs Assessment between February and March 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. - 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). - 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). - In May and June, school leaders completed the Annual Review for the year. This included a review of Georgia Milestones data, other state annual assessments, Schoolwide Plan Goal achievement and Logic Model Rationales (SWP-3a). School teams utilized this information to
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ADDITIONAL RESPONSES

	<p>determine if the schoolwide program was effective in increasing the percentage of students meeting the challenging State academic standards (SWP-3b).</p> <ul style="list-style-type: none"> - 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 School Improvement Plan/Schoolwide Plan. During this meeting, the schoolwide program checklist was reviewed to ensure that all components were met. - 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 in select grades, Common Benchmark Assessments (5thgrade - social studies and science), iReady math assessments, District reading assessments, Scholastic reading assessments, Beacon interim assessments (ELA and math), unit assessments, Foundations, LETRS assessments, and classroom formative assessments (SWP-5a). - 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 (SWP-4). Interpreters are available upon request to answer questions regarding the plan. - 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. - 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-3a, 3c and 5c).
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