# Comprehensive Needs Assessment
## 2024 - 2025 School Report



## Bulloch County
## Mill 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 | Jennifer Wade |
| Team Member # 2 | Assistant Principal | Dr. Scott Chapman |
| Team Member # 3 | Assistant Principal | Tammy Francis |
| Team Member # 4 | PreK | Audrey Williams |
| Team Member # 5 | Kindergarten Teacher | Angie Monahan |
| Team Member # 6 | 1st Teacher | Omni Gaines |
| Team Member # 7 | 2nd Teacher | Heather Hendrix |

Additional Leadership Team

|  | Position/Role | Name |
|---|---|---|
| Team Member # 1 | 3rd Teacher | Leslie Braun |
| Team Member # 2 | 4th Teacher | Naketris Hall |
| Team Member # 3 | 5th Teacher | Regina Holloway |
| Team Member # 4 | School Improvement Specialist - ELA | Meagan Beasley |
| Team Member # 5 | School Improvement Specialist - Math | Jontia Grace |
| Team Member # 6 | MTSS Coordinator | Rachel Beasley |
| Team Member # 7 | Media Specialist | Jeneane Brown |
| Team Member # 8 | Connections/Special Areas | Paige Rountree |
| Team Member # 9 | Parent Liaison/Family Engagement Specialist | Alicia Trejo |
| Team Member # 10 |  |  |

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

Stakeholders

|  | Position/Role | Name |
|---|---|---|
| Stakeholder # 1 | Counselor | Dawn Beck |
| Stakeholder # 2 | Special Education Coordinator | Sherri Thompson |
| Stakeholder # 3 | MTSS Coordinator | Alethea Rhodes |
| Stakeholder # 4 | School Council/Business Representative | Ros Roberson |
| Stakeholder # 5 | School Council/Parent | Amy Hackney |
| Stakeholder # 6 | School Council/Parent | Candice Bodkin |
| Stakeholder # 7 |  |  |
| Stakeholder # 8 |  |  |

| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | Monthly leadership team meetings at MCES focus on interpreting data, researching curriculum, and exploring research-based strategies and instructional methods. This meeting structure fosters shared decision-making and collaboration among team members. The MCES Leadership Team is tasked with developing the school improvement plan and using data to create specific goals for each grade level. Periodic reviews of school-wide goals are conducted to ensure alignment with these objectives.

Decisions and discussions from leadership team meetings are communicated to all faculty and staff during faculty meetings or by the designated representatives. Each representative shares this information with their respective groups and gathers feedback. Additional feedback from parents and other stakeholders is obtained through school council meetings held four times a year, parent meetings, and various school events.

By providing multiple avenues for feedback, a variety of stakeholders—including staff, parents, and community members—are given opportunities to contribute to school improvement efforts. Their unique perspectives and vested interest in the success of Mill Creek Elementary enrich the overall vision and operation of the school. |
|---|---|

## 2. DATA COLLECTION ANALYSIS

## 2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

| Instruction Standard 2 | -Creates an academically challenging learning environment | |
|---|---|---|
| 1. Exemplary | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).<br><br>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.<br><br>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. | |

2.1 Coherent Instructional System

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

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.<br><br>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.<br><br>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.<br><br>Interventions are designed to meet the needs of each student.<br>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.<br><br>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.<br>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.<br>Instruction is routinely adjusted based on the analysis of assessment results. | |
| 3. Emerging | Teachers occasionally use a collaborative process to analyze assessment results.<br>Instruction is sometimes adjusted based on the analysis of assessment results. | ✓ |
| 4. Not Evident | A collaborative process to analyze assessment results does not exist.<br>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.<br><br>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.<br><br>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.<br><br>The principal provides an appropriate balance of pressure and support to manage the change process for desired results. | ✓ |
| 3. Emerging | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both. | |
| 4. Not Evident | Administrators initiate few, if any, changes that impact staff performance and student learning. | |

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.3 Professional Capacity

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

Professional Capacity Data

| Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving | | |
|---|---|---|
| 1. Exemplary | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.<br><br>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).<br><br>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).<br><br>Teachers conduct action research and assume ownership of professional learning processes. | |
| 2. Operational | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | |
| 3. Emerging | Administrators and staff sometimes collaborate to improve individual and collective performance. | ✓ |
| 4. Not Evident | Administrators and staff rarely collaborate to improve individual and collective performance. | |

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

Professional Capacity Data

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

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

Professional Capacity Data

| Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
|---|---|---|
| 1. Exemplary | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.<br><br>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. | |

Professional Capacity Data

## 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.<br><br>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.<br><br>Structures are continuously monitored for reliable and interactive communication. | |
| 2. Operational | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. | ✓ |
| 3. Emerging | Some structures that promote clear and open communication between the school and stakeholders exist. | |
| 4. Not Evident | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. | |

Family and Community Engagement Data

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

Family and Community Engagement Data

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

| 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.<br><br>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.<br><br>These rules, practices, and procedures are continually monitored and revised as needed. | |
| 2. Operational | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | ✓ |
| 3. Emerging | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. | |
| 4. Not Evident | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. | |

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

## 2. DATA COLLECTION ANALYSIS

## 2.6 Data Analysis Questions

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

| | |
|---|---|
| What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | The Spring 2022 results from the Georgia Parent Survey and the Georgia School Personnel Survey were used as perception data.  The surveys were administered as a part of the school climate survey process. |

| | |
|---|---|
| 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?") | Based on review of the perceptions of parents and personnel, Mill Creek Elementary is performing well based on the following results: 42 Parents Surveyed- The buildings at [School] are clean and well maintained by custodial and maintenance staff. 100% strongly agree or somewhat agree.  While at school, my student(s) have reliable access to digital and print resources, as well as access to technology devices, to support their learning. 95%  strongly agree or somewhat agree.   My student(s) feel safe at [School]. 93%  strongly agree or somewhat agree. 18 Personnel Surveyed- I have the necessary digital resources to improve professional practices and student performance. 100% strongly agree or somewhat agree.   The learning culture at my school develops learners' attitudes, beliefs, and skills needed for success. 94%  strongly agree or somewhat agree. Based on review of the perceptions of parents and personnel, Mill Creek Elementary can improve based on the following results: 42 Parents Surveyed- [School] provides opportunities for my student(s) to participate in extracurricular activities, athletics, or clubs that interest them. 21%  strongly disagree or somewhat disagree.  I am satisfied with the meal services provided by the Bulloch County Schools Nutrition Department. 27%  strongly disagree or somewhat disagree.  I am provided opportunities to volunteer and participate in decision-making at [School].  17% strongly disagree or somewhat disagree. 18 Personnel Surveyed- I participate in an effective Professional Learning Community (PLC) that prioritizes use of data to support student learning. 11%  neither agree nor disagree or somewhat disagree.   I routinely participate in high-quality professional learning to improve the learning environment, learner achievement, and / or system effectiveness. 80%   neither agree nor disagree or somewhat disagree.<br><br>The following themes emerged as strengths of the school based on |

open responses provided for the "What do you like best about [School]? item:
-Students are happy and love coming to school.
-Convenience and educational materials

The following themes emerged as weaknesses of the school based on open responses provided for the "What do you like best about [School]? item:
-Behavior
-More opportunities for students who struggle

| 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) | The Leadership Team used parent engagement data (sign-in sheets) and meeting agendas for various clubs/programs.  Our school shares a parent liaison with two other schools.  The liaison helps implement school activities and programs to engage parents and community members.<br>Clubs: 4-H Club (5th grade), DARE (5th grade)  Art Club (4th and 5th grades), Chorus (4th and 5th grades) have been paused since the COVID era.<br>Counseling & Mentoring: The school counselor meets with individual students as needed.  She also provides monthly guidance lessons with all grade levels.  Tormenta Soccer Team Mentors (5th grade) interacts regularly with students.  Additionally, all students participate in Monday Morning meetings to discuss goals for the week.<br>Parent/Student Participation Events: Field and Water Days, GMAS Parent Night, Title I Document Review, Reading Night, Veterans Day Lunch & Parade, Real Mustangs Read, Black History Month Program, Caregiver's Caroling, Father/Daughter Dance, Mother/Son Sneaker Ball, and Spring Carnival. |
|---|---|

| 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?") | While Mill Creek Elementary has established positive practices, there is significant room for improvement. The process data indicates a need to enhance participation activities for students, families, and community members. Currently, students have limited opportunities to engage in clubs, programs, and workshops that involve collaboration with parents and the community. Additionally, the data highlights a particular gap in activities and clubs for students in grades Pre-K through 3rd grade, suggesting an urgent need for implementation in these early years.<br><br>Furthermore, the data reveals that students would benefit from more structured opportunities that empower them to set goals and take greater ownership of their learning. By providing these structures, we can encourage students to become more proactive and engaged in their educational journey, fostering a sense of responsibility and personal growth. |
|---|---|

| | Enhancing these areas will not only improve student engagement but also strengthen the connection between the school, families, and the wider community, creating a more supportive and enriching educational environment. |
|---|---|

| What achievement data did you use? | The 2023-2024 results from Georgia Milestone Assessment System (GMAS) data in the areas of English Language Arts, Math, and Science for grade 3-5 was used as achievement data.  The assessments were administered in Spring 2024.  Social Studies was not administered to 5th grade.<br>Spring 2024 iReady diagnostic results in English Language Arts and Math was also uses as achievement data.   The assessments were administered in Spring 2024.  Spring 2024 iReady data was compared to previous iReady years.<br>Guided Reading Benchmark<br>Attendance<br>Discipline |
|---|---|

| What does your achievement data tell you? | Areas of improvement/growth<br><br>Student performance in ELA and Math<br>Capacity-building professional development<br>Sub group performance<br>Behavior/Classroom management<br>Jan Richardson Guided Reading Model -During Implementation Year 1, teachers have focused on understanding lesson components and daily lesson pacing. Teachers showed progress through lesson planning and guided reading observations.<br><br>Areas of concern<br><br>Overall GMAS Content Mastery decreased by 6.1 to 47.8 from 2022 to 2023<br>All GMAS content areas decreased (ELA 46.49 -3.12, Math 53.13 -4.35, SC 35.13 -20.06)<br>Closing Gaps (29.4) 11 red flags for subgroups (did not make progress and DNM target) |
|---|---|

| What demographic data did you use? | Infinite Campus - Attendance<br>Educators Handbook and Infinite Campus - Educators Handbook |
|---|---|

| What does the demographic data tell you? | Behavior: During the FY24 academic year, the groundwork was laid to improve student behavior by establishing and communicating consistent school wide behavioral expectations.  More intentional progress monitoring is planned for FY25.<br><br>Attendance: During the FY24 academic year, approximately 20% of our students were absent 10 or more days with 17% of all students having 5 or more unexcused absences.  An attendance committee has been established to more closely monitor and develop attendance initiatives for FY25.<br><br>Economically Disadvantaged, Black, and Students with Disabilities also have the greatest attendance issues. |
|---|---|

# 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

| Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | ● Are PLCs actively meeting and answering the 4 Big Questions? PLCs actively meet every week.  Time is built in the master schedule to meet during the day.   Time may not be used in an effective manner. Problems were identified, but solutions were difficult to come up with and implement in a timely manner. Solutions were created, but not effectively monitored.<br>SpEd teachers involved in PLCs with grade level they are working with is beneficial.<br>● Is there a set structure for lesson design? No set structure for lesson design - common assessment protocol is created, but not consistently used.<br>● Is there a structure for monitoring student progress? Structure for monitoring student progress - data analysis protocol is created, but not followed to the extent as it should |
|---|---|

| 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? | ● Does the leadership put learning at the center of daily activities and decisions? Yes, resources are constantly available to support instruction.<br>● Does the leadership ensure the same quality of instruction is in all classrooms? Expectations are of the same quality of instruction, but difficult to monitor.<br>● Are teachers given opportunities to grow as leaders? Yes, if asked or directed by administration.<br>● Is there a process to ensure that resources are used effectively? Resources are given, but often not used effectively.  More training may be needed for resources (new teachers to school and new teachers to grade levels) |
|---|---|

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| 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? | ● Are you able to find and retain quality teachers? No<br>● Is there an opportunity for staff to increase their knowledge and skills? Encouragement is given to find opportunities to increase knowledge and skills.  GLRS Consultants, Climate Coaches and School Improvement Specialists provide support to teaches.<br>● Do teachers have a protected time to collaborate? (PLCs) yes. 1 hour weekly. |
| 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? | ● Are community and family members welcomed and encouraged? Yes, parents are welcomed to come to school at any opportunity they can. Parents who enter the building often disrupt their child's daily structured environment with phones, treats, etc.<br>● Is there a system for two-way, meaningful communication about student learning? Teachers provide communication in K-2 through planners, Parent Contact Log in Infinite Campus, Parent Mustang Memo weekly.   Communication Tools need to be consistent throughout the school - ClassDojo, Remind, Negative points on Dojo, Bloomz, etc.<br>● Do parents and the community have the opportunity to advocate for the students? Yes, Real Mustangs Read, Tormenta volunteers, DARE, 4H Club of the County, Boys and Girls Club Mentors |
| 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? | ● Is the building safe and orderly? Building is safe and orderly. See parent survey data<br>● Are wrap around services available to ensure the needs of the whole child is met? More individual counseling services are needed to help provide support to students with common concerns regularly. Need to find an outside counseling service.<br>● SEL Curriculum needed to implement within the regular curriculum? Social Skills class exists for PreK-5.   K-2 Lessons, 3-5 Lessons based on attributes like respect, social skills&hellip;<br>● Is there a school wide behavior plan in place? There is a school wide behavior plan in place.  It varies by grade level to meet the different levels of students within our building. Consistent with behavior throughout the school, 3 school wide rules.  Consequences are not consistent from grade level to grade level.  Recess should not be an option to take away. |

Strengths and Challenges Based on Trends and Patterns

| 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? | The population of Mill Creek Elementary is comprised of 59% Black or African American, 26% Caucasian, 8% Hispanic, 5% Multi-racial, and 2% Asian. Mill Creek Elementary consists primarily of African American, Economically Disadvantaged students with 59% of the population identified with a learning need. Teachers provided appropriate interventions to support learning needs.  Students who are economically disadvantaged represent 76% of the school's population. |
|---|---|

| 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? | Staff feels that the approach to balanced literacy instruction has begun to close achievement gaps. Also, through collaboration with intervention and the SPED teachers our SWDs showed improvement. The improvement in Numbers and Operations in Base 10 is due to our focus in number talks. An improvement in Science and Social Studies through more integration of instruction is needed in both Reading and Math. |
|---|---|

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 | The academic needs of Mill Creek Elementary students in all subgroups are met through the use of research based instructional strategies and several academic supports.<br>Special Education<br>Teachers are familiar with the MTSS process and are readily identifying students to provide interventions and monitor the progress of those interventions.  Budget process supports needs of students. Support for Special Education students is offered in all classes and implement the MTSS process when necessary while monitoring progress.<br>Economically Disadvantaged Children<br>Backpack buddies , donated clothing, Christmas Angel program, free breakfast and supplies are provided to many students. Teachers and the counselor provide snacks, supplies and sometimes clothing to meet the needs of students.<br>English Learners<br>Teachers use the translator line when needed to meet and talk with parents.  Teachers are providing a multi sensory support system for learners to include additional vocabulary enhancement.  An EL teacher who is shared with another school is present to provide instruction and assistance to EL students. |
|---|---|

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.

| Challenges | Special Education |
|---|---|
| | The staff to student ratio is a challenge as the population continues to grow. There will be opportunities for additional curriculum training geared towards instruction for Special Education teachers and their general education counterparts. |
| | ● Specialized instruction training for new staff, collaborative planning and monitoring is a challenge. |
| | ●  Parent attendance for workshops is low.  There is a need to explore alternative ways for parents to receive information. |
| | |
| | Economically Disadvantaged Children |
| | ● Reliable modes of communication are needed. |
| | ● Improvement in attendance.  Many families lack of internet access, supplies, or are experiencing trauma. |
| | ● English Learners. Cultural differences, language barriers, peer acceptance and relatability are challenges. |
| | ● Lack of resources for families as the population grows. |

# 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 | Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in ELA. |
| --- | --- |
| 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 | |
| --- | --- |

Overarching Need # 2

| Overarching Need | Mill Creek has identified problems with behavior and attendance including chronic absenteeism, disruptive classroom behaviors, lack of motivation, low engagement, and difficulties in creating a positive and inclusive learning environment. |
| --- | --- |
| 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 | |
| --- | --- |

Overarching Need # 3

| Overarching Need | Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in Math. |
|---|---|
| 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 | |
|---|---|

# 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 - Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in ELA.

Root Cause # 1

| Root Causes to be Addressed | Coherent Instruction<br>Data are not used regularly and continuously to improve student 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Root Cause # 2

| Root Causes to be Addressed | Coherent Instruction<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Root Cause # 3

| Root Causes to be Addressed | Professional Capacity<br>Effective collaborative planning does not occur across all grade levels and content areas. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Root Cause # 4

| Root Causes to be Addressed | Professional Capacity<br>Common formative assessment results are not used to inform lesson planning and next steps in 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Overarching Need - Mill Creek has identified problems with behavior and attendance including chronic absenteeism, disruptive classroom behaviors, lack of motivation, low engagement, and difficulties in creating a positive and inclusive learning environment.

Root Cause # 1

Root Cause # 1

| Root Causes to be Addressed | Coherent Instruction<br>There is limited evidence of the use of a variety of high impact teaching strategies in classrooms. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Root Cause # 2

| Root Causes to be Addressed | Supportive Learning Environment<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

Root Cause # 3

| Root Causes to be Addressed | Effective Leadership<br>Staff do not receive accurate, helpful or descriptive feedback related to their performance beyond required evaluation. |
|---|---|
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | Yes |
| Impacted Programs | School and District Effectiveness |

Root Cause # 3

| Additional Responses | |
|---|---|

Root Cause # 4

| Root Causes to be Addressed | Family and Community<br>Communication with families is not frequent or focused on student learning goals. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Parent and Family Engagement Program |

| Additional Responses | |
|---|---|

**Overarching Need - Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in Math.**

Root Cause # 1

| Root Causes to be Addressed | Coherent Instruction<br>Data are not used regularly and continuously to improve student 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
|---|---|

3.3 Root Cause Analysis

Root Cause # 2

| Root Causes to be Addressed | Coherent Instruction<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
| --- | --- |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

| Additional Responses | |
| --- | --- |

# School Improvement Plan
## 2024 - 2025



# Bulloch County
# Mill Creek Elementary School

SCHOOL IMPROVEMENT PLAN

# 1 General Improvement Plan Information

General Improvement Plan Information

| District | Bulloch County |
|---|---|
| School Name | Mill Creek Elementary School |
| Team Lead | Jennifer Wade |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately) |

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in ELA. |
| Root Cause # 1 | Coherent Instruction<br>Data are not used regularly and continuously to improve student learning. |
| Root Cause # 2 | Coherent Instruction<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
| Root Cause # 3 | Professional Capacity<br>Common formative assessment results are not used to inform lesson planning and next steps in instruction. |
| Root Cause # 4 | Professional Capacity<br>Effective collaborative planning does not occur across all grade levels and content areas. |
| Goal | Mill Creek Elementary will increase its CCRPI overall ELA weighted content mastery by 5% from 49.8% in 2022 to 52.3% in 2023; to 54.7% in 2024; to 57.0% in 2025 by implementing the Jan Richardson Guided Reading Framework. |

Action Step # 1

| | |
|---|---|
| Action Step | K-5 reading teachers will participate in PD for Jan Richardson's Guided Reading Framework (Year 2) |
| Funding Sources | Title I, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Agendas, Sign-In Sheets |
| Method for Monitoring Effectiveness | Percent of teachers attending PD Sessions |
| Position/Role Responsible | Teachers/Admin/District Staff |
| Timeline for Implementation | Quarterly |

Action Step # 1

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

Action Step # 2

| Action Step | K-5 reading teachers will utilize Jan Richardson Guided Reading Framework effectively |
|---|---|
| Funding Sources | Title I, Part A |
| Subgroups | N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Check list of lesson plans and Jan Richardson observation rubric |
| Method for Monitoring Effectiveness | Percent of teachers utlizing Guided Reading Lessons through observations |
| Position/Role Responsible | Teachers/Admin |
| 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)? | |
|---|---|

Action Step # 3

Action Step # 3

| Action Step | K-5 reading teachers will analyze anecdotal notes and informal running records at least once a month during grade level meetings to monitor and adjust student groups. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Checklist of "lesson plans with anecdotal Guided Reading notes included" |
| Method for Monitoring Effectiveness | Percent of teachers participating in PLCs to complete student progress discussions monthly |
| Position/Role Responsible | Teachers/Admin |
| 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)? | |
|---|---|

Action Step # 4

| Action Step | Administrators will participate in training for utilizing guiding reading observation rubrics |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Agendas, GR PD Attendance Checklist |
| Method for Monitoring Effectiveness | Percent of administrators participating in required GR training |
| Position/Role Responsible | Admin/District Staff |
| Timeline for Implementation | Quarterly |

Action Step # 4

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

# 2. SCHOOL IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Mill Creek has identified problems with behavior and attendance including chronic absenteeism, disruptive classroom behaviors, lack of motivation, low engagement, and difficulties in creating a positive and inclusive learning environment. |
| Root Cause # 1 | Coherent Instruction<br>There is limited evidence of the use of a variety of high impact teaching strategies in classrooms. |
| Root Cause # 2 | Effective Leadership<br>Staff do not receive accurate, helpful or descriptive feedback related to their performance beyond required evaluation. |
| Root Cause # 3 | Family and Community<br>Communication with families is not frequent or focused on student learning goals. |
| Root Cause # 4 | Supportive Learning Environment<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
| Goal | Mill Creek Elementary will increase its overall weighted content mastery by 3% from 51.8% in 2022 to 53.2% in 2023; to 54.6% in 2024; to 56% in 2025 by implementing a comprehensive MTSS/School Climate plan to ensure students are supported, engaged, and successful. |

Action Step # 1

| | |
|---|---|
| Action Step | Teachers will participate in PD on Behavior Interventions That Work (Aimee Dean/Classroom Management). |
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Discipline Guidance Document |
| Method for Monitoring Effectiveness | Percent of teachers participating in PD on Behavior Interventions |
| Position/Role Responsible | Teachers, Admin, School Improvement Specialists |
| Timeline for Implementation | Others : First Quarter |

Action Step # 1

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

Action Step # 2

| Action Step | Teachers will utilize learned strategies for Tier 1 classroom management. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Classroom Management Strategies Walkthrough Form  Classroom Management Strategies Data Collection Document |
| Method for Monitoring Effectiveness | Percent of teachers utilizing learned strategies for Tier 1 Classroom Management |
| Position/Role Responsible | Teachers, Admin, School Improvement Specialists |
| 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)? | |
|---|---|

Action Step # 3

Action Step # 3

| Action Step | Select teachers will participate in coaching sessions with Aimee Dean. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Checklist of coached teachers, Aimee Dean coaching notes |
| Method for Monitoring Effectiveness | Percent of teachers participating in coaching sessions with Amiee Dean each quarter |
| Position/Role Responsible | Teachers, Admin, Aimee Dean |
| 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)? | |
|---|---|

Action Step # 4

| Action Step | Teachers will review ODR data, MTSS behavioral data and attendance data to identify successes and areas of growth. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Meeting agendas, meeting notes |
| Method for Monitoring Effectiveness | Percent of teachers/staff participating in data reviews |
| Position/Role Responsible | Teachers, Admin, MTSS Personnel |
| Timeline for Implementation | Quarterly |

Action Step # 4

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

Action Step # 5

| Action Step | The Behavior Committee will meet monthly to discuss/update school-wide incentives and analyze student behavior data to determine which students need interventions |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Meeting agendas, meeting notes |
| Method for Monitoring Effectiveness | Percent of behavior meetings completed |
| Position/Role Responsible | Behavior Committee |
| 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)? | |
|---|---|

# 2. SCHOOL IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Mill Creek has identified problems with instructional practices and strategies being implemented with fidelity and consistency across all grade levels in Math. |
|---|---|
| Root Cause # 1 | Coherent Instruction<br>Data are not used regularly and continuously to improve student learning. |
| Root Cause # 2 | Coherent Instruction<br>The expectations for proficient student work at each grade level are not consistent from one school to another and/or from one teacher to another. |
| Goal | Mill Creek Elementary will increase its math weighted content mastery by 3% from 57.5% in 2022 to 58.8% in 2023; to 60.0% in 2024; to 61.2% in 2025 by implementing Teacher Clarity in math instruction. |

Action Step # 1

| Action Step | Math teachers will receive professional development on Teacher Clarity. |
|---|---|
| Funding Sources | Title II, Part A |
| Subgroups | N/A |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | Attendance Documentation<br>PD Agendas |
| Method for Monitoring Effectiveness | Percent of math teachers participating in Teacher Clarity PD each nine weeks |
| Position/Role Responsible | Math teachers |
| 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)? | |
|---|---|

Action Step # 2

| Action Step | Collaborative PLCs will deconstruct standards to include Tiered Vocabulary and the creation of progressive learning targets with aligned success criteria. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | PLC Summarizer with Learning Targets and Success criteria |
| Method for Monitoring Effectiveness | Percent % of PLCs with at least four deconstructed standards with Tiered Vocabulary, progressive learning targets and success criteria per quarter |
| Position/Role Responsible | Math teachers, School Improvement Specialists |
| 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)? | |
|---|---|

# 3. REQUIRED QUESTIONS

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

Required Questions

| 1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). | The Mill Creek Elementary Leadership and School Council teams convene throughout the year to address concerns, analyze data, and develop strategies for school improvement. The Leadership Team meets monthly, while the School Council meets four times annually. Parents and stakeholders are given ample opportunities to provide feedback during school council meetings and through parent surveys.

Mill Creek Elementary actively involves parents in the planning, review, and enhancement of the comprehensive schoolwide program plan. This engagement is facilitated through various avenues, including school council meetings, the annual Title I parent meeting, activities organized by the parent involvement coordinator, parent-teacher conferences, and a variety of parent-focused events. These events include Math Lunch & Learn, Virtual STEAM Night, Family Connection Night, Mother/Son Sneaker Ball, Family Reading Night, GMAS Informational Night, and more. These initiatives ensure that parents are integral to the school's continuous improvement efforts, fostering a collaborative and inclusive school community. |
|---|---|

| 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. | Professional learning at Mill Creek Elementary is a continuous process. When an area of need is identified, targeted professional development is provided to teachers and staff. Informal professional learning opportunities are also seized whenever possible, similar to teachable moments in the classroom.

The principal collaborates closely with the district staff for Bulloch County Schools to ensure that teachers are highly qualified and well-prepared to serve students effectively. Teachers are given planning days and access to various professional development opportunities. These include training and feedback on teaching strategies for the Jan Richardson Guided Reading Model, the UFLI phonics program, math progressions, and number talks in math. Additionally, professional development is offered for behavior management, featuring programs like Aimee Dean's and Behavior Doctor's methods.

New teachers benefit from the district's mentor program, which includes regular mentor meetings within the school. This comprehensive approach to professional development ensures that all teachers are continually improving their skills and staying current with best practices, ultimately enhancing the educational experience for students. |
|---|---|

| | |
|---|---|
| 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). | Instructional initiatives in English Language Arts and Math at Mill Creek Elementary are discussed regularly during weekly grade-level meetings, PLC meetings, and monthly leadership meetings. District-level initiatives are also reviewed in these forums. To address the needs of all students, particularly those furthest from proficiency in the state's academic content and achievement standards, Mill Creek employs small group instruction in reading and math. These interventions are implemented school-wide, with more intensive focus and progress monitoring through MTSS for some students.<br><br>For grades K-5, all students have access to iReady for reading and math instruction, with benchmarks conducted three times per year. Lessons are assigned based on benchmark assessment data, and students use Chromebooks to follow their iReady instructional path for at least 45 minutes per week per subject to achieve academic growth. Students in MTSS receive additional intervention and instruction through iReady. Teachers utilize various technological programs alongside iReady to enhance the curriculum and identify students' instructional needs. For instance, Kindergarten and first-grade students use iPads and Square Pandas for phonological awareness and phonics, while all students in K-5 have access to Reflex Math for fact fluency and Flocabulary for vocabulary improvement. Progress in all technological programs is monitored to track student growth.<br><br>Guided reading, encompassing both reading and writing instruction, is another initiative for K-5. Using the Fountas and Pinnell guided reading library, students receive instruction at their individual reading levels. Teachers incorporate components of balanced literacy, such as interactive read-alouds, shared reading, guided reading, interactive writing, and shared writing, to cultivate independent readers and writers. The Guided Reading Benchmark Assessment System helps identify students' instructional and independent reading levels with accuracy. Carts organized with guided reading materials such as letter tile boards, white boards, sticky notes, dry erase markers, etc. aid teachers in using precise texts and tools to observe and plan responsive teaching. Fluency and comprehension are emphasized to develop independent readers. The Jan Richardson Guided Reading Model is employed to address specific reading needs with various leveled texts, aiming to create competent readers and writers through exposure to authentic texts.<br><br>Professional development is provided to teachers on the Jan Richardson Guided Reading Model, morning meetings, and math to ensure they are well-informed of curriculum expectations. Teachers are given planning days to review and plan instruction and strategies, with substitutes provided to allow full engagement in learning opportunities. Weekly PLCs are used to review practices and data.<br><br>In Math, students are progress monitored three times a year using Bulloch County Schools math progressions, focusing on number sense. Teachers use data from these assessments to implement research-based lessons that address specific needs. Materials and programs like Hand2Mind Math Tools Resource Kits support remediation in needed areas. |

|  | Students identified through MTSS data analysis are offered after-school tutoring opportunities. School counselors collaborate with organizations like Safe Haven, Service League, and other private agencies for assistance. For students facing challenges such as family instability or the need for emotional and social skills development, resources such as social workers, mental health providers, and the family engagement specialist provide necessary support. Title I coordinates with Title III for ELL services and Title I Part C for Migrant Services, while also providing homeless assistance. The Family Engagement Specialist also helps staff conduct family forums on topics like literacy development, reading instruction, internet safety, and attendance. A Social Skills Connection class is utilized for all students to address social-emotional learning. Behavior and attendance incentives are developed by Behavior and Attendance Teams to promote a positive school climate for at-risk students. Programs such as Class Dojo, PBIS Rewards and Navigate 360 are programs used to track student behavior and provide incentives for positive behaviors. |
|---|---|

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

# 3. REQUIRED QUESTIONS

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

Required Questions

| | |
|---|---|
| 5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. | Mill Creek Elementary hosts two PreK classes, fully integrated into the school's ecosystem despite state funding. Each year begins with a parent orientation to familiarize families with the program. PreK students participate in age-appropriate activities and events, ensuring a seamless integration into the school's culture. They are included in Connections rotations, where they experience Social Skills, Music, Art, PE, and STEM activities.<br><br>PreK teachers are active members of the broader school community. They participate in professional development activities alongside K-5 teachers and engage in weekly grade-level meetings and PLCs. Furthermore, a PreK teacher serves on the Leadership Team, ensuring that early childhood education perspectives are included in school-wide decision-making.<br><br>To ensure a smooth transition from PreK to Kindergarten, Kindergarten teachers conduct readiness assessments for current Mill Creek PreK students, as well as those from the Statesboro High satellite site who will attend Mill Creek Elementary. This process helps tailor instruction to meet the needs of incoming students and supports their continued academic growth. |

| | |
|---|---|
| 6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | During the second semester, students in grades K-5 engage in Tar Wars activities led by the school counselor. This initiative introduces an educational initiative designed for elementary school students, specifically targeting fourth and fifth graders. Created by the American Academy of Family Physicians (AAFP), the program aims to prevent tobacco use among young children.  Additionally, fifth-grade students attend a middle school orientation in the spring. This visit helps them familiarize themselves with the new environment, expectations, and opportunities they will encounter as they transition to middle school. This comprehensive approach to tobacco prevention and middle school transition supports students in understanding the broader context of their education and future career possibilities.<br>Kindergarten students participate in "Career on Wheels Day," where they interact with community visitors who showcase their professions using vehicles and equipment, providing a tangible and engaging career exploration experience. |

| 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. | Every year, new teachers and paraprofessionals at Mill Creek Elementary participate in professional development workshops focused on classroom management, such as the Aimee Dean Classroom Management workshop or sessions with the Behavior Doctor. These educators then share the insights and strategies they learned with their colleagues at the school and grade levels, ensuring a consistent approach to behavior management across the entire school.<br><br>Mill Creek Elementary has established comprehensive school-wide behavior expectations to promote a positive learning environment. One of the key strategies used is the "Give Me Five" signal, which serves as an attention-getting cue for students throughout the school. Additionally, teachers hold morning meetings with their classes each day to set a positive tone and prepare students for a productive day.<br><br>Students are acknowledged and celebrated for their achievements, both academically and socially, fostering a culture of recognition and encouragement. To maintain consistent behavior monitoring, K-5 classes use a behavior clipboard system as they move through different areas of the school. This clipboard system ensures that student behaviors are documented accurately and consistently in all settings. Teachers can award points to students through programs such as Class Dojo, PBIS Rewards and/or Navigate 360 to earn behavior incentives such as bracelets, t-shirts, etc.<br><br>The Behavior Team at Mill Creek Elementary plays a crucial role in developing and implementing these behavior expectations. Their efforts ensure that the standards are consistent and clear across the school, contributing to a cohesive and supportive environment for all students. |
|---|---|

ADDITIONAL RESPONSES

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