



Comprehensive Needs Assessment 2025 - 2026 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	Nicole Riggs
Team Member # 4	Director of MTSS and Gifted Services	Kristi Kaiser
Team Member # 5	Kindergarten Teacher	Jamie Lanier
Team Member # 6	2nd Teacher	Traci Hart
Team Member # 7	3rd Teacher	Jada Spady

Additional Leadership Team

	Position/Role	Name
Team Member # 1	School Improvement Specialist - ELA	Meagan Hendrix
Team Member # 2	School Improvement Specialist - Math	Jontia Grace
Team Member # 3	MTSS Coordinator	Rachel Beasley
Team Member # 4	Parent Liaison/Family Engagement Specialist	Alicia Trejo
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Stakeholders

	Position/Role	Name
Stakeholder # 1	Counselor	Dawn Beck
Stakeholder # 2	Special Education Coordinator	Candice Davis
Stakeholder # 3	School Council/Business Representative	Ros Roberson
Stakeholder # 4	School Council/Business Representative	Stacey Grant
Stakeholder # 5	School Council/Parent	Amy Hackney
Stakeholder # 6	School Council/Parent	Candice Bodkin
Stakeholder # 7		
Stakeholder # 8		

<p>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?</p>	<p>At Mill Creek Elementary School, monthly leadership team meetings serve as a cornerstone of the continuous improvement process. These meetings are strategically designed to analyze student performance data, evaluate instructional practices, and explore research-based strategies that can enhance teaching and learning. This structured forum promotes shared leadership and collaborative decision-making, ensuring that every team member contributes to shaping the academic direction of the school.</p> <p>The MCES Leadership Team plays a pivotal role in developing and refining the School Improvement Plan (SIP). Using data to drive their decisions, the team sets measurable, grade-level specific goals that align with district and school-wide priorities. These goals are reviewed periodically to monitor progress, assess effectiveness, and make timely adjustments to instructional practices and interventions.</p> <p>To maintain transparency and foster collaboration, outcomes and decisions from leadership meetings are shared with all faculty and staff through regular faculty meetings and by designated team representatives. These representatives are responsible for communicating updates, gathering feedback, and bringing insights back to the leadership team, creating a two-way flow of information.</p> <p>In addition to staff input, MCES actively seeks the voices of parents and community stakeholders. Feedback is collected through quarterly school council meetings, parent engagement events, and targeted</p>
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	<p>communication opportunities. These forums allow stakeholders to offer valuable perspectives that inform school priorities and support a shared vision for student success.</p> <p>By cultivating open lines of communication and providing multiple avenues for input, Mill Creek Elementary fosters a culture of inclusion, collaboration, and continuous growth which is anchored in a shared commitment to excellence for all students.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

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

Coherent Instruction Data

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

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

Effective Leadership Data

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

Effective Leadership Data

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Professional Capacity Data

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>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]</p>	<ul style="list-style-type: none"> The Spring 2025 results from the following surveys were used as perception data: Georgia Grades 3-5 Student Survey, Georgia School Teacher Survey, Georgia FamilySurvey. The surveys were administered as a part of the school climate survey process.
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Based on the perception data from the Mill Creek Elementary School family, student (Grades 3–5), teacher, and staff surveys, here is a summary of what the data reveals about attitudes, beliefs, and perceptions:</p> <ol style="list-style-type: none"> Leadership and Support: <ul style="list-style-type: none"> A strong majority of teachers and staff feel supported by school leaders, with most rating leadership availability and responsiveness highly. However, feedback about initiative overload is notable—more than 40% of teachers report that the number of new initiatives is not or only slightly manageable, signaling a need for more thoughtful pacing or streamlining. Communication and Collaboration: <ul style="list-style-type: none"> Teachers generally feel comfortable communicating concerns (72% "very" or "extremely comfortable"), yet only 48% feel their input is used often or always in decision-making. Collaborative meetings happen regularly, but only about half of respondents feel they are consistently a good use of time or result in shared workloads, indicating a perceived need for more purposeful collaboration. Student Behavior and Family Engagement: <p>While school leaders are viewed as effective in supporting positive behavior, teacher responses reflect frustration with family engagement:</p> <ul style="list-style-type: none"> Only 14% of teachers report that families "almost every day" show interest in student learning. 44% say families rarely or only sometimes partner with them, and 30% say families rarely respond to outreach efforts. These figures suggest a belief that family involvement remains a barrier to student success. Professional Learning and Planning: <ul style="list-style-type: none"> Input into professional learning is limited—only 18% of teachers feel their voice is used "very often" or "always." Planning time remains a concern: about 30% of teachers feel they
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	<p>do not consistently have adequate individual planning time, though collaborative planning fared slightly better.</p> <p>5. Morale and Workload:</p> <ul style="list-style-type: none"> · Despite being stressed (with 74% reporting stress at least weekly), most staff still report high satisfaction, and 48% of teachers look forward to work almost every day. · These results suggest a positive but strained morale, where commitment to students remains high even amidst workload pressures. <p>6. Safety and Environment:</p> <ul style="list-style-type: none"> · Teachers and staff feel overwhelmingly safe (80%+ report feeling "very" or "extremely" safe), and emergency protocol awareness is strong. · Pride in the physical school environment is mixed, with cleanliness and upkeep needing attention (only 32% of teachers are "very" or "extremely proud" of how the school looks). <p>The perception data reflects a school where staff and teachers feel supported by leadership and committed to their work, but are also experiencing stress, struggling with initiative fatigue, and seeking more impactful collaboration and planning time. Family engagement stands out as a consistent challenge across stakeholder groups. These insights should guide next steps in leadership practices, communication strategies, and school improvement planning.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>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.</p> <p>Clubs: 5th grade - 4-H Club, DARE; 4th and 5th grades - Art Club, Chorus, Girls in Pearls, Boys Who Lead, Great Debaters.</p> <p>Counseling & Mentoring: The school counselor meets with individual students as needed. She also provides monthly guidance lessons with all grade levels. Additionally, all students participate in social emotional learning classes weekly.</p> <p>Parent/Student Participation Events: Field and Water Days, GMAS Parent Night, Title I Document Review, Math Munchies Lunch and Learn, Veterans Day Lunch & Parade, Black History Month Program, Georgia READS tutors for 2nd grade, Father/Daughter Dance, Mother/Son Sneaker Ball, and Spring Carnival.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>While Mill Creek Elementary has established several strong foundational practices, the process data reveals clear opportunities for growth, particularly in the areas of student, family, and community engagement. There is a critical need to expand meaningful participation activities that foster collaboration and strengthen relationships between the school and its stakeholders.</p> <p>Currently, student access to extracurricular opportunities such as clubs, service programs, and community-led workshops is limited, especially for younger students. The data specifically points to a lack of programming for students in Pre-K through 3rd grade. This gap presents an urgent call to action: implementing developmentally appropriate activities and clubs in the early grades would not only support social-emotional learning but also lay the groundwork for long-term student involvement and leadership.</p> <p>In addition, the data highlights a need to provide students with more structured opportunities to set personal goals, reflect on their progress, and take ownership of their learning. By incorporating goal-setting practices and student-led conferences into the school culture, Mill Creek can cultivate agency and accountability, empowering students to become active participants in their academic journey.</p> <p>Addressing these areas will lead to a more dynamic and inclusive school environment. Enhancing engagement opportunities and building strong partnerships with families and the community will support the holistic development of students and contribute to a positive, well-rounded school culture.</p>
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<p>What achievement data did you use?</p>	<p>CCRPI data was used to compare performance to other elementary schools in the district.</p> <p>The Spring 2025 results from Georgia Milestone Assessment System (GMAS) data in the areas of English Language Arts and Math for grade 3-5 was used as achievement data.</p> <p>Spring 2025 iReady diagnostic results in English Language Arts and Math was also used as achievement data. The assessments were administered in Spring 2025. Spring 2025 iReady data was compared to the beginning of the year iReady benchmark assessment.</p>
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<p>What does your achievement data tell you?</p>	<p>CCRPI Data Analysis</p> <p>The CCRPI data for Mill Creek Elementary reveals several critical areas of concern regarding student academic achievement. The school currently holds the second-lowest content mastery score in the district, with a score of 42.1, marking a significant 9.6-point decline from the previous year. Notably, this year's performance is lower than the first post-COVID scores recorded in 2022, indicating regression rather than recovery over time.</p> <p>A pattern of fluctuation—alternating years of increases and decreases—has emerged in the data since 2022, suggesting inconsistent academic growth. While science was the only content area that showed improvement this year, all other subject areas declined, contributing to the downward trend in the overall content mastery score.</p>
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	<p>The current 5th-grade cohort, who were in Kindergarten during the COVID-19 shutdown, may still be experiencing the long-term impacts of interrupted foundational instruction. Based on current performance, the school is projected to remain in the bottom three performing schools in the area for content mastery, underscoring the urgent need for sustained, targeted instructional improvement and academic support.</p> <p>Data Summary for GMAS ELA and Math</p> <p>Strengths:</p> <p>ELA:</p> <p>Decrease in the percentage of Level 1 students in Grade 3. A 1.2% increase in Level 3 performance in Grade 3. Average Lexile scores indicate students in Grade 3 (552L) and Grade 5 (852L) are performing on grade level. "Vocabulary Use and Craft & Structure" emerged as the strongest domains across grade levels. Asian and White students demonstrated the highest performance among subgroups. The percentage of students scoring in Level 2 remained consistent schoolwide.</p> <p>Math:</p> <p>Numerical Reasoning was the strongest performance domain across all grade levels. Asian, White, and Multi-Racial students had the strongest subgroup performance.</p> <p>Challenges:</p> <p>ELA:</p> <p>An overall increase in Level 1 performance from the previous year. Decrease in Levels 3 and 4 performance schoolwide. Level 4 performance declined across Grades 3, 4, and 5. Grade 4's average Lexile score (673L) is below the grade-level benchmark (740L). "Literary Texts, Reading, and Vocabulary" were the lowest-performing domains. Students with disabilities (93% Beginning Learners), English Learners (67%), and Black students (60%) are the lowest-performing subgroups. 18.4% of the student population is classified as students with disabilities.</p> <p>Math:</p> <p>Schoolwide decrease in students scoring at Levels 3 and 4. Significant increase in Level 1 students in Grade 4; increase also observed in Grade 5. Grade 3 saw a decline in Level 4 performance. "Measurement & Data" was the weakest domain across the school. Students with disabilities (80% Beginning Learners) and English Learners (67%) performed the lowest among all subgroups.</p> <p>Data Summary for iReady ELA and Math</p> <p>Strengths:</p> <p>ELA:</p> <p>2nd grade demonstrated consistent growth in students performing on or</p>
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above grade level from 2022 through 2024, despite a 3% decline in 2025.

1st grade showed promising gains in FY25, with a 9% increase in students reaching or exceeding grade-level benchmarks. Students exhibited a 23% improvement in High Frequency Word recognition between 2nd and 3rd grade, indicating strong foundational decoding and word recognition skills.

Challenges:

ELA:

There has been a consistent decline in the number of students performing on or above grade level since 2022.

5th grade performance has steadily declined in all but FY25, which only saw a modest 2% increase.

There was a 14% increase in students performing below grade level in the Phonics domain from 1st to 2nd grade.

Phonics proficiency declines progressively by grade level, indicating the need for stronger foundational phonics instruction.

Vocabulary concerns are prominent, with a 17% increase in students below grade level from 3rd to 4th grade.

Comprehension challenges grew as well, with a 13% increase in below-grade-level performance from 3rd to 4th grade.

Performance in Informational Text comprehension declined in every grade, potentially linked to vocabulary deficits.

MCES is currently identified as the lowest-performing elementary school in the county in ELA outcomes.

Math:

In Grades 2 and 3, there were gains in the Numbers and Operations domain; however, performance declined significantly from Grade 4 to 5. Grade 3 saw a 17% decrease in students performing on or above grade level.

Grade 4 math performance has declined each year since 2022.

Grade 5 saw a 15% decline in the number of students on or above grade level.

Like ELA, MCES holds the position of the lowest-performing elementary school in the county for Math achievement.

Trends:

ELA and Math:

A steady decline in the percentage of students performing on or above grade level from 2022 to 2025.

Data indicates a clear downward trend in both literacy and numeracy performance as students progress through the grade levels.

This data signals a pressing need for targeted academic interventions, especially in upper elementary grades. Key focus areas should include strengthening phonics and vocabulary instruction, enhancing comprehension strategies, and reinforcing number sense in early grades to prevent compounding deficits in later years. Additionally, building capacity through professional learning and support for early literacy and math instruction will be critical to reversing the current trends.

What demographic data did you use?	Infinite Campus - Attendance PBIS Rewards (Navigate 360) and Infinite Campus - Educators Handbook
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What does the demographic data tell you?	<p>FY25 Behavior and Attendance Data Summary</p> <p>Behavior Data Overview: Behavioral challenges remain a significant concern at Mill Creek Elementary. With the exception of a similar local school in August and September, the school led the district in the number of behavior referrals per month during the first semester (August–November). While FY25 began with fewer referrals than FY24, a sharp increase began in March, when referrals spiked to 111 (compared to 64 in March FY24). In April, referrals also rose from 51 (FY24) to 81 (FY25).</p> <p>Referral totals by grade level indicate that the upper grades are most impacted: 5th Grade: 179 referrals (10 of the top 20 students) 4th Grade: 102 referrals 3rd Grade: 88 referrals 2nd Grade: 48 referrals 1st Grade: 52 referrals Kindergarten: 50 referrals</p> <p>The top 3 types of infractions were: Student Incivility – 167 referrals Disorderly Conduct Level 1 – 165 referrals Disorderly Conduct Level 2 – 56 referrals</p> <p>Behavioral Strengths: Despite the overall high referral counts, the Behavior Committee, MTSS team, and schoolwide monitoring contributed to notable progress. Many students who had multiple referrals early in the year did not receive additional referrals after September and October, indicating early interventions were successful for some.</p> <p>Attendance Data Overview: Mill Creek demonstrated consistency in overall attendance throughout FY25 in terms of chronic absenteeism (students absent 10% or more of enrolled days): Q1: 15% Q2: 15% Q3: 15% Q4: 18%</p> <p>However, unexcused absences became an area of concern in the 4th quarter: Q1: 6.5% Q2: 9% Q3: 6% Q4: 23%, primarily due to parents exceeding the allowable number of excused absences.</p>
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Attendance Strengths:

There was an improvement in overall attendance compared to the previous year. The percentage of students attending 90% or more of enrolled days improved from 78% in FY24 to 83% in FY25.

These findings highlight areas for celebration, particularly in attendance progress and successful early behavior interventions, while also underscoring the urgent need for ongoing behavior support and family education around excused/unexcused absences. Additional efforts in Tier 2 and Tier 3 behavior interventions and parent engagement around attendance may help further address these concerns.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The data reveals a consistent need to strengthen coherence in instructional delivery and alignment across grade levels. Several key patterns emerged:</p> <p>Inconsistent Instructional Practices Across Grades</p> <p>There is noticeable variation in how curriculum and instructional strategies are implemented from one grade level to the next. This lack of vertical alignment has contributed to gaps in student performance, especially in foundational skills such as phonics, vocabulary, and comprehension.</p> <p>Need for Targeted Interventions and Tiered Support</p> <p>Students with disabilities and English Learners are disproportionately represented in the Beginning Learner category. This highlights the need for more effective implementation of MTSS and differentiation strategies to address learning gaps through a stronger Tier 1 and more intentional Tier 2 support system.</p> <p>Professional Learning Gaps</p> <p>Teachers expressed a need for more focused professional development around instructional planning, data usage, and delivery of standards-based instruction. There is also a call for deeper understanding of how to analyze assessment data and adjust instruction accordingly.</p> <p>Lack of Student Ownership and Goal Setting</p> <p>Student perception data shows limited opportunities for students to set academic goals or reflect on their learning. Increasing student agency is essential to promote engagement and achievement.</p> <p>Instructional Time Misuse</p> <p>Observational and process data indicated that instructional time is not always maximized, with extended computer time and down time noted</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>in some classrooms. This issue impacts the depth and pacing of content coverage, particularly in math and literacy.</p> <p>Need for Data-Driven Instruction</p> <p>Although data is collected and shared, it is not consistently used to inform day-to-day instruction or personalize learning. Collaborative planning structures need to be strengthened to ensure data use becomes a consistent part of instructional decision-making.</p> <p>Implications for Identifying Needs</p> <p>Student Needs : Increased access to structured interventions, goal-setting routines, and student-led progress monitoring.</p> <p>Teacher Needs: Targeted professional learning in data-driven instruction, differentiation, and maximizing instructional time.</p> <p>Leader Needs: Stronger monitoring of instructional practices, support for vertical alignment, and systems to ensure consistent implementation of the curriculum.</p> <p>These patterns underscore the importance of a focused, schoolwide approach to strengthening core instruction and ensuring equity in learning opportunities for all students.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>During the analysis of the Effective Leadership section of the SIP, several key trends and patterns emerged that reflect both progress and areas needing development at Mill Creek Elementary:</p> <p>Growing Distributed Leadership Structures</p> <p>The school has made significant strides in involving teacher leaders through leadership team meetings, MTSS teams, and grade-level collaboration. Teachers are beginning to take ownership of schoolwide initiatives, and this shared leadership model has created stronger buy-in and a more collaborative culture.</p> <p>Improved Use of Data for Decision-Making</p> <p>Leadership team members are regularly reviewing assessment, behavior, and attendance data to guide instructional priorities and interventions. This data-driven approach has increased clarity around school goals and helped to better align resources and support systems for students.</p> <p>Increased Administrator Visibility and Support</p> <p>Administrators have become more visible in classrooms and hallways,</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>working to build stronger relationships with staff and students. Teachers have noted a greater presence, which has contributed to a more supportive climate. However, feedback also revealed a desire for even more consistent walkthroughs and instructional feedback.</p> <p>Communication and Clarity of Expectations</p> <p>Communication with staff has improved through regular leadership meetings, faculty updates, and shared calendars. While most teachers feel informed, some still express a need for clearer expectations regarding timelines, accountability, and instructional focus areas.</p> <p>Support During Leadership Transitions</p> <p>Despite transitions in leadership positions, especially at the Assistant Principal level, the school has worked hard to maintain stability. New leaders have quickly worked to build rapport and support school initiatives, but there remains a need to ensure that new administrators are fully supported in sustaining momentum and addressing root causes of underperformance.</p> <p>Need for Leadership Development and Coaching</p> <p>Some instructional leaders and aspiring leaders require targeted coaching to build confidence in addressing difficult conversations, facilitating professional learning, and holding others accountable. Strengthening these skills will be essential for sustaining schoolwide improvement efforts.</p> <p>Implications for Identifying Needs</p> <p>Student Need s: Leadership must continue to prioritize equity, behavior support, and academic growth through systems that are consistently monitored and refined.</p> <p>Teacher Needs: Teachers need ongoing, actionable feedback and clear communication from leadership to ensure alignment and consistency across classrooms.</p> <p>Leader Needs: School leaders must focus on building internal capacity through coaching, visibility, and shared accountability, particularly in addressing behavior, instructional gaps, and school climate.</p> <p>By addressing these patterns, Mill Creek can continue cultivating strong, focused leadership that supports a unified vision and drives sustainable improvement.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While completing the Professional Capacity section of the SIP, several important trends and patterns were identified that highlight both strengths and growth areas for Mill Creek Elementary:</p> <p>Commitment to Structured Literacy Implementation</p> <p>There has been schoolwide commitment to implementing structured literacy through UFLI and the Jan Richardson Guided Reading Model. Most teachers are actively engaging with these programs and participating in the required training. However, additional support is needed to ensure consistent, high-quality implementation across all classrooms, particularly in the upper grades and for new staff.</p> <p>Varying Levels of Instructional Confidence</p> <p>Data and feedback suggest a wide range in teacher confidence and effectiveness, especially when it comes to small-group instruction, differentiated strategies, and teaching foundational skills. Newer teachers and those who changed grade levels this year expressed a need for more content-specific professional learning and coaching support.</p> <p>Increased Participation in Collaborative Planning</p> <p>PLCs are becoming more focused and goal-driven. Grade-level teams are using student data to guide discussions, plan interventions, and assess instructional impact. However, the level of collaboration and data use varies by team, and additional guidance is needed to ensure that PLCs lead to consistent instructional outcomes.</p> <p>Emerging Teacher Leadership</p> <p>Teachers are beginning to step into leadership roles through committee work, mentoring, and curriculum planning. This is a positive trend that shows growing professional ownership. Continued support and coaching for teacher leaders will help build a stronger leadership pipeline.</p> <p>Professional Learning Opportunities Are Available but Need to Be More Targeted</p> <p>While professional development sessions are available, the SIP team identified a need for more personalized and job-embedded learning opportunities. Teachers expressed a desire for coaching that is relevant to their content area, student needs, and classroom challenges.</p> <p>Retention and Support of Early-Career Teachers</p> <p>Several early-career teachers remain in need of ongoing support. These teachers would benefit from a formalized mentoring/coaching</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>structure, as well as targeted training in classroom management, lesson design, and effective use of curriculum resources.</p> <p>Implications for Identifying Needs Student Needs : Students require instruction from educators who are confident, consistent, and well-versed in research-based practices. Building teacher skill sets directly impacts student growth.</p> <p>Teacher Needs: Teachers need differentiated professional development, structured mentoring, and instructional coaching to grow their practice, especially in literacy, data use, and student engagement strategies.</p> <p>Leader Needs:Instructional leaders must focus on creating systems that monitor teacher growth, provide actionable feedback, and ensure alignment between professional learning and instructional expectations.</p> <p>By strategically investing in professional capacity, Mill Creek can create a culture of continuous improvement that positively impacts both student achievement and teacher efficacy.</p>
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<p>Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Consistent Communication with Families: Mill Creek Elementary maintains regular communication with families through weekly memos from the principal, PBIS Rewards, Class Dojo, social media, parent meetings, and school events. Parents report feeling informed about school expectations, academic progress, and behavioral supports.</p> <p>Support from School Counselor and Parent Liaison: The school counselor and parent liaison actively engage with families, addressing attendance issues and connecting them with community resources. Their involvement has strengthened trust between families and the school.</p> <p>Parent Participation in School Council and Events: Parents are represented on the school council and regularly participate in family nights, award ceremonies, and other school-sponsored events. These gatherings build a sense of community and reinforce the school-home partnership.</p> <p>Challenges: Limited Opportunities for Involvement in Instructional Activities: While parents participate in events, there are limited opportunities for them to engage in classroom-level learning, academic workshops, or volunteering roles that connect directly to instructional goals.</p> <p>Engagement Declines in Upper Grades: The SIP team observed that family involvement tends to decline as students progress into the upper elementary grades (grades 3–5). These grade levels would benefit from</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>intentional outreach strategies to re-engage families.</p> <p>Lack of Structured Community Partnerships: Although there are some connections to local organizations, structured and ongoing partnerships with businesses, community groups, and higher education institutions are underdeveloped. These could provide additional support for student learning, enrichment, and family services.</p> <p>Feedback Opportunities Could Be Expanded: While feedback is gathered through the school council and surveys, there is room to create more dynamic and frequent channels for parent and stakeholder input, particularly for underrepresented voices.</p> <p>Implications for Student, Teacher, and Leader Needs: Students would benefit from stronger wraparound supports made possible through community partnerships and increased parent engagement in learning activities.</p> <p>Teachers need tools and support to increase family participation in academic discussions, student goal-setting, and at-home reinforcement of skills.</p> <p>Leaders must prioritize developing a comprehensive family and community engagement plan that includes targeted outreach, academic workshops, consistent two-way communication, and partnerships that align with the school's improvement goals.</p> <p>By enhancing family and community engagement in these ways, Mill Creek can foster a more inclusive, supportive learning environment that bolsters student achievement and strengthens school culture.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>Clear Behavior Expectations and Supports: Mill Creek Elementary has implemented consistent behavior expectations and interventions, supported by PBIS and the MTSS behavior team. These systems provide structure for responding to student behavior and guiding social-emotional growth.</p> <p>Behavior Team Impact: The behavior team, developed this year, has helped monitor and intervene with high-needs students. As a result, several students who began the year with multiple referrals showed improvement by mid-year.</p> <p>Counseling and SEL Support: The school counselor provides guidance lessons, individual check-ins, and works closely with teachers and parents to support student needs. SEL topics such as emotional regulation and conflict resolution are addressed across grade levels.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Improved Attendance Rate: The percentage of students missing 10% or more days has decreased since FY24, showing progress in improving attendance and engagement.</p> <p>Challenges:</p> <p>High Referral Rates in Upper Grades: Discipline data show that 4th and 5th grades have the highest number of office referrals, with 5th grade alone accounting for nearly 180 referrals. Ten of the top twenty students with the most referrals are in 5th grade.</p> <p>Incivility and Disorderly Conduct Trends: Student incivility and disorderly conduct (Levels 1 and 2) were the top referral reasons, indicating a need for increased emphasis on respectful communication and appropriate classroom behavior.</p> <p>Limited Club and Engagement Opportunities: There is a noticeable gap in club participation and enrichment activities for students, particularly in grades PreK through 3. Increasing student leadership and extracurricular options could reduce behavior concerns and build school connectedness.</p> <p>Student Ownership of Learning: Perception data suggest students need more opportunities to set goals, reflect on progress, and take ownership of their academic and behavioral success.</p> <p>Implications for Student, Teacher, and Leader Needs:</p> <p>Students need increased access to structured social-emotional learning, behavior coaching, and engagement opportunities to foster a sense of belonging and accountability.</p> <p>Teachers would benefit from continued training in trauma-informed practices, classroom management strategies, and how to proactively address student behavior while supporting emotional growth.</p> <p>Leaders must focus on sustaining and refining PBIS and MTSS practices, using data to provide targeted interventions, and ensuring that all students, especially those in upper grades, feel supported, connected, and valued.</p> <p>By focusing on these trends, Mill Creek can build a more inclusive and nurturing learning environment that addresses the whole child and promotes positive outcomes for all learners.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Mill Creek Elementary School serves a highly diverse student population, with 78.5% of students identifying as non-White and not of Hispanic origin. Black or African American students represent the largest subgroup, accounting for 66% of the total student population (407 of 614 students). Additionally, there is a growing number of students identifying with two or more races, along with smaller but present populations of Hispanic/Latino, Asian, and Pacific Islander students.</p> <p>This significant diversity highlights the need for culturally responsive teaching practices, differentiated instruction, and support structures that address the varied academic, social-emotional, and linguistic needs of the student body. The presence of historically underserved groups, including a high percentage of Black students and economically disadvantaged families, underscores the importance of equity-driven strategies and the continued allocation of Title I and intervention resources.</p> <p>From a financial perspective, the data suggests the necessity of maintaining and possibly increasing funding for:</p> <p>Targeted intervention programs for struggling subgroups, especially those identified as Beginning Learners (SWD, ELs, and Black students).</p> <p>Family engagement initiatives that bridge cultural and economic gaps and foster stronger home-school connections.</p> <p>Professional development for staff on equity, trauma-informed practices, and instructional differentiation.</p> <p>These demographic and financial patterns emphasize the importance of continued investment in inclusive practices, expanded academic supports, and wraparound services to ensure all students have the opportunity to thrive. Supporting teachers and leaders in understanding and addressing these demographics will be essential for long-term school improvement.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student Achievement: Trends and Patterns Strengths</p> <p>:</p> <p>Lexile Growth in Select Grades: The average Lexile level for 3rd grade (552L) and 5th grade (852L) indicates that students in those grades are reading on or above grade level, with 3rd grade showing a 1.2% increase in students scoring in Level 3 on the ELA GMAS.</p> <p>Domain-Specific Success: In ELA, "Vocabulary Use and Craft & Structure" are the highest-performing domains across grade levels. In</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Math, "Numerical Reasoning" was the strongest domain, suggesting targeted instruction in these areas is effective.</p> <p>Subgroup Performance: Asian, White, and Multi-Racial subgroups demonstrated the highest levels of performance in both ELA and Math.</p> <p>High Frequency Word Gains: A 23% positive change was observed in students' mastery of high frequency words from 2nd to 3rd grade, and 1st grade showed a 9% gain in students reading on or above grade level.</p> <p>Challenges:</p> <p>Overall GMAS Decline: Student performance decreased across most grade levels. Level 1 performance increased for the school overall in both ELA and Math, while Levels 3 and 4 saw declines, particularly in 4th and 5th grades.</p> <p>Subgroup Disparities: Students with disabilities (93% Beginning Learners in ELA, 80% in Math), English Learners (67% Beginning Learners in both subjects), and Black students (60% Beginning Learners in ELA) underperformed significantly compared to peers.</p> <p>Reading Domain Concerns: "Literary Texts," "Reading Comprehension," and "Vocabulary" remain the lowest performing ELA domains across all grades. Informational text comprehension also declined in every grade level.</p> <p>Math Regression: Students in 3rd, 4th, and 5th grades experienced significant decreases in students performing on or above grade level, with 5th grade declining by 15%. Measurement & Data was the weakest domain overall.</p> <p>Trend of Decline: From FY22 to FY25, there has been a continued decline in students achieving Proficient and Distinguished levels. Scores remain lower than district averages across content areas.</p> <p>Implications for Student, Teacher, and Leader Needs:</p> <p>Students need more differentiated instruction and scaffolding, particularly in comprehension and vocabulary. Early foundational skill gaps in phonics and fluency should be addressed to improve longitudinal performance.</p> <p>Teachers should receive ongoing professional development in high-impact instructional strategies for literacy and math, with an emphasis on meeting the needs of subgroups and using formative data to drive instruction.</p>
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Strengths and Challenges Based on Trends and Patterns

	Leaders must continue to monitor assessment data closely, ensure Tier 1 instruction is rigorous and aligned to standards, and facilitate intervention systems that support struggling learners early and consistently.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	<p>Special Education (Students with Disabilities - SWD) Strengths :</p> <p>The MTSS/Behavior team has implemented effective behavior monitoring strategies, resulting in several students with multiple referrals in early months showing improvement later in the year. Staff are committed to supporting SWD through inclusion settings and increased access to intervention materials. Consistent progress monitoring tools are used to inform instruction and IEP goals.</p> <p>Economically Disadvantaged Students Strengths:</p> <p>Title I funding supports the implementation of family engagement events, supplemental instruction, and materials to enhance access. The school has strong connections with community agencies, allowing families to receive resources like food, housing assistance, and clothing. Behavior and attendance interventions supported by counselors and social workers have shown a positive impact on a subset of students.</p> <p>English Learners (ELs) Strengths:</p> <p>Proficiency among ELs in ELA increased slightly, indicating some progress in language acquisition and comprehension. EL students benefit from targeted small-group instruction and push-in ESOL support during ELA blocks. The school community is beginning to implement more visual aids and vocabulary scaffolding to support ELs across content areas.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

<p>Challenges</p>	<p>Special Education (Students with Disabilities - SWD) Challenges:</p> <p>93% of SWD are performing at the Beginning Learner level in ELA and 80% in Math, indicating a significant academic achievement gap. A high percentage of behavior referrals originate from this subgroup, suggesting a need for stronger Tier 2 and Tier 3 behavioral supports. General education teachers continue to need training and support in co-teaching models and differentiated instruction for SWD. There is a need for better communication and collaboration between special education and general education staff, especially around shared responsibility for student growth.</p> <p>Economically Disadvantaged Students</p> <p>Challenges:</p> <p>A large proportion of the school population qualifies as economically disadvantaged, yet achievement gaps remain persistent. Students often experience attendance instability, with spikes in unexcused absences in Q4, suggesting a need for sustained attendance support. Limited access to resources at home impacts reading comprehension, vocabulary, and digital access. There is a need to expand goal-setting and student agency structures, as students often exhibit low academic confidence and engagement.</p> <p>English Learners (ELs)</p> <p>Challenges:</p> <p>67% of ELs are performing at the Beginning Learner level in both ELA and Math, reflecting significant language-related academic gaps. There is a lack of consistent professional development for teachers on sheltered instruction and culturally responsive teaching practices. EL families may experience language barriers that hinder full participation in school events or communication with staff. There is a need to intentionally build stronger partnerships with EL families and increase translation/interpreter support at key events and meetings.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	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	
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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	
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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	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - 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 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Coherent Instruction 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Professional Capacity 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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Professional Capacity 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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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 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 Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Supportive Learning Environment 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Effective Leadership 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	
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Root Cause # 4

Root Causes to be Addressed	Family and Community 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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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 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Coherent Instruction 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 School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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School Improvement Plan 2025 - 2026



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)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	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 Data are not used regularly and continuously to improve student learning.
Root Cause # 2	Coherent Instruction 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 Common formative assessment results are not used to inform lesson planning and next steps in instruction.
Root Cause # 4	Professional Capacity 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; and 59.2% in 2026 through a structured literacy approach.

Action Step # 1

Action Step	New Kindergarten, 1st, 2nd grade teachers and 3rd grade ELA teachers will participate in PD for UFLI Foundations
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Checklist of teachers who attended Professional Development
Method for Monitoring Effectiveness	Percentage of teachers attending the required Professional Development Sessions
Position/Role Responsible	Administrator and/or School Improvement Specialist
Timeline for Implementation	Others :

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	K-5 ELA teachers will participate in differentiated PD sessions in response to observations from admin, school improvement specialists, and District Literacy Team.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Checklist of teachers who attended Professional Development
Method for Monitoring Effectiveness	Percentage of teachers attending the required Professional Development Sessions
Position/Role Responsible	Administrator and/or School Improvement Specialist
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	K-5 ELA teachers will analyze guided reading data through formal benchmark assessments and anecdotal notes to monitor progress and adjust instruction
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Checklist of teachers who have completed the assessment summary charts and lesson plans with anecdotal notes
Method for Monitoring Effectiveness	Percentage of teachers utilizing data to adjust instruction
Position/Role Responsible	Administrator and/or School Improvement Specialist
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Administrators (Principal or AP) and School Improvement Specialists will complete 1 guided reading observation per GR teacher each nine weeks
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Checklist of observations completed
Method for Monitoring Effectiveness	Percentage of teachers observed at least once per nine weeks
Position/Role Responsible	Administrator and School Improvement Specialist
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)?	
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Action Step # 5

Action Step	Administrators and School Improvement Specialist will complete UFLI observations using the UFLI Rubric for each K-2 teacher once per semester
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Checklist of observations completed
Method for Monitoring Effectiveness	Percentage of teachers observed at least once per semester
Position/Role Responsible	Administrator and School Improvement Specialist
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step # 6

Action Step	Master Schedule reflects a minimum of 60 minutes per guided reading block K-5 and 30 minutes for phonics K-5
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule
Method for Monitoring Effectiveness	Master Schedule
Position/Role Responsible	Administrator
Timeline for Implementation	Yearly

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

2.2 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 There is limited evidence of the use of a variety of high impact teaching strategies in classrooms.
Root Cause # 2	Effective Leadership Staff do not receive accurate, helpful or descriptive feedback related to their performance beyond required evaluation.
Root Cause # 3	Family and Community Communication with families is not frequent or focused on student learning goals.
Root Cause # 4	Supportive Learning Environment 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 53.9% in 2022 to 55.3% in 2023; to 56.6% in 2024; to 57.9% in 2025; and 59.2% in 2026 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 professional development 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	Sign-In Sheet
Method for Monitoring Effectiveness	Percentage of teachers participating in professional development on Behavior Interventions
Position/Role Responsible	Administrator
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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	100% of selected teachers utilize learned strategies for Tier 1 Classroom Management
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step # 3

Action Step	Committees 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	Percentage of teachers/staff participating in data reviews
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The Behavior Committee will meet monthly to discuss/update school-wide incentives.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, meeting notes
Method for Monitoring Effectiveness	Percentage of teachers/staff participating in data reviews
Position/Role Responsible	Administrator
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)?	
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Action Step # 5

Action Step	The PBIS Committee will meet monthly to discuss/update school-wide incentives.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation	MCES Behavior Team Running Agenda FY26
Method for Monitoring Effectiveness	Percentage of behavior meetings completed
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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 Data are not used regularly and continuously to improve student learning.
Root Cause # 2	Coherent Instruction 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; and 62.4% in 2026 by implementing Teacher Clarity in math instruction.

Action Step # 1

Action Step	Collaborative PLCs will deconstruct standards to include tiered vocabulary and the creation of progressive learning targets with aligned success criteria in Grades 3-5.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher Clarity Monitoring Document
Method for Monitoring Effectiveness	Percentage % of PLCs with the predetermined number of deconstructed standards with tiered vocabulary, progressive learning targets, and success criteria per quarter
Position/Role Responsible	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)?	
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Action Step # 2

Action Step	Teachers will display and reference in instruction the Learning Targets and Success Criteria in Grades 3-5.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher Clarity Walkthrough Data Collection Sheet
Method for Monitoring Effectiveness	Percentage of walkthroughs with displayed and referenced learning targets and success criteria
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Collaborative PLCs will create common assessment opportunities (formative and summative assessments) in Grades 3-5.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher Clarity Monitoring Document
Method for Monitoring Effectiveness	Percentage of PLCs with assessment opportunities created for each learning target for at least three standards per quarter
Position/Role Responsible	School Improvement Specialist
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Collaborative PLCs will research and curate meaningful instructional resources for each learning target in Grades 3-5.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Teacher Clarity Monitoring Document
Method for Monitoring Effectiveness	Percentage of PLCs with meaningful instructional resources created for each learning target for at least three standards per quarter
Position/Role Responsible	School Improvement Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step # 5

Action Step	Collaborative PLCs will analyze summative assessment data to adjust instruction, develop remediation and enrichment plans for student groups in Grades 3-5.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Checklist of PLCs with at least one summative analyzed using a Data Protocol
Method for Monitoring Effectiveness	Percentage of PLCs with at least one summative per quarter analyzed with remediation/enrichment plan created
Position/Role Responsible	School Improvement Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Administrators will participate in and monitor the implementation of Collaborative PLCs.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Checklist of PLCs in which admin participated in at least one PLC
Method for Monitoring Effectiveness	Percentage of Collaborative PLCs in which admin participated in at least 1 meeting per quarter
Position/Role Responsible	Administrator
Timeline for Implementation	Quarterly

Action Step # 6

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

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>At Mill Creek Elementary, the Leadership Team and School Council collaborate throughout the school year to address schoolwide needs, monitor progress, and design effective strategies for continuous improvement. The Leadership Team meets monthly to review academic and behavior data, reflect on instructional practices, and support the development of school improvement goals. The School Council, which includes parents and community representatives, convenes quarterly to provide input on school operations, programs, and long-term planning. These structures foster transparency, shared ownership, and a culture of ongoing reflection.</p> <p>Parental involvement is a foundational component of Mill Creek's schoolwide program planning and review process. The school ensures that families have multiple opportunities to engage in meaningful dialogue through annual events such as the Title I Parent Meeting, parent-teacher conferences, and both formal and informal feedback channels. The parent involvement coordinator plays a pivotal role in organizing events that strengthen the school-home partnership.</p> <p>A variety of engaging parent-focused events, such as Math Lunch & Learn, Reading After Hours, Family Connection Night, the Mother/Son Sneaker Ball, Family Reading Night, and GMAS Informational Night, provide platforms for parents to interact with educators, build their capacity to support learning at home, and better understand school expectations and goals. These events are thoughtfully designed to be both informative and relationship-building, ensuring that parents are not only informed but actively involved in shaping a positive school climate and supporting student achievement.</p> <p>By embedding parent voice into planning and decision-making and offering diverse opportunities for involvement, Mill Creek Elementary promotes a collaborative, inclusive school culture that values the insights and engagement of all stakeholders.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>At Mill Creek Elementary, professional learning is embedded in the culture of continuous improvement and instructional excellence. It is approached as an ongoing process rather than a one-time event, with purposeful alignment to school goals, student data, and teacher needs. When areas of growth are identified, whether through observation, assessment data, or teacher reflection, targeted professional development is designed and delivered to ensure instructional strategies are refined and student outcomes improve. In addition to formal sessions, the administration fosters a culture where informal learning opportunities, much like "teachable moments" in the</p>
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	<p>classroom, are embraced to encourage reflection, collaboration, and growth among staff.</p> <p>The principal works collaboratively with the Bulloch County Schools district office to ensure all educators are highly qualified and supported with relevant, timely professional development. Teachers are provided with dedicated planning days and access to high-impact training designed to enhance both content knowledge and instructional delivery. Key areas of focus include the Jan Richardson Guided Reading Model, Teacher Clarity in math, the UFLI phonics framework, and mathematics best practices such as the Numeracy Project by te DOE. These sessions are often supplemented with coaching, modeling, and feedback to ensure implementation fidelity.</p> <p>Behavioral professional learning is also prioritized, equipping staff with proactive strategies for classroom and schoolwide management. Sessions centered on Aimee Dean's behavior support strategies and resources to provide staff with a deeper understanding of student behavior and techniques to promote a positive, supportive learning environment.</p> <p>To support teacher retention and development, especially for those new to the profession or new to Mill Creek, the district's induction and mentorship program is implemented with fidelity. New teachers participate in regular mentorship meetings, receive peer support, and have access to school-based leadership for coaching and professional dialogue.</p> <p>This layered and responsive approach to professional development ensures that all educators regardless of experience level are growing professionally, equipped to meet the evolving needs of their students, and aligned to the school's instructional vision. Ultimately, this commitment to continuous learning strengthens instruction, supports staff morale, and drives student achievement.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>At Mill Creek Elementary, instructional initiatives in English Language Arts (ELA) and Mathematics are central to academic planning and student success. These initiatives are routinely discussed during weekly grade-level meetings, Professional Learning Community (PLC) meetings, and monthly leadership team sessions. District-wide academic priorities are also embedded in these conversations to ensure consistency and alignment across all grade levels.</p> <p>To meet the needs of all learners, especially those who are furthest from proficiency in Georgia's academic content standards, Mill Creek implements comprehensive, school-wide small group instruction in both reading and math. Targeted interventions are provided through the Multi-Tiered System of Supports (MTSS), which includes focused instruction, consistent progress monitoring, and data-driven decision-making to support academic growth for struggling students.</p>
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	<p>Technology-Enhanced Learning and Assessment</p> <p>Students in grades K–5 utilize iReady for both reading and mathematics. Benchmark assessments are administered three times annually to inform instructional planning and to assign personalized learning paths. Each student engages in at least 45 minutes per week of iReady instruction per subject, using Chromebooks to reinforce skills aligned to their specific needs. For students participating in MTSS, iReady serves as an additional layer of intervention and is supplemented with teacher-led strategies and other instructional tools.</p> <p>To support foundational literacy and numeracy, a variety of age-appropriate technologies are employed. Kindergarten and first-grade students use iPads to strengthen phonological awareness and early phonics skills. Reflex Math is used across K–5 to enhance math fact fluency, while Flocabulary enriches vocabulary through engaging, standards-aligned videos and activities. Teachers regularly monitor student progress in these digital programs to ensure academic growth and to inform individualized support.</p> <p>Structured Literacy Approach</p> <p>Guided reading is a cornerstone of ELA instruction in all grade levels. Using the Fountas and Pinnell Benchmark Assessment System, teachers identify each student's instructional and independent reading levels. The Jan Richardson Guided Reading Model is implemented school-wide to support differentiated instruction through authentic, leveled texts.</p> <p>Teachers incorporate literacy components including interactive read-alouds, shared reading, guided reading, interactive writing, and shared writing to build independent readers and writers. To support this model, classrooms are equipped with guided reading carts stocked with essential materials such as letter tile boards, whiteboards, sticky notes, and dry erase markers. Fluency and comprehension are emphasized, and lessons are designed to be responsive to student needs and observations made during instruction.</p> <p>Mathematics Instruction and Progress Monitoring</p> <p>Mathematics instruction is supported by Teacher Clarity training provided by the district. Data from assessments guide the development of research-based instructional plans tailored to student needs. To reinforce learning, Hand2Mind Math Tools Resource Kits and activities from the Numeracy Project are used in small group settings for targeted remediation.</p> <p>Professional Development and Planning</p> <p>Teachers are provided with ongoing professional development aligned to school priorities, including the Jan Richardson Guided Reading Model, Teacher Clarity, and other research-based math strategies. In addition, teachers receive designated planning days supported by substitutes to allow for uninterrupted collaboration and curriculum development. Weekly PLCs are used for data analysis, instructional</p>
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	<p>reflection, and continuous improvement planning.</p> <p>Targeted Student Support Services Students identified through MTSS or performance data are eligible for after-school tutoring or Georgia Reads tutoring (2nd grade), designed to extend learning beyond the classroom. Additionally, Mill Creek's school counselors collaborate with community agencies such as Safe Haven and the Service League to support students facing emotional, social, or environmental challenges. The school provides access to mental health providers, social workers, and a family engagement specialist to further address barriers to student success.</p> <p>To support English Learners (ELs) and Migrant students, Title I coordinates with Title III and Title I, Part C to deliver language services and resources. Homeless students receive services in accordance with McKinney-Vento provisions. The Family Engagement Specialist also partners with staff to host family forums on topics such as literacy development, online safety, and the importance of school attendance.</p> <p>Promoting Positive Behavior and School Climate Mill Creek prioritizes a supportive learning environment through programs like a social emotional learning Connection class, which provide all students with direct instruction in social-emotional learning. Schoolwide behavior and attendance incentives are designed by dedicated teams to promote a positive climate and increase engagement among at-risk students. Digital tools such as Class Dojo, PBIS Rewards, and Navigate 360 are used to monitor, reinforce, and celebrate positive student behaviors.</p> <p>Together, these instructional and support systems form a cohesive framework for improving student achievement, closing gaps, and cultivating a thriving learning community.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Mill Creek Elementary is proud to host two state-funded Pre-Kindergarten (PreK) classes that are fully integrated into the school's culture and operations. These classes are not treated as separate entities but rather as foundational components of the school community. Each school year begins with a comprehensive parent orientation, designed to build strong family-school partnerships and to familiarize parents with the program structure, expectations, and resources available to support their child's early learning journey. PreK students actively participate in school-wide activities and enjoy age-appropriate exposure to the broader elementary school experience.</p> <p>PreK teachers at Mill Creek are deeply involved in the professional and collaborative life of the school. They attend ongoing professional development opportunities alongside K–5 educators to align instructional practices and strategies across grade levels. PreK staff also participate in weekly grade-level meetings and Professional Learning Communities (PLCs), contributing to curriculum discussions and intervention planning. Additionally, one of the PreK teachers serves on the school's Leadership Team, ensuring that the perspectives and needs of early childhood learners are represented in strategic decision-making processes.</p> <p>By fully integrating PreK students and teachers into the life of the school, Mill Creek Elementary ensures that early learning is recognized as a vital part of the educational continuum. This inclusive approach lays a strong foundation for academic success, school engagement, and a positive transition into the K–5 learning environment.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>During the second semester, students in grades K–5 participate in a variety of enrichment activities designed to promote health awareness and support future readiness. One key initiative is Tar Wars, a tobacco and vaping prevention program led by the school counselor. Originally developed by the American Academy of Family Physicians (AAFP), Tar Wars is targeted primarily at fourth and fifth-grade students. The program delivers age-appropriate, engaging lessons on the dangers of tobacco use, empowering students to make healthy lifestyle choices before they reach adolescence. Through interactive discussions, visual aids, and student-led projects, participants gain the knowledge and confidence to resist peer pressure and make informed decisions about their health.</p> <p>Additionally, fifth-grade students take part in middle school orientation.</p>
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	<p>This important transition activity includes a guided visit to the middle school campus in the spring, where students tour facilities, meet staff and current students, and learn about academic expectations, extracurricular opportunities, and behavioral expectations. This experience helps to ease anxiety about the transition, build excitement for the next phase of their education, and reinforce the importance of personal responsibility and goal setting.</p> <p>For younger students, Mill Creek Elementary fosters early career awareness through engaging, hands-on experiences. Kindergarten students participate in "Community Helpers Day," an interactive event that brings community professionals to the school to showcase their careers using vehicles and specialized equipment. From firefighters and police officers to construction workers and utility operators, students are introduced to a variety of occupations in a fun and tangible way. This event not only broadens their understanding of the world of work but also begins to build aspirations and connections between school and future success.</p> <p>Collectively, these initiatives reflect Mill Creek Elementary's commitment to developing the whole child—supporting their health, academic transition, and career awareness from the earliest grades.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>New teachers and paraprofessionals at Mill Creek Elementary are intentionally supported through targeted professional development focused on effective behavior management practices. They participate in evidence-based training sessions such as the Aimee Dean Classroom Management Workshop. These sessions equip educators with proactive strategies for setting clear expectations, de-escalating behaviors, and maintaining positive classroom environments. To reinforce a unified approach, new staff are encouraged to share their learning during grade-level and schoolwide meetings, ensuring that best practices are consistently applied throughout the building.</p> <p>Mill Creek Elementary has adopted a schoolwide framework for behavior that promotes a positive, safe, and structured learning environment. Central to this system is the use of the "Give Me Five" signal, a simple, universally recognized cue that helps capture students' attention and reinforce self-regulation across all settings.</p> <p>Student achievements are regularly recognized, creating a culture that celebrates both academic progress and positive character traits. To ensure accountability and consistency in behavior documentation, all K–5 classrooms utilize a behavior clipboard system when transitioning throughout the school. This approach provides real-time data on student behavior, supports accurate communication between staff, and allows for early intervention when patterns emerge.</p> <p>Incentive programs such as Class Dojo, PBIS Rewards, and Navigate 360 allow teachers to award points or recognitions to students who demonstrate positive behaviors. These points can be redeemed for school-wide incentives such as behavior bracelets, T-shirts, prizes, or</p>
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	<p>classroom privileges, which further encourage students to make responsible choices.</p> <p>Mill Creek's Behavior Team plays an essential leadership role in refining and implementing these expectations. The team collaborates regularly to review behavior data, develop incentive programs, and provide support to teachers and students. Their proactive work ensures a consistent, responsive, and inclusive behavior framework that supports every student's success.</p>
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ADDITIONAL RESPONSES

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