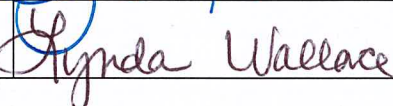


FY27 Title I Schoolwide Plan

☒ Original Plan ☐ Amended Plan

School Name	Clark Creek Elementary
Principal	Joey Moss/Melinda Roulier
LEA	Cherokee County School District
Funding	Traditional
Factors Used by District to Identify Students in Poverty	Free/Reduced Meal Application

Original Plan			
Principal's Signature		Date	5/28/26
Title I Director/ Designee Signature		Date	5/29/2026

Amended/Revised Plan			
Principal's Signature		Date	
Title I Director/ Designee Signature		Date	

Leadership Team-See attached sign-in sheet		
Name	Role	Date
Joey Moss/ Melinda Roulier	Principal	3/23/2026
Laura Casey	Assistant Principal	3/23/2026
Laura Blakes	Academic Facilitator	3/23/2026
Angela Gulin	Family & Community Engagement Liaison	3/23/2026

Stakeholders-See attached sign-in sheets		
Meeting Type	Stakeholder Types	Meeting Date
School Council	Select Parents, Staff and Community Members	1/15/2026
Parent Input Meeting	All Parents	1/22/2026
Staff Input	All Staff	2/13/2026-3/18/2026

Comprehensive Needs Assessment (ESSA Section 114(b)(1)(A))

The plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

Data Analysis

The school conducted a comprehensive needs assessment that included:

Achievement Data

- FY25 Georgia Milestones Assessment System (GMAS)-Georgia Insights
- FY25 ACCESS-District Local
- FY26 CCSD ELA and Math Screeners-District Local (January 2026)
- FY26 Projected Milestones Performance-Power BI

FY25 GMAS ELA				
Grade	Beg.	Dev.	Prof.	Dist.
3	36.7%	31.1%	23.0%	9.20%
4	34.0%	32.0%	24.1%	9.90%
5	22.5%	29.7%	37.9%	9.90%

FY25 GMAS Reading Domains			
	Below Target	Approaching Target	Met Target
Reading & Vocabulary	54.2%	17.6%	28.2%
Key Ideas & Details	54.2%	18.4%	27.4%
Craft & Structure/Integration of Knowledge & Ideas	47.2%	25.8%	27.0%
Vocabulary Acquisition & Use	39.9%	38.6%	21.5%
Reading Informational Text	48.0%	25.0%	27.0%
Reading Literary Text	56.1%	15.3%	28.6%

FY25 GMAS Writing Domains			
	Below Target	Approaching Target	Met Target
Writing & Language	48.0%	19.8%	32.2%
Writing	43.3%	23.9%	32.7%
Language	47.9%	24.4%	27.7%

FY26 Projected GMAS ELA Performance Level				
Grade	Beg.	Dev.	Prof.	Dist.
3	32.9%	22.4%	32.0%	11.9%
4	27.9%	29.9%	32.0%	10.2%
5	23.6%	27.2%	43.1%	6.2%

FY25 GMAS Math				
Grade	Beg.	Dev.	Prof.	Dist.
3	18.4%	38.3%	31.6%	11.7%
4	19.3%	40.6%	29.2%	10.9%
5	21.4%	29.1%	34.1%	15.4%

FY26 Projected GMAS Math Performance Level				
Grade	Beg.	Dev.	Prof.	Dist.
3	11.9%	41.0%	40.5%	6.7%
4	9.6%	41.6%	42.6%	6.1%
5	15.3%	41.8%	38.3%	4.6%

FY25 GMAS Math Domains				
Grade 3		Below Target	Approaching Target	Met Target
Numerical Reasoning (1)		46.9%	18.4%	34.7%
Numerical Reasoning: Place Value and Rounding (2)		36.2%	35.7%	28.1%
Numerical Reasoning: Represent Fractions (3)		42.9%	25.0%	32.1%
Patterning & Algebraic Reasoning (4)		52.6%	13.3%	34.2%
Patterning & Algebraic Reasoning: Addition and Subtraction within 10,000 (5)		45.4%	27.6%	27.0%
Patterning & Algebraic Reasoning: Multiplication and Division within 100 (6)		46.4%	16.3%	37.2%
Measurement & Data Reasoning: Length, Volume, Mass, and Time (7)		44.4%	27.6%	28.1%
Geometric & Spatial Reasoning (8)		36.7%	33.7%	29.6%
Geometric & Spatial Reasoning: Attributes of Polygons (9)		30.6%	38.3%	31.1%
Geometric & Spatial Reasoning: Area and Perimeter (10)		43.4%	20.4%	36.2%
Grade 4		Below Target	Approaching Target	Met Target
Numerical Reasoning (1)		53.0%	16.3%	30.7%
Numerical Reasoning: Compare and Round Numbers (2)		42.6%	35.2%	22.3%
Numerical Reasoning: Addition and Subtraction of Whole Numbers (3)		50.0%	22.3%	27.7%
Numerical Reasoning: Addition and Subtraction of Fractions (4)		37.6%	37.1%	25.3%
Numerical Reasoning: Connection Between Decimals and Fractions (5)		42.6%	32.7%	24.8%
Patterning & Algebraic Reasoning: Number and Shape Patterns (6)		41.6%	30.2%	28.2%
Measurement & Data Reasoning: Time and Date Displays (7)		43.1%	27.2%	29.7%
Geometric & Spatial Reasoning (8)		41.6%	29.7%	28.7%
Geometric & Spatial Reasoning: Angle Measurement (9)		38.6%	32.7%	28.7%
Geometric & Spatial Reasoning: Area, Perimeter and Polygons (10)		35.6%	39.6%	24.8%
Grade 5		Below Target	Approaching Target	Met Target
Numerical Reasoning (1)		44.0%	12.6%	43.4%
Numerical Reasoning: Place Values and Decimals (2)		36.3%	18.7%	45.1%
Numerical Reasoning: Operations with Fractions (3)		40.1%	24.7%	35.2%
Numerical Reasoning: Multiplication, Division, and Numerical Expressions (4)		41.8%	26.4%	31.9%
Patterning & Algebraic Reasoning: Numerical Patterns and Ordered Pairs (5)		31.9%	25.3%	42.9%
Measurement & Data Reasoning: Measurement Conversions and Data Displays (6)		40.7%	28.6%	30.8%
Geometric & Spatial Reasoning: Polygon Properties and Volume of Prisms (7)		43.4%	31.3%	25.3%

FY25 GMAS Science				
Grade	Beg.	Dev.	Prof.	Dist.
5	24.2%	23.1%	30.8%	22.0%

FY25 GMAS Science Domains			
	Below Target	Approaching Target	Met Target
Earth Science	38.5%	26.4%	35.2%
Physical Science	37.9%	18.7%	43.4%
Life Science	35.7%	18.7%	45.6%

FY25 GMAS Economically Disadvantaged				
	Beg.	Dev.	Prof.	Dist.
ELA	42.5%	30.0%	22.5%	5.0%
Math	26.6%	40.3%	24.7%	8.4%
Science	32.3%	23.2%	28.3%	16.2%

FY25 GMAS English Learners				
	Beg.	Dev.	Prof.	Dist.
ELA	70.1%	25.3%	3.4%	1.1%
Math	38.4%	52.3%	8.1%	1.2%
Science	66.7%	25.0%	8.3%	0%

FY25 GMAS Students With Disabilities				
	Beg.	Dev.	Prof.	Dist.
ELA	77.8%	16.7%	5.6%	0%
Math	48.6%	45.8%	4.2%	1.4%
Science	78.3%	17.4%	4.3%	0%

FY25 GMAS ELA Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	28.1%	31.2%	28.5%	12.2%
Black	28.1%	37.2%	28.9%	5.8%
Hispanic	44.2%	30.1%	21.2%	4.5%
Asian	13.2%	7.9%	47.4%	31.6%
Multi-Racial	27.3%	34.1%	31.8%	6.8%

FY25 GMAS Math Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	17.7%	33.6%	31.8%	16.8%
Black	19.8%	38.8%	34.7%	6.6%
Hispanic	25.6%	41.7%	26.9%	5.8%
Asian	2.6%	18.4%	36.8%	42.1%
Multi-Racial	22.7%	38.6%	31.8%	6.8%

FY25 GMAS Science Race/Ethnicity				
	Beg.	Dev.	Prof.	Dist.
White	23.1%	23.1%	26.2%	27.7%
Black	24.2%	27.3%	36.4%	12.1%
Hispanic	35.7%	25.0%	26.8%	12.5%
Asian	7.7%	0%	23.1%	69.2%
Multi-Racial	0%	26.7%	60.0%	13.3%

FY25 ACCESS						
Kindergarten	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	79.2%	4.2%	12.5%	0%	4.2%	0%
Composite Proficiency Level	75.0%	4.2%	16.7%	4.2%	0%	0%
Writing	62.5%	25.0%	12.5%	0%	0%	0%
Speaking	41.7%	20.8%	12.5%	4.2%	0%	20.8%
Oral	37.5%	33.3%	4.2%	4.2%	16.7%	4.2%
Literacy	79.2%	8.3%	12.5%	0%	0%	0%
Comprehension	79.2%	0%	16.7%	0%	4.2%	0%
Listening	37.5%	16.7%	4.2%	12.5%	16.7%	12.5%
Grade 1	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	17.2%	34.5%	24.1%	6.9%	6.9%	10.3%
Composite Proficiency Level	17.2%	31.0%	41.4%	10.3%	0%	0%
Writing	27.6%	55.2%	17.2%	0%	0%	0%
Speaking	17.2%	34.5%	41.4%	6.9%	0%	0%
Oral	6.9%	20.7%	20.7%	44.8%	6.9%	0%
Literacy	31.0%	41.4%	17.2%	10.3%	0%	0%
Comprehension	3.4%	13.8%	37.9%	17.2%	13.8%	13.8%
Listening	10.3%	6.9%	6.9%	6.9%	13.8%	55.2%
Grade 2	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	12.5%	35.0%	20.0%	15.0%	15.0%	2.5%
Composite Proficiency Level	10.5%	36.8%	36.8%	15.8%	0%	0%
Writing	23.7%	23.7%	47.4%	5.3%	0%	0%
Speaking	22.5%	30.0%	37.5%	10.0%	0%	0%
Oral	17.5%	25.0%	37.5%	15.0%	5.0%	0%
Literacy	21.1%	23.7%	39.5%	15.8%	0%	0%
Comprehension	12.5%	32.5%	20.0%	10.0%	17.5%	7.5%
Listening	10.0%	27.5%	32.5%	10.0%	2.5%	17.5%
Grade 3	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	21.9%	21.9%	21.9%	12.5%	15.6%	6.3%
Composite Proficiency Level	15.6%	28.1%	31.3%	25.0%	0%	0%
Writing	18.8%	6.3%	62.5%	12.5%	0%	0%
Speaking	21.9%	15.6%	46.9%	15.6%	0%	0%
Oral	21.9%	9.4%	34.4%	31.3%	3.1%	0%
Literacy	18.8%	18.8%	40.6%	21.9%	0%	0%
Comprehension	21.9%	25.0%	9.4%	15.6%	21.9%	6.3%
Listening	15.6%	15.6%	21.9%	12.5%	12.5%	21.9%

Grade 4	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	24.1%	34.5%	13.8%	10.3%	6.9%	10.3%
Composite Proficiency Level	13.8%	31.0%	27.6%	20.7%	3.4%	3.4%
Writing	10.3%	34.5%	24.1%	24.1%	6.9%	0%
Speaking	20.7%	20.7%	37.9%	17.2%	3.4%	0%
Oral	10.3%	17.2%	20.7%	27.6%	20.7%	3.4%
Literacy	24.1%	20.7%	27.6%	17.2%	6.9%	3.4%
Comprehension	13.8%	27.6%	20.7%	6.9%	17.2%	13.8%
Listening	3.4%	17.2%	10.3%	13.8%	10.3%	44.8%
Grade 5	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	8.7%	30.4%	17.4%	21.7%	17.4%	4.3%
Composite Proficiency Level	17.4%	8.7%	17.4%	43.5%	13.0%	0%
Writing	17.4%	13.0%	39.1%	30.4%	0%	0%
Speaking	26.1%	17.4%	17.4%	30.4%	8.7%	0%
Oral	21.7%	4.3%	13.0%	17.4%	26.1%	17.4%
Literacy	13.0%	21.7%	21.7%	43.5%	0%	0%
Comprehension	8.7%	17.4%	13.0%	4.3%	34.8%	21.7%
Listening	8.7%	8.7%	8.7%	4.3%	8.7%	60.9%

FY26 Early Literacy Reading Screener - Proficiency			
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (District)	Winter 25-26 Percent At or Above Proficiency (District)
Overall	Kindergarten	50.9%	59.4%
Overall	1st Grade	61.3%	59.3%
Overall	2nd Grade	51.1%	49.7%
Overall	3rd Grade	45.9%	60.7%

FY26 Early Literacy Reading Screener - Domain Proficiency			
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (District)	Winter 25-26 Percent At or Above Proficiency (District)
Foundations: Concepts of Print	Kindergarten	6.5%	33.7%
Foundations: Fluency	Kindergarten	6.5%	33.7%
Foundations: Fluency	1st Grade	20%	44%
Foundations: Phonics	Kindergarten	0.6%	9.1%
Foundations: Phonics	1st Grade	18.7%	36%
Foundations: Phonics	2nd Grade	45.6%	60.2%
Foundations: Phonics	3rd Grade	72.7%	83.9%
Foundations: Phonological Awareness	Kindergarten	0.6%	9.1%
Foundations: Phonological Awareness	1st Grade	6.7%	26.7%
Language: Vocabulary	Kindergarten	0.6%	12%
Language: Vocabulary	1st Grade	14.7%	34%
Language: Vocabulary	2nd Grade	31.3%	47%
Practices: Engagement & Intention for Comprehension & Composition	Kindergarten	0.6%	9.1%
Practices: Engagement & Intention for Comprehension & Composition	1st Grade	2.7%	20%
Practices: Engagement & Intention for Comprehension & Composition	2nd Grade	34.6%	48.6%
Texts: Research & Analysis	1st Grade	2.7%	20%
Texts: Techniques	Kindergarten	7.1%	34.9%
Texts: Techniques	1st Grade	14.7%	33.3%

FY26 Reading Screener - Proficiency			
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)
Overall	2nd Grade	69.1%	43.1%
Overall	3rd Grade	39%	45%
Overall	4th Grade	41.4%	42.2%
Overall	5th Grade	43.8%	48.8%

FY26 Reading Screener – Domain Proficiency				
Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)	
Foundations: Fluency	1st Grade	-	50.0%	
Foundations: Fluency	2nd Grade	54.4%	45.9%	
Foundations: Fluency	3rd Grade	40%	56.4%	
Foundations: Fluency	4th Grade	49%	57.8%	
Foundations: Fluency	5th Grade	40.3%	52.2%	
Foundations: Phonics	3rd Grade	45.7%	62.1%	
Foundations: Phonics	4th Grade	43.4%	54.3%	
Foundations: Phonics	5th Grade	42.8%	54.7%	
Language: Vocabulary	1st Grade	-	50.0%	
Language: Vocabulary	2nd Grade	52.9%	44.8%	
Language: Vocabulary	3rd Grade	39%	55.5%	
Language: Vocabulary	4th Grade	35.4%	50.8%	
Language: Vocabulary	5th Grade	32.3%	46.8%	
Practices: Author's Craft	1st Grade	-	26.3%	
Practices: Author's Craft	2nd Grade	35.3%	30.4%	
Practices: Author's Craft	3rd Grade	25.7%	45%	
Practices: Author's Craft	4th Grade	30.8%	45.2%	
Practices: Author's Craft	5th Grade	28.4%	44.3%	
Practices: Engagement & Intention for Comprehension & Composition	1st Grade	-	39.5%	
Practices: Engagement & Intention for Comprehension & Composition	2nd Grade	45.6%	38.7%	
Practices: Engagement & Intention for Comprehension & Composition	3rd Grade	30.5%	48.3%	
Practices: Engagement & Intention for Comprehension & Composition	4th Grade	34.8%	49.2%	
Practices: Engagement & Intention for Comprehension & Composition	5th Grade	41.3%	52.2%	
Practices: Situating Texts	1st Grade	-	39.5%	
Practices: Situating Texts	2nd Grade	33.8%	29.3%	
Practices: Situating Texts	3rd Grade	20.5%	36.5%	
Practices: Situating Texts	4th Grade	29.8%	40.7%	
Practices: Situating Texts	5th Grade	26.4%	42.3%	
Texts: Context	1st Grade	-	28.9%	
Texts: Context	2nd Grade	23.5%	20.4%	
Texts: Context	3rd Grade	24.8%	42.2%	
Texts: Context	4th Grade	28.3%	38.2%	
Texts: Context	5th Grade	30.8%	45.8%	

Domain	Grade Level	Fall 25-26 Percent At or Above Proficiency (State)	Winter 25-26 Percent At or Above Proficiency (State)
Texts: Research & Analysis	1st Grade	-	44.7%
Texts: Research & Analysis	2nd Grade	41.2%	31.5%
Texts: Research & Analysis	3rd Grade	24.8%	42.7%
Texts: Research & Analysis	4th Grade	38.9%	52.8%
Texts: Structure & Style	1st Grade	-	28.9%
Texts: Structure & Style	2nd Grade	14.7%	15.5%
Texts: Structure & Style	3rd Grade	25.7%	45%
Texts: Structure & Style	4th Grade	40.9%	52.8%
Texts: Structure & Style	5th Grade	30.8%	45.8%
Texts: Techniques	1st Grade	-	28.9%
Texts: Techniques	2nd Grade	39.7%	31.5%
Texts: Techniques	3rd Grade	22.4%	40.3%
Texts: Techniques	4th Grade	33.3%	47.2%
Texts: Techniques	5th Grade	31.8%	46.3%

FY26 Math Screener - Proficiency						
Grade	Diagnostic	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	Winter Testing	28%	14%	58%	0%	0%
K	Fall Testing	6%	4%	90%	0%	0%
1	Winter Testing	20%	14%	58%	8%	0%
1	Fall Testing	6%	3%	77%	14%	0%
2	Winter Testing	17%	18%	52%	13%	0%
2	Fall Testing	4%	10%	58%	28%	0%
3	Winter Testing	10%	21%	51%	14%	4%
3	Fall Testing	4%	10%	49%	25%	13%
4	Winter Testing	15%	24%	44%	11%	7%
4	Fall Testing	6%	17%	46%	19%	12%
5	Winter Testing	13%	29%	38%	11%	9%
5	Fall Testing	6%	19%	38%	16%	21%

FY26 Math Screener - Domain Proficiency					
Grade	Diagnostic	Number and Operations % Students Below Grade Level	Algebra and Algebraic Thinking % Students Below Grade Level	Measurement and Data % Students Below Grade Level	Geometry % Students Below Grade Level
K	Winter Testing	56%	64%	62%	45%
K	Fall Testing	86%	87%	86%	72%
1	Winter Testing	55%	48%	72%	63%
1	Fall Testing	84%	80%	83%	78%
2	Winter Testing	49%	55%	63%	57%
2	Fall Testing	84%	80%	80%	71%
3	Winter Testing	70%	48%	60%	75%
3	Fall Testing	84%	79%	75%	83%
4	Winter Testing	45%	52%	55%	72%
4	Fall Testing	67%	68%	65%	74%
5	Winter Testing	57%	57%	48%	72%
5	Fall Testing	76%	71%	69%	76%

Achievement Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

ELA

FY25 Georgia Milestones Assessment System (GMAS) ELA data indicates that third and fourth grades have high rates of beginning and developing learners (67.8% and 66%), while Grade 5 shows a lower beginning and developing percentage of 52.2%.

The Writing & Language and Writing domains have the highest number of students at the met target level (32.7% and 32.2%) when compared to all other ELA domains. The Reading & Vocabulary domain demonstrates a strength with 28.2% of students at the met target level, and the Reading Literary Text domain indicates an additional 28.6% of students are at the met target level. Vocabulary Acquisition & Use has the lowest percentage of students at the met target level (21.5%) indicating a domain of focus. Language is an additional domain of focus with 27.7% of students at the met target level.

The Students with Disabilities student group has a strength in ELA with 5.6% of students proficient compared to other content areas. The Asian student group has a strength in ELA with 78.9 of students proficient and distinguished. The Economically Disadvantaged student group has a challenge in ELA with only 27.5% of students scoring proficient and distinguished. The English Learners student group has a challenge in ELA with only 4.5% of students scoring proficient and distinguished. The white student group has a challenge in ELA with only 40.7% of students scoring proficient and distinguished. The black student group has a challenge in ELA with only 34.7% of students scoring proficient and distinguished. The Hispanic student group has a challenge in ELA with only 25.6% of students scoring proficient and distinguished. The multi-racial student group has a challenge in ELA with only 38.6% of students scoring proficient and distinguished. The FY26 CCSD Reading Screener projections indicate that all grade levels are expected to make growth on the FY26 GMAS ELA with third and fourth grades making the largest gains.

The FY26 CCSD Early Literacy Screener data varies considerably by domain and grade level. Kindergarten shows 59.4% of students at or above the district proficiency, 59.3% of first grade students at or above proficiency, 49.7% of second grade students at or above proficiency, and 60.7% of third grade students at or above proficiency. The Concepts of Print and Fluency domains show the largest increases in proficiency from fall to winter in kindergarten. First grade showed increases in proficiency from fall to winter in the Fluency domain, and the largest growth for second grade was in the Vocabulary domain. Domains of focus include Phonics, Phonological Awareness, and Vocabulary for kindergarten, Practices: Engagement & Intention for Comprehension & Composition and Text: Research & Analysis for first grade, and Vocabulary for second grade.

The FY26 CCSD Reading Screener comparison data for second grade shows a decrease from 69.1% to 43.1% of students at or above proficiency. Third grade shows the most growth increasing from 39% to 45% of students at or above proficiency. Fourth grade increased from 41.4% to 42.2% of students at or above proficiency and fifth grade increased from 43.8% to 48.8% of students at or above proficiency. The Fluency domain indicates an area of strength for all grade levels. The Vocabulary domain indicates an additional strength for third grade with 55.5% of students at or above proficiency. Fourth grade domains of strength include Text: Research & Analysis with 52.8% of students at or above proficiency and Texts: Structure & Style with 52.8% of students at or above proficiency. The Practices: Engagement & Intention for Comprehension & Composition domain is a strength for fifth grade with 52.2% of students at or above proficiency. Domains of focus for all grade levels are Situating Texts, Context, and Techniques.

Math

The FY25 Math GMAS findings show fifth grade at the highest proficiency with 49.5% of students at proficient and distinguished levels. The data provides evidence that in third grade, 43.3% of students performed at the proficient and distinguished levels, and 40.1% of fourth grade performed at the proficient and distinguished levels.

Math domain results show third grade has strengths in Geometric & Spatial Reasoning: Area and Perimeter with 36.2% of students at the met target level and Patterning & Algebraic Reasoning: Multiplication & Division with 37.2% of students at the met target level. Domains of focus for third grade include Addition & Subtraction within 10,000 and Place Value and Rounding. Domains of strength for fourth grade include Numerical Reasoning with 30.7% of students at the met target level and Time and Date Displays with 29.7% of students at the met target level. Domains of focus of fourth grade include Compare and Round Numbers and Connection Between Decimals and Fractions. Domains of strength for fifth grade include Place Values and Decimals with 45.1% of students at the met target level and Numerical Reasoning with 43.4% of students at the met target level. Domains of focus for fifth grade include Geometric & Spatial Reasoning: Polygon Properties and Volume of Prisms.

The Economically Disadvantaged student group has a strength in math with 33.1% of students proficient and distinguished. The English Learners student group has a strength in math proficiency of 9.3% as compared to proficiency in ELA and science. The Students with Disabilities student group has a strength in math with 5.6% of students proficient and distinguished compared to other content areas. The white student group has a strength in math with 48.6% of students proficient and distinguished. The black student group has a strength in math with 41.3% of students proficient and distinguished. The Asian student group has a challenge in math when compared to science with 78.9% of students scoring proficient and distinguished. The FY26 CCSD Math Screener projections indicate 47.2% of third grade, 48.7% of fourth grade, and 42.9% of fifth grade will achieve proficiency on the FY26 GMAS Math, which is an increase for third and fourth grades.

Overall, the FY26 CCSD Math Screener data indicate positive movement in proficiency from fall to winter across all grade levels, with the most significant gains occurring in kindergarten, first, and second grades. Domains of strength include Geometry for kindergarten, and Algebra & Algebraic Thinking for both first and third grades, Numbers & Operations for second and fourth grades, and Measurement and Data for fifth grade. Challenges are indicated in Measurement & Data with 72% of first graders and 63% of second graders below grade level. Geometry is an additional domain of focus with 75% of third graders, 73% of fourth graders, and 72% of fifth graders below grade level.

Science

FY25 GMAS Science data indicates 52.8% of fifth grade scored at proficient and distinguished levels. Physical Science and Life Science domains emerge as relative strengths with 43.4% and 45.6% of students, respectively, scoring proficient and distinguished. Earth Science is the weakest domain with 35.2% of students scoring at the proficient and distinguished levels.

Science is a strength for the Economically Disadvantaged student group with 44.5% of student proficient and distinguished. An additional strength is in the white student group with 53.9% of students proficient and distinguished. The black student group has a strength in Science with 48.5% of students proficient and distinguished. An additional strength is in the Asian student group with 92.3% of students proficient and distinguished. The Hispanic student group has a strength in science compared to ELA with 39.3% of students proficient and distinguished. The multi-racial student group has a strength in science with 73.3% of students proficient and distinguished. The Students with

Disabilities student group has a challenge in science with only 4.3% of students scoring proficient and distinguished.

ACCESS

ACCESS data indicate clear differences in proficiency by grade level and language domain for English Learners at Clark Creek Elementary. Overall, students demonstrate stronger performance in oral language domains than in literacy-based domains, with notable growth as grade levels increase.

Kindergarten shows the greatest area of need across all academic domains. In Reading, 79.2% of students score at the Entering level, with only 4.2% reaching Expanding or higher. Similar patterns appear in Literacy (79.2% Entering) and Comprehension (79.2% Entering). Writing is also an area of focus, with 62.5% of kindergarten students scoring at Entering and no students reaching the Expanding band. While Listening is comparatively stronger, 37.5% of kindergarten students still remain at Entering.

For first grade, 51.7% of students score in Entering or Emerging in reading, and only 17.2% reach Expanding or higher. Writing remains challenging, with 82.8% of students scoring in Entering or Emerging. In contrast, oral language domains are stronger: in Listening, 69.0% of first grade students score at Expanding or above, and in Speaking, 48.3% score at Developing or higher.

In second grade reading, students are distributed across Emerging (35.0%), Developing (20.0%), and Expanding or higher (32.5%). Writing continues to lag, with 47.4% of students in Developing and only 5.3% reaching Expanding. Listening continues to outperform other domains, with 20.0% of students scoring at Bridging or Reaching.

In third grade Reading, 34.4% of students are in Developing, and 21.9% reach Expanding or higher. Writing shows improvement but remains concentrated in Developing (62.5%), with only 12.5% scoring at Expanding. Oral language remains strong, with 31.3% of students scoring in Expanding and 15.6% in Bridging for Speaking.

In fourth grade Listening, 55.1% of students score in Bridging or Reaching, increasing to 60.9% in fifth grade, and in fifth grade Reading, only 43.5% of students reach Expanding or higher, and in Writing, 30.4% reach Expanding, indicating persistent gaps in literacy development.

Perception Data

Stakeholder Surveys

- FY26 Title I Annual Parent Survey
- FY26 Title I Building Capacity Surveys (Parents and Staff)
- FY26 Title I Professional Learning Surveys (Teachers)
- FY26 Georgia Health Survey (Students)-GaDOE

Parent Engagement	Title I Annual Parent Survey Percentages Based on Parent Participant Responses	
Activity Title: FY26 Title I Annual Parent Survey		
Date of Activity: Spring 2025		
Question	Answer Choices	Responses
The school staff welcomes me when I visit my child’s school.	Always	92%
	Usually	6%
	Sometimes	1%
	Never	0%
	Did Not Visit	1%
Question	Answer Choices	Responses
Are you aware of opportunities to volunteer at home or at the school?	Yes	93%
	No	7%
Question	Answer Choices	Responses
I am encouraged to be involved and participate in school events.	Always	70%
	Usually	20%
	Sometimes	8%
	Never	2%
Question	Answer Choices	Responses
I find the Parent Engagement Events to be beneficial.	Always	62%
	Usually	19%
	Sometimes	7%
	Never	0%
	Did Not Attend	12%
Question	Answer Choices	Responses
Overall, the school provides opportunities for parents to give input in school decisions.	Always	76%
	Usually	19%
	Sometimes	5%
	Never	0%
Question	Answer Choices	Responses
My child’s school provides information about ways I can engage in the education of my child and the ways I can help my child's learning at home.	True	97%
	False	3%
Question	Answer Choices	Responses
I have open lines of communication with my child's teacher(s).	Yes	97%
	No	3%

Question	Answer Choices	Responses
I would participate more often in Parent Engagement and Planning events if	An interpreter was available	5%
	Childcare was provided for the event	10%
	I had more time in my schedule	55%
	I had technology to access virtual events	9%
	Topics were of interest/need	32%
	Transportation was not a barrier	9%
Question	Answer Choices	Responses
When would you prefer meetings?	Evenings	32%
	Before School	9%
	During School Hours	13%
	Virtual	35%
	Lunch	11%
Question	Answer Choices	Responses
Parent Engagement events may be offered at the school based on the needs and interests of parents. Please review the following list of topics and select any that interest you.	Assisting with homework	16%
	ELA/Literacy	10%
	Math	14%
	Monitoring My child's progress	26%
	Science	8%
	Social Studies	5%
	Testing	14%
	Working with Staff	7%
Question	Answer Choices	Responses
Our school is required to set aside a percentage of the Title I funds we receive for Parent and Family Engagement activities to engage parents in the academic achievement of their children. In the past, funds have been allocated to provide the school with a Parent Engagement Facilitator (PEF). How would you like to see these funds used? *Multiple Choices May Be Selected	Parent Engagement Facilitator	14%
	Childcare for Parent and Family Engagement Activities/Workshops	10%
	Educational Materials for Parent Use	19%
	Books and Kits	31%
	Materials for Staff Training	26%

Parent Engagement	Building Parent Capacity Percentages Based on Parent Participant Responses	
Activity Title: Pop Tarts and Progress		
Date of Activity: 10.9.2025		
Question	Answer Choices	Responses
This meeting helped me better understand the grade-level academic expectations for my child.	Strongly Agree	92%
	Somewhat Agree	8%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting made me feel more confident doing academic activities at home that support my child's learning.	Strongly Agree	92%
	Somewhat Agree	8%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting helped me better set goals and monitor my child's progress.	Strongly Agree	92%
	Somewhat Agree	8%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting made me feel more motivated to be involved in my child's academic learning.	Strongly Agree	92%
	Somewhat Agree	8%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting gave me tools to support learning at home for my child.	Strongly Agree	92%
	Somewhat Agree	8%
	Somewhat Disagree	0%
	Strongly Disagree	0%

Parent Engagement	Building Parent Capacity Percentages Based on Parent Participant Responses	
Activity Title: Language and Literacy		
Date of Activity: 1.22.2026		
Question	Answer Choices	Responses
This meeting helped me better understand the grade-level academic expectations for my child.	Strongly Agree	67%
	Somewhat Agree	33%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting made me feel more confident doing academic activities at home that support my child's learning.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting helped me better set goals and monitor my child's progress.	Strongly Agree	83%
	Somewhat Agree	17%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting made me feel more motivated to be involved in my child's academic learning.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%
Question	Answer Choices	Responses
This meeting gave me tools to support learning at home for my child.	Strongly Agree	100%
	Somewhat Agree	0%
	Somewhat Disagree	0%
	Strongly Disagree	0%

Parent Engagement	Building Staff Capacity Percentages Based on Staff Participant Responses	
Activity Title: Building Strong Relationships with Parents		
Date of Activity: 09.30.2025-10.15.2025		
Question	Answer Choices	Responses
I feel more confident in my ability to engage with parents than I did before the training/support.	Strongly Agree	34%
	Agree	66%
	Disagree	0%
Question	Answer Choices	Responses
I have gained new strategies or tools to support parent engagement.	Strongly Agree	31%
	Agree	69%
	Disagree	0%
Question	Answer Choices	Responses
I feel equipped to communicate effectively with parents from diverse backgrounds.	Strongly Agree	27%
	Agree	73%
	Disagree	0%
Question	Answer Choices	Responses
I know where to find resources or support when I need help working with parents.	Strongly Agree	23%
	Agree	77%
	Disagree	0%
Question	Answer Choices	Responses
The support provided has helped me build stronger relationships with families.	Strongly Agree	36%
	Agree	64%
	Disagree	0%

Professional Learning	Professional Learning Survey Percentages Based on Participant Responses		
Activity Title: FDA In Action			
Date of Activity: 11.19.2025			
Question	Answer Choices	Pre Survey	Post Survey
Please rate the confidence in implementing the strategies to be introduced in the professional learning.	High Confidence	10%	67%
	Moderate Confidence	60%	33%
	Slight Confidence	20%	0%
	No Confidence	10%	0%
	Unsure	0%	0%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning increased my knowledge on the presented topic.	Strongly Agree		78%
	Agree		22%
	Neutral		0%
	Disagree		0%
	Strongly Disagree		0%
Question	Answer Choices	Pre Survey	Post Survey
The professional learning will change my teaching practices.	Strongly Agree		78%
	Agree		22%
	Neutral		0%
	Disagree		0%
	Strongly Disagree		0%

FY26 Georgia Health Survey - Student Responses		
Question	Answer Choices	Responses
This year at this school, how often do you enjoy learning?	Almost every day	54%
	1 or 2 times a week	25%
	1 or 2 times a month	11%
	Never	2%
	1 or 2 times this year	6%
	Skip	2%
Question	Answer Choices	Responses
This year at this school, how often has a teacher helped you set a learning goal?	Almost every day	23%
	1 or 2 times a week	25%
	1 or 2 times a month	41%
	1 or 2 times this year	7%
	Never	1%
	Skip	3%
Question	Answer Choices	Responses
This year at this school, how often do your teachers tell you what you did well?	Almost every day	32%
	1 or 2 times a week	37%
	1 or 2 times a month	19%
	1 or 2 times this year	6%
	Never	1%
	Skip	5%
Question	Answer Choices	Responses
This year at this school, how often do your teachers check with students to make sure they know what to do in class?	Almost every day	67%
	1 or 2 times a week	16%
	1 or 2 times a month	9%
	1 or 2 times this year	4%
	Never	1%
	Skip	3%
Question	Answer Choices	Responses
This year at this school, how often do your teachers show examples of what you should do before you start?	Almost every day	73%
	1 or 2 times a week	17%
	1 or 2 times a month	5%
	1 or 2 times this year	3%
	Never	0%
	Skip	2%

Perception Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

Annual Parent Survey

The survey results reflect a strong overall perception of Clark Creek Elementary among participating parents. 98% of respondents report feeling welcomed when visiting the school and indicate awareness of opportunities to volunteer either at home or at school. Parents report encouragement to participate in school events and 81% of parents view parent engagement events as beneficial when they attend. Communication appears to be a positive area, as 97% of respondents report having open lines of communication with their child's teacher and receiving information about how to support learning at home. 97% of parents indicate they are informed about ways to support their child's learning and feel encouraged to participate in school activities. Communication between parents and teachers is reported as consistently open and accessible.

Parents identified several areas of interest for future engagement opportunities. Monitoring student progress emerged as a common area of interest, along with support related to homework, mathematics, literacy, and testing. Parents also expressed interest in resources such as books, learning kits, and educational materials for home use. Staff training and support for parent engagement facilitators were also selected.

Parent and Staff Capacity Surveys

The parent capacity survey results show 100% of parents indicated the event gave them tools to support their child's learning at home. Parents report increased understanding of grade-level academic expectations following participation in the sessions. Responses indicate that 100% of parents felt more confident engaging in academic activities at home and felt better prepared to set goals and monitor their child's progress. Across both surveys, 100% of parents also reported feeling more motivated to be involved in their child's academic learning and indicated that they gained useful tools to support learning at home.

100% of staff members report increased confidence in their ability to engage with parents following the training. Responses indicate that staff gained new strategies and tools to support parent engagement and feel better equipped to communicate with families from diverse backgrounds. 100% of staff also report knowing where to access resources when support is needed and indicate that the training contributed to stronger relationships with families.

Professional Learning Surveys

The survey results reflect a clear shift in staff confidence following participation in the professional learning session. Following the professional learning, responses indicate that 100% of participants reported confidence at the moderate to high levels, with no respondents indicating low or no confidence. Post survey responses also show 100% that the professional learning increased knowledge of the topic and that the strategies presented are expected to influence instructional practices. There were no specific areas of concern notated in the survey data.

Georgia Health Survey

74% of students report enjoying learning daily or 1-2 times per week. Responses also indicate that teachers consistently provide instructional support, including checking for understanding and modeling expectations before students begin tasks. Feedback from teachers is reported regularly, with 69% of students indicating that teachers tell them what they did well every day or 1-2 times per week. Student responses show more variability in how often teachers help students set learning goals, with many students reporting this occurs occasionally rather than frequently.

90% of students report that teachers explain expectations clearly and provide examples before beginning work. 83% of students indicate that teachers regularly check to ensure students understand what to do during lessons.

While many students report positive experiences, the survey results show less consistency in goal-setting practices. 8% of students indicate that teachers never or 1-2 times per year help them set learning goals only occasionally rather than on a frequent basis. Additionally, 8% of students report enjoying learning less consistently throughout the school year.

Demographics Data

- FY25 Attendance-Georgia Insights
- FY25 Teacher Retention-Georgia Insights
- FY26 Enrollment by Student Group-Georgia Insights
- FY26 Free and Reduced Lunch-FRL001

FY25 Student Attendance		
	Student Count	Attendance Rate %
Missing over 15 Days	157	14.1%
Missing 6-15 Days	519	46.7%
Missing 5 or Fewer Days	436	39.2%

FY25 Teacher Retention	
	2025
Fall Teacher FTE	89.45
Retained Teacher FTE	76.38
Retained Teacher FTE %	85%

FY26 Free and Reduced Lunch
54.04%

FY26 Student Enrollment		
	Student Count	Enrollment %
All Students	1,132	100.0%
ELL	184	16.3%
SWD	141	12.5%
White	411	36.3%
Black	255	22.5%
Hispanic	295	26.1%
Asian	92	8.1%
Multi-Racial	75	6.6%
American-Indian	TFS	-

Demographic Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

Student Attendance

46.7% of students missed between six and fifteen days during the school year, while 39.2% five or fewer days. 14.1% of students missed more than fifteen days. Student attendance requires focused improvement, with 60.8% of students absent six or more days.

Student Enrollment and Free and Reduced

Student data indicate that Clark Creek Elementary serves a diverse student population. Enrollment includes students across multiple racial and ethnic groups, with White (36.3%) Hispanic (26.1%), and Black (22.5%) students representing the largest groups within the school. The data also show that English Learners (16.3%) and Students with Disabilities (12.5%) make up notable portions of the overall enrollment. Asian (8.1%) and Multi-Racial (6.6%) students are also represented within the student population. The free and reduced lunch data indicate that 54.04% of students at Clark Creek Elementary qualify for meal assistance. This reflects a substantial portion of students identified within this economic category.

Teacher Retention Rate

The teacher retention data show that the 89.45% teachers employed in the fall remained at Clark Creek Elementary through the school year. This data reflects strong teacher retention.

Process Data

- FY26 New Teacher Induction Program (NTIP) School Process
- FY26 Short-Term Action Plan (STAP) School Process
- FY26 Multi-Tiered System of Supports (MTSS) School Process

FY26 NTIP School Process

The New Teacher Induction Program (NTIP) is a three-year framework designed to support and retain new educators. Induction Phase Teachers (IPTs) and Emerging Teachers (ETs), also called “mentees,” are paired with mentors or guides. IPTs complete the following required tasks: develop a Professional Learning Plan in TKES, complete a pre-assessment survey, observe exemplar teachers, and participate in a full coaching cycle(s). Mentors meet with IPTs for at least one hour weekly, and coaches facilitate coaching cycles and professional learning sessions.

The program operates through a multi-tiered support system involving administrators, instructional coaches, mentors, guides, and special education facilitators as needed. Each role has defined roles to ensure fidelity and effectiveness.

Clark Creek implements NTIP by organizing monthly induction meetings, coordinating mentor-mentee pairings, and ensuring time for collaboration and peer observations. Administrators and school-based coaches monitor progress and provide scheduling flexibility for mentoring and coaching activities. They also facilitate professional learning opportunities and integrate new teachers into PLCs. Additional supports, such as special education guidance and targeted interventions, are provided as needed.

FY26 STAP School Process

The FY26 Title I Short-term Action Plan (STAP) is a strategic framework designed to drive continuous school improvement through structured, data-driven cycles. This plan aligns with each school’s School Improvement Plan (SIP) goals and Schoolwide Reform (SWR) strategies, ensuring instructional practices and student achievement targets are systematically addressed throughout the academic year.

The STAP process divides the year into three defined cycles, each focused on setting SMART goals for strategy implementation and student performance, collecting baseline and progress data, and evaluating effectiveness. Clark Creek implements targeted action steps through professional learning sessions, PLC discussions, and instructional monitoring, supported by ongoing data analysis.

This approach emphasizes data-driven decision-making and accountability, enabling Clark Creek staff to make timely, evidence-based adjustments that improve student outcomes. By fostering collaboration and continuous improvement, the STAP ensures that Clark Creek remains on track to meet SIP goals and enhance instructional quality throughout the year.

FY26 MTSS School Process

The Targeted Intervention process uses a multi-tiered intervention model to provide increasing levels of support based on student needs. Tier 1 delivers high-quality, differentiated core instruction aligned with district standards. Students identified through screening who require additional help move to Tier 2 or Tier 3.

Tier 2 interventions are targeted to specific skill deficits and delivered in small groups (no more than six students) at least twice per week for 10–15 minutes, or as recommended by the intervention protocol. Progress monitoring occurs every two weeks, and meetings are held at least once per

semester to review data. The Tier 2 team includes at least two school personnel, one of whom teaches the student. Parents are informed of the referral and progress, but attendance is optional. The Formal Targeted Intervention Plan documents goals (1–4, preferably no more than 2 at a time), selected research-based interventions and data collection responsibilities. If a student shows insufficient progress after four data points, the team meets promptly to adjust interventions.

Tier 3 interventions increase in intensity and are individualized, providing at least four times per week for 15–20 minutes, or as recommended by the intervention protocol. Progress monitoring occurs weekly, and meetings are held at least once per quarter, with additional meetings scheduled if progress is inadequate. The Tier 3 team includes at least three school personnel, including the student's teacher. The school psychologist and speech-language pathologist must be invited for consultation. Parents must be invited to all Tier 3 meetings and receive copies of meeting minutes. Documentation includes completion of referral forms, updated Formal Targeted Intervention Plans, and hearing/vision screening consent if needed. Goals and interventions are research-based, directly address identified weaknesses, and are adjusted based on data review.

Process Data Analysis

Analyze the information in the data tables to identify achievement between student groups, observe trends, and/or explore correlations between variables.

NTIP

A strength of the NTIP process is the clearly defined structure and expectations for new teachers, mentors, and coaches. Required tasks, scheduled coaching cycles, and ongoing monitoring create consistency and clarity for participants. This approach increases responsiveness to individual teacher needs. Lastly, the emphasis on coaching cycles, peer observations, and reflective planning supports professional growth through practice-based learning rather than one-time training.

Balancing schedules and responsibilities for the mentor and mentee is a challenge.

Also, the implementation of NTIP requirements may vary depending on the number of new teachers enrolled in the program at a given time, which can impact the level of individualized support provided. Tracking completion of required tasks across multiple participants and roles requires ongoing monitoring and communication, which can become complex as program participation increases.

STAP

A relative strength of the STAP process is how the school uses the information collected to make informed decisions on school professional learning. The process also allows for different strategies to be observed and analyzed with three defined cycles. Another strength of the STAP process is the clear alignment between SIP goals, Schoolwide Reform strategies, and short-term instructional actions. This alignment ensures that improvement efforts remain focused and connected throughout the year rather than operating in isolation. The structured cycle design supports consistent reflection and monitoring by establishing regular checkpoints for reviewing implementation and student performance data. This promotes shared accountability across teams and maintains momentum toward improvement goals.

A challenge with the STAP process is identifying ongoing data points to measure growth from the start to the end of the cycle. In addition, the availability and consistency of comparable data sources across cycles can vary, which may limit the ability to clearly measure growth within a defined time frame.

MTSS

The progression from Tier 1 to Tier 2 and Tier 3 is clearly delineated, with increasing levels of intensity and support tied to documented data. Tier 2 interventions are targeted, skill-specific, and delivered in small groups, which supports focused instruction while maintaining efficiency. The requirement for

research-based interventions, defined goals, and consistent progress monitoring provides a systematic approach to tracking student growth. Tier 3 interventions demonstrate increased rigor through higher frequency, longer duration, individualized supports, and weekly progress monitoring. Across tiers, the use of data points to guide instructional adjustments reflects an intentional data-driven approach.

Strengths and Challenges

Summarize the main findings including an examination of all student groups of 15 or more, i.e., students identified as economically disadvantaged, students identified as English Learners, students with disabilities, and students by major racial and ethnic groups. Findings should include detailed analysis of instruction, professional learning, and parent and family engagement strengths and challenges. This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.

Achievement

Economically Disadvantaged	
Strength	The Economically Disadvantaged student group has a strength in math and science with 33.1% and 44.5% of students scoring proficient or above respectively.
Challenge	The Economically Disadvantaged student group has a challenge in ELA with only 27.5% of students scoring proficient or above.

English Learners	
Strength	The English Learners student group has a relative strength in math with 9.3% of students scoring proficient or above as compared to proficiency in ELA (4.5%) and science (8.3%).
Challenge	The English Learners student group has a challenge in ELA with only 4.5% of students scoring proficient or above.

Students With Disabilities	
Strength	The Students with Disabilities student group has a strength in math with 5.8% and in ELA with 5.6% of students scoring at proficient or above respectively, compared to 4.3% in science.
Challenge	The Students with Disabilities student group has a challenge in science with only 4.3% of students scoring proficient and distinguished.

White	
Strength	The white student group has strengths in math with 48.6% and science with 53.9% of students scoring proficient and or above.
Challenge	The white student group has a challenge in ELA with 40.7% of students scoring proficient or above.

Black	
Strength	The black student group has strengths in math with 41.3% and science with 48.5% of students proficient or above.
Challenge	The black student group has a challenge in ELA with only 34.7% of students scoring proficient or above.

Asian	
Strength	The Asian student group has a strength in ELA with 78.9% and in science with 92.3% of students proficient or above.
Challenge	The Asian student group has a challenge in math with 78.9% of students scoring proficient and distinguished.

Hispanic	
Strength	The Hispanic student group has a strength in science with 39.3% of students scoring proficient.
Challenge	The Hispanic student group has a challenge in ELA with 25.6% of students scoring proficient or above.

Multi-Racial	
Strength	The multi-racial student group has a strength in science with 73.3% of students scoring proficient or above.
Challenge	The multi-racial student group has challenges in ELA and math with 38.6% of students scoring proficient or above.

Instruction	
Strength	74% of students report enjoying learning daily or 1-2 times per week. Responses also indicate that teachers consistently provide instructional support, including checking for understanding and modeling expectations before students begin tasks. Feedback from teachers is reported regularly, with 69% of students indicating that teachers tell them what they did well every day or 1-2 times per week. 90% of students report that teachers explain expectations clearly and provide examples before beginning work. 83% of students indicate that teachers regularly check to ensure students understand what to do during lessons.
Challenge	8% of students indicate that teachers never or 1-2 times per year help them set learning goals only occasionally rather than on a frequent basis. Additionally, 8% of students report enjoying learning less consistently throughout the school year.

Professional Learning	
Strength	Professional learning survey results indicate 100% of staff rated moderate to high confidence in increased staff confidence in implementing instructional strategies, with consistent agreement that professional learning experiences influence teaching practices.
Challenge	No specific challenges were notated on the Professional Learning surveys, and therefore Clark Creek will work to maintain the survey results.

Parent and Family Engagement	
Strength	Parent survey and capacity-building data reflect strong perceptions of school climate, communication, and support, with 100% of parents reporting increased confidence, understanding of academic expectations, and access to tools to support learning at home.
Challenge	Data indicates that 10% of parents are sometimes/never encouraged to be involved and participate in school events.

Needs Identification and Root Cause Analysis

Prioritize the overarching needs as evidenced by the Comprehensive Needs Assessment by drawing conclusions from the results obtained in the previous section.

Overarching Need #1	There is a need to increase ELA proficiency.	
Root Cause #1		
Root cause to be addressed	There is a need for consistent writing instruction and implementation through personalized instruction.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #2		
Root cause to be addressed	There is a need to strengthen vocabulary and academic language.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #3		
Root cause to be addressed	There is a need for targeted comprehension instruction and practice through personalized instruction.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Overarching Need #2	There is a need to increase Math proficiency.	
Root Cause #1		
Root cause to be addressed	There is a need for mathematical discourse.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #2		
Root cause to be addressed	There is a need to strengthen vocabulary and academic language.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	
Root Cause #3		
Root cause to be addressed	There is a need to strengthen problem solving endurance through personalized instruction.	
This is a root cause and not a contributing factor	☒ Yes ☐ No	
This is something we can affect	☒ Yes ☐ No	

Schoolwide Reform Strategies and Development of Schoolwide Plan

A schoolwide reform strategy requires a school to conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual evaluation of the effectiveness of the schoolwide program and revise the plan annually or as necessary. A schoolwide plan consists of goals, action steps and methods for monitoring implementation and effectiveness. Provide detail for the schoolwide plan below to show how the school will upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

Goal 1: ELA	K-2: The percentage of K and 1st grade students scoring at or above the district benchmark will increase by 3 percentage points (Kindergarten from 60.1% to 63.1% and 1st grade from 55.7% to 58.7%) from spring 2026 to spring 2027 as measured by the District Early Literacy Screener. The percentage of 2nd grade students scoring at or above the state benchmark will increase by 3 percentage points (from 37.3% to 40.3%) from spring 2026 to spring 2027 as measured by the District Reading Screener. 3-5: The percentage of 3rd, 4th and 5th grade students scoring at the proficient or distinguished learner level in ELA will increase by 6 percentage points (3rd grade from 32.5% to 38.5%, 4th grade from 40.5% to 46.5%, and 5th grade from 44.4% to 50.4%) from May 2024 to May 2027 as measured by the ELA Georgia Milestones Assessment.
Schoolwide Reform Strategy(ies)	Differentiation, Academic Discourse, Vocabulary Strategies
Action Step Instruction: Provide instructional supports for students to increase achievement in English Language Arts, using vocabulary strategies, academic discourse, and differentiation.	
Method for Monitoring Implementation	Short-term Action Plan (Classroom Observation Forms), Remedial Teachers Schedules, Remedial Progress Reports, Sample Staff schedules, Software Usage
Method for Monitoring Effectiveness	Short-term Action Plan Data Analysis (Classroom Observation Analysis of students), Remedial Progress Report Analysis, MOY & EOY Reading Screener Analysis, GMAS ELA Assessment Data Analysis, Observation Analysis, Software Student Growth Analysis
Position Responsible	Academic Success and Family Engagement Coach
Timeline for Implementation	3 Times per Year
Action Step Professional Learning: Provide training, coaching, modeling and feedback on vocabulary strategies, academic discourse, and differentiation in English Language Arts.	
Method for Monitoring Implementation	Short-term Action Plan, Professional Learning Documentation (Sign-in Sheet, Agenda, Presentation, Handouts, Survey/Feedback), Professional Learning Log
Method for Monitoring Effectiveness	Short-term Action Plan Data analysis (Classroom Observation Analysis for Teachers), Observation Analysis, Survey/Feedback Analysis, Professional Learning Reflection Analysis, Professional Learning Log Analysis
Position Responsible	Academic Success and Family Engagement Coach
Timeline for Implementation	Quarterly

Action Step Family Engagement: Provide events and resources for families to build parent capacity in English Language Arts and provide training to staff to increase their capacity to engage with families.	
Method for Monitoring Implementation	Parent and Family Engagement documentation (Sign-in Sheets, Agenda, Presentation Handouts, Survey/Feedback), Completed Checklists, Parent and Family Engagement Log
Method for Monitoring Effectiveness	Annual Parent Survey Analysis, Parent Input Form Analysis, Parent Engagement Reflection Forms Analysis, Event Feedback Analysis, Parent and Family Engagement Log Analysis
Position Responsible	Academic Success and Family Engagement Coach
Timeline for Implementation	Bi-Annually

Goal 2: Math	K-2: The percentage of K-2nd grade students scoring at the 26th percentile or above will increase by 3 percentage points (Kindergarten from X% to X%, 1st grade from X% to X% and 2nd grade from X% to X%) from fall 2026 to spring 2027 as measured by the District Math Screener. 3-5: The percentage of all 3rd–5th grade students scoring at the proficient or distinguished learner level in Math will increase by 9 percentage points (3rd: from 41.0% to 50.0%; 4th: from 51.7% to 60.7%; 5th: from 47.1% to 56.1%) from May 2024 to May 2027, as measured by the Math Georgia Milestones Assessment.	
Schoolwide Reform Strategy(ies)		Differentiation, Academic Discourse, Vocabulary Strategies
Action Step Instruction: Provide instructional supports for students to increase achievement in Math, using vocabulary strategies, academic discourse, and differentiation.		
Method for Monitoring Implementation		Short-term Action Plan (Classroom Observation Forms), Remedial Teachers Schedules, Remedial Progress Reports, Sample Staff schedules
Method for Monitoring Effectiveness		Short-term Action Plan Data Analysis (Classroom Observation Analysis of students), Remedial Progress Report Analysis, MOY & EOY Math Screener Analysis, GMAS Math Assessment Data Analysis, Observation Analysis
Position Responsible		Academic Success and Family Engagement Coach
Timeline for Implementation		3 Times per Year
Action Step Professional Learning: Provide training, coaching, modeling and feedback on vocabulary strategies, academic discourse, and differentiation in Math.		
Method for Monitoring Implementation		Short-term Action Plan, Professional Learning Documentation (Sign-in Sheet, Agenda, Presentation, Handouts, Survey/Feedback), Professional Learning Log
Method for Monitoring Effectiveness		Short-term Action Plan Data analysis (Classroom Observation Analysis for Teachers), Observation Analysis, Survey/Feedback Analysis, Professional Learning Reflection Analysis, Professional Learning Log Analysis
Position Responsible		Academic Success and Family Engagement Coach
Timeline for Implementation		Quarterly
Action Step Family Engagement: Provide events and resources for families to build parent capacity in Math and provide training to staff to increase their capacity to engage with families.		
Method for Monitoring Implementation		Parent and Family Engagement documentation (Sign-in Sheets, Agenda, Presentation Handouts, Survey/Feedback), Completed Checklists, Parent and Family Engagement Log
Method for Monitoring Effectiveness		Annual Parent Survey Analysis, Parent Input Form Analysis, Parent Engagement Reflection Forms Analysis, Event Feedback Analysis, Parent and Family Engagement Log Analysis
Position Responsible		Academic Success and Family Engagement Coach
Timeline for Implementation		Bi-Annually

Schoolwide Reform Strategies

Address the reform strategies the school will implement to meet the school needs, including a description of how strategies will:

- a. provide opportunities for all children, including all subgroups defined in section 1111(c)(2), to meet the State's challenging academic standards;

As outlined previously in plan components.

- b. strengthen the academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

- c. Title I evidence-based strategies that the school employs to strengthen the academic program in the school (SWP-2b) and address the needs of all children, particularly those most at risk of not meeting the challenging State academic standards (SWP-2c) include:

Instruction

- Title I Teachers (and substitutes) to increase the amount and quality of learning time by providing additional support for individual students and small groups (SWP-2b) of students at-risk of not achieving proficiency on the State academic standards.
- Title I Remedial Teachers (part-time) to provide supplemental instruction in ELA and math areas for students at risk of not meeting the State academic standards.
- If funds allow, instructional software to supplement writing instruction and provide resources to address student writing needs.
- Materials to support instruction for ELA and Math.

Professional Learning

Professional learning is offered for teachers, paraprofessionals and other school personnel to improve instruction (SWP-2c.iv). This professional learning includes analyzing data from academic assessments. Professional learning strategies include:

- Academic Success and Family Engagement Coach to provide instructional support to teachers.
- Substitutes for certified staff to attend professional learning on academic discourse, vocabulary strategies, and differentiation in ELA and Math.
- Books and materials for staff professional learning to build capacity in academic discourse, vocabulary strategies, and differentiation in ELA and Math.

Parent Engagement

- Academic Success and Family Engagement Coach to assist families with supporting the education of their children by implementing effective parental engagement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership and provide training to staff to increase their capacity to engage with families.
- Materials to support parent engagement events as well as activities and resources focused on building parent capacity in ELA and math.

- d. addressing the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:
- i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;

The school offers counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside of academic subject areas (SWP-2c.i).

These additional school reform strategies that the school provides to meet the needs of students through a well-rounded education include:

- Individual and small-group counseling is provided to identified students.
- School care teams meet regularly to discuss student's social and emotional needs.
- Social-emotional support is provided through group and individual lessons.
- Students are supported through processes for special education, 504, and Multi-tiered System of Support (MTSS).
- De-escalation/Restraint training is offered for staff. These practices reduce the removal of students from the classroom.

- ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;

The school also offers awareness opportunities for career, technical and post-secondary education (SWP-2c.ii). These opportunities include:

- Counselors provide career lessons.
- Career days exposing students to working professionals and their careers are also offered to students.
- STEM lessons are available to support access to career pathways.

- iii). a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

The school implements a schoolwide multi-tiered system of supports (MTSS) model to prevent and address problem behavior and provide early intervention services (SWP-2c.iii). This model is coordinated with services carried out under the Individuals with Disabilities Education Act (IDEA). Students are provided academic, behavioral and connectedness/well-being support through a 3-tiered model. Support and interventions are tiered (Tier I: Instruction/Core Curriculum; Tier II: Intervention; Tier III: Intensive Intervention). Students identified with behavior issues receive Tier 2 interventions from the classroom teacher. If behaviors progress, students receive Tier 3 interventions. If unsuccessful at Tier 3, a functional behavior analysis will take place, and appropriate recommendations will be implemented. In some cases, a Behavioral Intervention Plan (BIP) will be put into action. A progressive discipline model is followed. Positive behavior and restorative practices are also implemented. Students with behavioral concerns are afforded additional opportunities such as using restorative practices and behavior team interventions.

iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Clark Creek Elementary School works to recruit and retain effective teachers, particularly in high needs areas (SWP-2c.iv). The school participates in job fairs and networks within the RESA region to attract and hire experienced teachers. Teachers are engaged in professional learning opportunities on targeted support on academic language, feedback, and differentiation for ELA and Math with state and federal funds. A Title I Academic Success and Family Engagement Coach and an Instructional Lead Strategist provides instructional coaching to teachers as well. If students are retained, they are placed with a different teacher the following year when possible. Experienced teachers are placed on every grade level team. Title I Remedial PT Teachers support and instruct at-risk students to address achievement gaps. Distribution of teachers with varying levels of experience is monitored by the Human Resources Division through scheduling practices and the employee transfer process.

Consistent monitoring of the processes at both the district and school levels ensures students are not served at a disproportionate rate by an ineffective, out-of-field or inexperienced teacher.

Ineffective

- Professional Learning Goals and Professional Learning Plans are monitored in the TKES and PowerSchool Platforms.
- Academic Success and Family Engagement Coach and Instructional Lead Strategist provide coaching and technical assistance on academic content standards, assessment practices, and instructional strategies.
- District instructional coaching and technical assistance is provided on academic content standards, assessment practices and instructional strategies.

Out-of-Field

- Evaluation practices and allotment processes are focused on staffing levels and staff placement/certification verification. Additionally, the student scheduling processes ensure the highest opportunity for an effective teacher for each student.

Inexperienced

- The District's New Teacher Induction Program (NTIP) provides a year-long, school-based mentor for new teachers as well as specific professional learning for this critical group of teachers.
- School-based Instructional Lead Strategist facilitates the NTIP program and provides instructional coaching for all teachers.

v). strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs.

Clark Creek Elementary School implements various strategies to assist preschool children in the transition from early childhood programs to elementary school including (SWP-2c.v):

- Incoming students who did not attend Pre-K in the District will be screened and provided with information on entering Kindergarten. Local daycares are informed of the registration process.
- IEP transition meetings are held for identified students.
- Sneak-a-Peak will be hosted prior to the start of the school year for Kindergarten students and their families to come to Clark Creek for orientation to acclimate them to the school in various settings.
- A Meet and Greet will be hosted for all incoming Kindergarten students in the fall.
- Students and families will be able to view their classroom and meet teachers.
- Information is provided to families about entering Kindergarten.

Schoolwide Plan Development Process (ESSA Section 1114(2)(B)(i-v)), Evaluation of the Schoolwide Plan (ESSA Section 1114(b)(3)); 34 CFR § 200.26, and Assurances and Documentation (ESSA Section 1116(b)(1))

The school follows the Cherokee County School District process for the Annual Review, Comprehensive Needs Assessment and School Improvement Plan/Schoolwide Plan. The schoolwide plan is developed during a 1-year period (SWP-5a). Annually, amendments are made to the plan based on student needs and it remains in effect for the school's participation in Title I, Part A (SWP-5c). The following process is used to amend the plan:

- Internal and external stakeholders are engaged in the review and amendment process (SWP-5b). Stakeholders include parents, members of the community, teachers, principals, other school leaders, specialized instructional support personnel, classified staff (including paraprofessionals), district staff and support staff.
- The Title I school team conducted an Annual Review and Comprehensive Needs Assessment and completed the Title I Schoolwide plan in March that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards (SWP-1). During this meeting, schoolwide reform strategies were selected to strengthen the academic program of the school (SWP-2b). During this process, internal and external stakeholders were engaged in multiple meetings to review school data, discuss the needs of the school, provide input on the proposed Title I Schoolwide Plan, and provide feedback on the Parent and Family Engagement Plan for Shared Student Success. Stakeholders were also able to provide input through an online form if they were unable to attend a meeting. Staff feedback was obtained to ensure that the plan was developed in coordination, as appropriate, with other Federal, State and local services, resources and programs (SWP-5e). Schools jointly developed with parents and family members of participating children a written parental and family engagement plan. This plan was agreed on by parents (SWP-4).
- In April, the Title I school team met with the district Title I team to review the Comprehensive Needs Assessment and Title I Schoolwide Plan. During this meeting, the schoolwide program checklist was reviewed to ensure that all components were met.
- In May, school leaders completed the Annual Review for the year. This included a review of Georgia Milestones data (EOY evaluation), other state annual assessments, Schoolwide Plan goal achievement and progress monitoring for second semester (SWP-3a). School teams utilized this information to determine if the schoolwide program was effective in increasing the percentage of students meeting the challenging State academic standards (SWP-3b).
- The plan remains in effect for the duration of the school year and is regularly monitored to ensure that all students are provided opportunities to meet the challenging State academic standards (SWP-5c). Student progress is monitored through short-term action plans, district reading and math screeners, unit assessments and classroom formative assessments (SWP-5a).
- The plan is made available to parents and the public through meetings, the website and upon request (SWP-5d). The plan is shared in an understandable and uniform language that parents can understand (SWP-4). Interpreters are available upon request to answer questions regarding the plan.
- In the fall, the school Parent and Family Engagement Plan for Shared Student Success is distributed to parents and the local community via the website, newsletter, at the Title I Annual Meeting and copies are placed in the front office (SWP-4). The policy is distributed in an understandable and uniform format and, to the extent practicable in a language that parents can understand. It is always shared in English and Spanish. Interpreters are also available upon request.
- Throughout the school year, school teams regularly monitor the implementation of the Schoolwide Plan through the Short-term Action Plan (STAP) (SWP-3a). The school leadership team will revise the Schoolwide Plan in collaboration with the district Title I team, if necessary, based on regular monitoring to ensure continuous improvement of students in the school (SWP-3a, 3c and 5c).

- Developed over a one-year period with input from stakeholders.
- Includes collaboration with parents, teachers, administrators, and community members.
- Integrated with other federal, state, and local programs.
- Will be monitored and revised as needed.