



Comprehensive Needs Assessment 2023 - 2024 School Report



**Coffee County
Indian Creek Elementary**

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	Alan Chancey
Team Member # 2	Assistant Principal	Dana Miller
Team Member # 3	Academic Coach	Kim Spain
Team Member # 4	Dean of Students	Sumer Johnson
Team Member # 5	PreK Teacher	Emily Carver
Team Member # 6	Kindergarten Teacher	Greta Grantham
Team Member # 7	First Grade Teacher	Beth O'Steen

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Second Grade Teacher	Holly Jones
Team Member # 2	Third Grade Teacher	Renea Taylor
Team Member # 3	Fourth Grade Teacher	Jamie Nipper
Team Member # 4	Fifth Grade Teacher	JoBeth Ursrey
Team Member # 5	ESOL Representative	Trish Watson
Team Member # 6	Media Specialist	Cindy Papierz
Team Member # 7	School Counselor	Issy Burnam
Team Member # 8	SPED Coordinator	Missy Woodward
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	School Governance Council Chair	Lee Taylor
Stakeholder # 2	School Governance Council Vice-Chair	Adam Smith
Stakeholder # 3	School Governance Council Parent Representative	Courtney Sheffield
Stakeholder # 4	School Governance Council Teacher Representative	Constance Carter
Stakeholder # 5	School Governance Council Teacher Representative	JoBeth Ursrey
Stakeholder # 6	School Governance Council Teacher Representataive	Trish Watson
Stakeholder # 7	School Governance Council Community Representative	Craig Johnson
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>Meetings were held to elicit feedback for revising our Title I School Improvement Plan, our Parent Involvement Plan, and our Parent/Teacher/Student Compacts. Our academic coach/parent involvement coordinator met with parents, teachers, and our School Governance Council to ask for suggested revisions to all three plans in order to better meet the needs of all students and stakeholders. Notifications of the meetings were posted via fliers, social media, and the school website. They are also given the opportunity to provide input for decision making throughout the year using social media outlets. Other important sources of feedback utilized were the Parent Needs Survey and the Parent Perception Survey. All feedback obtained from parents and community members was taken into consideration.</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	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

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.	

Coherent Instruction Data

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

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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>	

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>	

Effective Leadership Data

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

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

Effective Leadership Data

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>	

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>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
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>	

Effective Leadership Data

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

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

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<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 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 Data

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

Family and Community Engagement 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	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<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>	<p>We continually monitor data in order to identify our school's areas of strengths and weaknesses. Families are invited to give feedback on our Parent Perception Survey and School Parent Needs Survey about the effectiveness of our programs and the climate of our school. The survey was posted on the school and district website and on our school Facebook page. Parents were also encouraged to provide feedback during family engagement activities. We also gathered information from our Professional Learning Needs Assessment Survey. Students in grades 3-5 take the Georgia Health Survey. Staff members also take a perception survey.</p>
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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>From the Parent Needs Survey, several strengths were identified. Ninety-nine percent of responders indicated that their child's teacher provides appropriate supports and interventions to help make their child successful in school. Ninety-five percent agreed that Parent Teacher Conferences are effective. Ninety-five percent agreed that the district provides a well-rounded education including access to an enriched curriculum and educational experience. Eighty-nine percent agreed that communication is adequate. Ninety-five percent of responders agreed that our school provides educational opportunities using state of the art technology. Results from the Parent Perception Survey indicate that ninety-five percent agree or strongly agree that our teachers have high expectations for student achievement. Ninety-two percent agree or strongly agree that our school recognizes the potential of all students and supports their learning while ninety-two percent agree or strongly agree that teachers and administrators treat all students with respect. Ninety-two percent agree or strongly agree that the community respects teachers and administrators. Ninety-three percent agree or strongly agree that our school provides a clean, safe, and orderly learning environment while eighty-nine percent say they feel welcome in the school. Ninety-two percent agree or strongly agree that our school effectively uses all financial resources available. Ninety-five percent agree or strongly agree that our school focuses on the district's mission - "Destination Graduation for College, Career and life." Areas where we can improve include attendance in our Family Night events. During the 2022-23 school year, twenty-one percent of families indicated on the survey that they did not participate while seventy-eight percent agreed that the Family Night events were effective. The 2023 Parent Needs Survey for Indian Creek Elementary indicated that parents felt Reading was the most important activity needed to help their child or children succeed in school followed by Writing, Math, and Homework Study Skills. Results also show that only seventy-two percent agree that the Parent Resource Center is effective in providing resources and info to parents while twenty-eight percent</p>
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	<p>did not participate in utilizing the Parent Resource Center at all. With information gleaned from the Parent Needs survey, monies will be set aside to support Family Nights and purchase resources for topics of interest that will be housed in the Parent Resource Center.</p> <p>Other areas include the use of community input and having students make real world connections. Only eighty-six percent of those surveyed agreed or strongly agreed that the community members have an opportunity to provide input into important school decisions, and also only eight-nine percent of those surveyed agreed or strongly agreed that students see a connection between the real world and what the students are studying.</p> <p>After reviewing the results from the Professional Learning Needs Assessment Survey, teachers noted that Reading (27%), Early Literacy (23%), Math (23%), and English-Language Arts (22%) were targeted needs for professional development in an effort to enhance capacity to further support students in the classroom. They also indicated that targeted professional learning would enhance their capacity to work with the following groups of students: Students with Disabilities (44%), English Learners (38%), Gifted and Talented (23%), and Migrant (21%).</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>Just as we routinely monitor our perception data, we also continuously monitor the effectiveness of our school and student growth by completing an annual Comprehensive Needs Assessment and gathering input from all stakeholders using data to set goals for our School Improvement Plan. Process data is gathered from agendas and sign in sheets from collaborative and vertical planning, MTSS/RTI meeting sign-in sheets, MTSS/RTI Checkpoints with teachers, and attendance data from iCampus. We also gathered sign-in sheets from Parent Teacher Conferences and agendas from parent engagement activities. Students in grades 3-5 who showed improvement in their grades from one nine weeks to the next could become a member of the BUG Club. (Bringing Up Grades). Also, students who qualify for the gifted program participate in Quest one day per week on our campus. Students who need additional support primarily in reading work with our SAIL teacher for a specific segment of time 3 days/week.</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>The topics of family engagement activities are based upon responses given to the Parent Needs Survey. Family engagement activities were planned based upon parent request and held virtually in the evening time. The 2023 Parent Needs Survey reflects that parents want to learn more about how to help their children with reading, writing, science, math, homework/study and test taking skills, and character/self-esteem building. Based upon survey results, these activities need to be held at various times.</p> <p>MTSS records show that we had a total of 40-50 students in RTI for Reading, Math, and Behavior throughout the year. Meeting minutes and Checkpoint agendas show that students moved within the tiers depending on their progress, interventions were adjusted as needed, and data was carefully analyzed to make sure we were meeting the needs of all of our students.</p>
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	<p>Vertical planning, MTSS Checkpoints, and collaborative meetings allow teachers to work together to discuss current trends, new instructional strategies, and resources to better serve our student population. Our Daily Schedule/Master Schedule provides time for content areas as well as required services such as lunch and Physical Education. Precise scheduling is an important factor in managing our time well as we work to meet the needs of our students in all areas.</p>
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<p>What achievement data did you use?</p>	<p>We used data from our Curriculum Based Measures, (Acadience Reading including DORF and Diebels, Reading Inventory, STAR Assessment, Acadience Math), Ga. Milestones, and the ACCESS Test .</p>
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<p>What does your achievement data tell you?</p>	<p>After reviewing the GMAS data for Indian Creek Elementary, we found that there continue to be some gaps in learning although Content Mastery data suggests that overall, we have held our own with no significant gains or losses. According to ELA data, students performed about the same in the Writing and Language Domain and the Reading and Vocabulary domain in grades 3-5. Although we continue to make progress with Writing and Reading instruction, we are still not where we need to be in these areas. We will continue implementing a writing framework in grades K-5 described in "Developing Strategic Writers Through Genre Instruction" by Dr Zoi Philippakos. Our achievement data indicates a deficit in reading comprehension skills. There has also been an increase in the number of students reading below grade level. Kindergarten students are not mastering the skills necessary to be on instructional level for First Sound Fluency. 1st grade students are not mastering the skills necessary to be on instructional level for Nonsense Word Fluency (NWF) or Whole Words Read (WWR). Students are also struggling to be on instructional level in oral reading fluency and math computation fluency. The need to increase the number of students scoring above instructional level in each of these areas continues to exist. Students' independent reading levels in K-2 did not increase as expected. ELA, Math, and Science are areas of concern on GMAS. More than 50% of our students are not prepared for the ELA and Math GMAS - the majority of our students are not prepared according to ELA and Math scores. Only 60% are prepared for Science.</p> <p>Our ESOL students are continuing to make progress in our program and are able to exit based on ACCESS scores. However, these students continue to score "Developing Learner" or "Beginning Learner" on the ELA, Math, and Science GMAS. We will continue to make vocabulary and reading instruction a priority with these students and provide professional learning to support our ESOL teachers as well as providing programs such as Imagine Learning. We will continue to offer differentiated instruction including Wilson Reading, Flexible Groups, and After Lunch Bunch for those students who are not meeting grade level goals. Individual needs will be the main focus during flexible group time. Data from all of the sources indicate that specific areas of reading, writing, and math will be areas of school-wide focus, and as a result School Improvement goals have been established through the needs identification and root cause analysis process.</p>
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<p>What demographic data did you use?</p>	<p>We used demographic data from CBMs and GMAS to study the proficiency levels of students of different races, students with disabilities, and economically disadvantaged students as well as iCampus, Illuminate, and SWIS Data. (Discipline Data, Demographics, etc)</p>
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<p>What does the demographic data tell you?</p>	<p>The total enrollment of Indian Creek Elementary School is 642 students which includes 343 males and 299 females. Below is the student populations of each race/ethnicity:</p> <ul style="list-style-type: none"> ● Hispanic - 131 students ● Asian - 8 students ● Black - 99 students ● White - 371 students ● Two or More Races - 32 students ● American Indian - 1 student <p>The demographic data suggests that African American students, Hispanic students, and mixed race students are not performing as well as white students in Reading, Math, and Science. However, there has been an increase in the percentage of these minority students scoring a level 3 or 4 on GMAS. In ELA in grades 3-5, 35% of our African American race students scored level 3 or 4 on GMAS and at least 50% in Math as compared to only 30% in ELA and 34% in math last year. Our African American students had the lowest percentage of level 3-4 on GMAS compared to Hispanic, mixed races, and white students. Only 16% of our students with disabilities scored level 3-4 in ELA and only 25% scored at the same level in Math. There was a very slight increase in these percentages from last year.</p> <p>Currently, we will be serving the following numbers of students in the following areas:</p> <ul style="list-style-type: none"> ● 30 Inclusion Students (SPED) ● 14 SPED Resource Students ● 26 SPED Self-Contained Students ● 54 ESOL students (Also, we predict there will be multiple students identified in Kindergarten this year which would increase our number) ● 12 ELL Students ● 33 Gifted Students ● 13 Migrant Students ● 25 Speech Students
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>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>After reviewing the data and reflecting on our practice, the team feels that there continues to be a need to improve in the following areas for students:</p> <ul style="list-style-type: none"> ● Creating an academically challenging environment ● Increasing our repertoire of effective, research-based instructional practices that positively impact student learning ● Differentiation ● Using technology in more student-centered ways beyond drill and practice ● Using rubrics and checklists to empower students to self-monitor their own progress ● Analyzing data down to the item level on common assessments to inform instruction and improve teacher practices ● Providing a greater focus on Self-Selected Reading with conferencing ● Increase time/access to Media Center ● Revisit Reading Incentives ● Full Implementation of Renaissance STAR Reading Assessment with support <p>After reviewing the data and reflecting on our practice, the team feels that there continues to be a need to improve in the following areas for staff:</p> <ul style="list-style-type: none"> ● Support for new teachers - We plan to expand our on-site New Teacher Academy to include additional topics for professional learning/support led by our academic coach. ● Ongoing monitoring of our academic program - As assessments are given, we will lead teachers in data analysis of those assessments and in putting our heads together to find solutions for areas of concern as well as acceleration strategies for students who demonstrated mastery. ● Maximizing the quality of Tier 1 Instruction - Ongoing walk-throughs by administrators will be done to monitor instructional effectiveness. Our academic coach will conduct the coaching cycle of teaching, modeling, observing, and providing feedback to K-5 teachers to increase teacher effectiveness. Differentiated professional learning will be provided to ensure all teachers have a toolbox of strategies to use in classroom instruction. ● Support for SPED and ESOL teachers- We plan to provide targeted professional learning for inclusion, self-contained, and resource teachers as well as our ESOL teachers to address the needs of these student populations.
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Strengths and Challenges Based on Trends and Patterns

<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>Although the need for change is acknowledged to improve staff performance and student learning, the team feels we lack a sense of urgency to implement change. A common vision and mission are shared by all stakeholders and staff work continuously to support and improve the school for the betterment of students. Administrators prioritize providing a safe, welcoming environment as well as building and sustaining relationships with all stakeholders. Staff are encouraged to participate in decision-making and problem solving. Administrators support the individual needs of staff and use available resources to support improvement. Administrators ensure the implementation of effective practices through monitoring and providing timely feedback. Data analysis is focused on GMAS and CBMs while more emphasis could be placed upon the analysis of other formative assessments in terms of supporting the goals in our school improvement plan. Too often, we identify the needs and formulate plans, but lack the level of urgency and follow-through needed to bring about systemic and lasting change. The team also feels that while we analyze data to improve student achievement, we aren't consistent using root cause analysis in all grades and subject areas. In addition, while the school leadership team meets regularly, monitoring the school improvement plan should have higher priority and focus.</p>
<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>Indian Creek Elementary has a highly qualified staff and our administrators continually look for ways to encourage teachers to take leadership roles. Our grade level leaders are encouraged and given opportunities to give feedback and/or express opinions and share ideas representing their grade level. Teachers and administration have open dialogue about school improvement. Professional learning is planned in a variety of formats based upon need to support staff. Staff are expected to implement professional learning and are provided the opportunity for feedback and coaching. The impact of professional learning is monitored and evaluated.</p>
<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>Indian Creek has a positive, welcoming environment conducive to student learning. The school openly communicates with all stakeholders in a variety of formats (Kinvo, Facebook, Class DoJo, email, text, phone calls, and face-to-face meetings). Academic expectations and current achievement levels are routinely shared with families. Family and community engagement is built through numerous relationships and decision-making processes and a process is in place to connect families with an array of agencies and resources. Throughout the year the school assists families in increasing their capacity to help their children with a variety of topics. Our School Governance Council and our PTO are very engaged in promoting positive communication and building partnerships with our local community. The team also feels that we can continue to work to build a wider variety of relationships across all sectors of our community and provide more opportunities to develop parent capacity to support strategies at home that will enhance academic achievement.</p>

Strengths and Challenges Based on Trends and Patterns

<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>Overall, the team feels that Indian Creek has created a very positive, supportive, and well-managed learning environment which is conducive to learning in most classrooms. The team indicated that improvements could be made in the area of student work, (consistently staying on task, working independently, solving problems requiring advanced effort, critical thinking, etc.), creating academically challenging environments, and teaching students how to self-reflect and self-monitor. The team also indicated that improvements could be made to support college and career readiness of students, (providing career lessons, having career days, visits from professionals within the community, etc.). Overall while Indian Creek is a very supportive, loving, and accepting school, we do feel that improvements could be made in the consistency with which we demonstrate cultural awareness and acceptance of all students regardless of race, gender, social, economic or cultural background. The school as a whole could be better in that area.</p>
<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>We feel that professional learning is needed in the areas of ELA (Reading and Writing), Math, and Science (5th grade). We would also like to provide additional informational text for our students. In addition, we would like to provide resources for stakeholders to support learning by adding additional materials to our Parent Resource Center. Additional supplemental resources will be purchased to meet student needs and level the playing field for all of our students.</p>
<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>We found that we basically "held our own" in students achievement according to GMAS results. We did not see significant gains or losses compared to the previous year's results. This data indicates that most have made progress in filling gaps or we feel we would've seen greater losses in student achievement. However, there continues to be some gaps in Reading and Math in particular grade levels that need to be addressed. We also found that we are continuing to make progress with Writing instruction, but we are not where we need to be in that area yet. Students as whole are not performing on instructional level in oral reading fluency and on reading Lexile. After reviewing our subgroup data, we realize that we to adjust instruction to better meet the needs of our African American, Hispanic, and Mixed Race students, and particularly our Students with Disabilities.</p> <p>The demographic data suggests that African American students, Hispanic students, mixed race students, and students with disabilities are not performing as well as white students in Reading and Math. Data indicates that we are making incremental progress with our subgroup performance. In ELA for grades 3-5, 39% of our mixed race students scored level 3 or 4 on GMAS, while 16% of our African American students, 29% of Hispanic students, and 56% of white students scored level 3-4. Only 16% of our students with disabilities scored level 3-4 in ELA. In Math, 22% of our mixed race students scored level 3-4, while 31% of our African American students, 34% of our Hispanic students, and 58% of our white students scored level 3-4. Only 25%</p>

Strengths and Challenges Based on Trends and Patterns

	of our students with disabilities scored level 3-4.
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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>Indian Creek Elem is home to many students with special needs. We have three SPED Prek classes, two self-contained SPED classes for grades K-5, and one class for students with behavior disorders. In addition, we have 70 students who are in the ESOL program including monitor students. Lunch and breakfast is free to all of our students indicating a large number of economically disadvantaged students. One of our greatest strengths is that we have a highly qualified, motivated and caring group of teachers and staff as a whole. They truly want to see all students succeed. They go above and beyond to work with parents and students. Another strength is number of resources available to our students and teachers (curriculum resources including core curriculum and technology resources). In addition, our school receives a great deal of support from our district office staff for Special Education, Economically Disadvantaged students, and English Learners.</p>
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Challenges	<p>Many of our students come to Indian Creek bringing with them diverse cultural and ethnic backgrounds. Some are economically disadvantaged while others come from homes that represent varied cultures. Understanding where students come from is vital in building relationships and meeting their needs. Building staff capacity in this area is needed. In addition, students with mental health issues is of growing concern for SPED, ESOL, and regular ed students in our school. Scheduling times for inclusion teachers and ESOL teachers to provide instruction and to plan with regular education teachers is a challenge in a school this large. Helping teachers and co-teachers develop strong working relationships and to understand how to make the best use of their time and resources together is also an area that needs to be strengthened.</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	Improve student achievement in reading for all students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Improve student achievement in writing for all students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Improve student achievement in math for all students.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
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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 - Improve student achievement in reading for all students.

Root Cause # 1

Root Causes to be Addressed	High percentage of students whose first language is not English.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lack vocabulary skills (knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Students lacking basic phonological awareness.
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement in writing for all students.

Root Cause # 1

Root Causes to be Addressed	High percentage of students whose first language is not English.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Students lack vocabulary skills(genre specific vocabulary) and have limited functional vocabulary.
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Inconsistent genre writing instruction across grade levels.
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement in math for all students.

Root Cause # 1

Root Causes to be Addressed	Students weak number sense.
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lack of fluency in basic skills.
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 Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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School Improvement Plan 2023 - 2024



Coffee County Indian Creek Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Indian Creek Elementary
Team Lead	Alan Chancey
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 type="checkbox"/>	Free/Reduced meal application
<input checked="" 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	Improve student achievement in reading for all students.
Root Cause # 1	High percentage of students whose first language is not English.
Root Cause # 2	Students lack vocabulary skills (knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary
Root Cause # 3	Students lacking basic phonological awareness.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade reading assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES observations, Lesson Plans, Data-Driven Decision-Making Professional Learning Agendas, Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Progress in Stairway to Proficiency; Write Score Assessments; Universal Screeners (CBMs - LNF, FSF, NIF, ORF, etc.)
Position/Role Responsible	Principal, Assistant Principal, and Academic Coach, Teachers
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	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMs); etc.
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered Systems of Support Documents; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	Formative Assessments; Usage and Achievement Reports from programs; GMAS; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans TKES observations; Computer Program Usage Reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with Parents/Guardians; Parent Survey Results; Title 1 Budget/Requisitions; Family Involvement Activities/Sign In
Method for Monitoring Effectiveness	Universal Screeners (CBMs); GMAS; Formative Assessments
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2023 through spring 2024.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM Administration Schedule; CBM results
Method for Monitoring Effectiveness	GMAS; Formative assessments, Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
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	Improve student achievement in writing for all students.
Root Cause # 1	High percentage of students whose first language is not English.
Root Cause # 2	Students lack vocabulary skills(genre specific vocabulary) and have limited functional vocabulary.
Root Cause # 3	Inconsistent genre writing instruction across grade levels.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade writing assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation of strategies that support best practices and promote student achievement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES Observations; Lesson Plans; Data-driven Decision-making professional learning agendas; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Write Score;
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
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	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation; Title 1 budget/requisition
Method for Monitoring Effectiveness	GMAS; Formative assessments, Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered systems of support documents; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Formative assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans; TKES observations; computer program usage reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative assessments; Universal Screeners (CBMs)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with parents/guardians Parent survey results; Title 1 Budget/Requisitions; Family Activities Agenda/Sign-in
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2023 through spring 2024.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM administration schedule; CBM results
Method for Monitoring Effectiveness	Universal Screeners
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in math for all students.
Root Cause # 1	Students lack of fluency in basic skills.
Root Cause # 2	Students weak number sense.
Goal	Increase the percentage of students scoring at the Developing level or above on end-of-grade math assessments.

Action Step # 1

Action Step	Purchase supplies and resources for training and implementation
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: TKES Observations; Lesson Plans; Data-driven Decision-making; professional learning agendas; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; STAR Reports; Formative assessments; Universal Screeners (CBMs - math)
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
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	Purchase and implement materials needed for professional learning and provide professional learning for teachers, as well as, to examine assessment data and adjust instructional practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Professional Learning Documentation; Title 1 budget/requisition
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

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

Action Step	Purchase materials for and provide support for at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Assessment Data; Multi-tiered systems of support documents; Title 1 budget/requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step	Purchase needed technology, software, and supplies to enable teachers and support staff to implement the school's instructional plans.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Lesson Plans; TKES observations; computer program usage reports; Title 1 Budget/Requisitions
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step # 5

Action Step	Purchase materials for and promote family involvement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sample of: Communication with parents/guardians; Parent survey results; Title 1 Budget/Requisitions Family Activities Agenda/Sign-in
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

Action Step	Teachers will administer CBMs (Acadience Reading and Math, STAR, IDI) 3x year beginning fall 2023 through spring 2024.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sample of: CBM administration schedule; CBM results
Method for Monitoring Effectiveness	GMAS; Formative Assessments; Universal Screeners (CBMS); STAR Math
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

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

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

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Meetings were held to gather feedback for Title I School Improvement Plan revision. At that time, the opportunity to provide feedback and make suggestions/recommendations concerning the Title I program within the school was provided. The academic coach/parent involvement coordinator also gathered suggested revisions to the SIP, Parent Involvement Plan, and Parent/Teacher/Student Compacts. The School Governance Council had the same opportunity to provide input and make recommendations for change. The plan was updated and revised during the Leadership Retreat in June 2023. All feedback provided was taken into consideration.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The Coffee County School System Human Resources Department participates in numerous recruitment events and shares results and findings with building leaders. The district also holds its own job fair each year. The Principal at Indian Creek is trained in using Applitrack, which allows the Principal to quickly look through all applicants for a specific position. The majority of teachers at Indian Creek are highly qualified, therefore the school ensures that low-income and minority children enrolled in the school are not served by ineffective, out-of-field teachers. We support and work to retain teachers and continue to develop our experience base. The retention of highly qualified teachers depends on a mentoring program for all new teachers. Each new teacher is assigned a highly qualified experienced teacher who is in the same content and/or grade level. The mentor meets with the new teacher weekly/monthly to address topics from a specific agenda with the new teacher. The teacher also has the assistance and support of the Academic Coaches in the county. In addition, to maintain our highly qualified teachers, we strive to improve teacher morale through the use of Staff Shout-Outs, recognition of staff accomplishments, morale boosters, socials, reception for new staff, recognition of birthdays, etc.</p>
<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>Our Title I Program at Indian Creek Elementary School provides extra instructional support beyond the regular classroom to help our low-achieving students meet state standards in core academic subjects. Staff uses multiple measures to determine students who are eligible to participate in the program. The subject areas that will be addressed are not only for our academically at-risk students but for all students to increase reading fluency and comprehension with them reading grade level text/increase students' Lexile; strengthen students' writing ability, especially in the narrative writing genre; increase math fact fluency as well as strengthen students' math foundation skills to prepare students for the domains assessed on the Georgia Milestones</p>

and ultimately to prepare our students with the skills to navigate life beyond graduation. Our School Improvement Goals for the 2023-24 school year are: increase the percentage of students scoring at the Developing level or above on end-of-grade reading assessments, increase the percentage of students scoring at the Developing level or above on end-of-grade writing assessments, and increase the percentage of students scoring at the Developing level or above on end-of-grade math assessments.

We plan to address the identified needs of our most academically at-risk students by continuing to provide academic interventions: Differentiated Reading Instruction Boxes, Sing, Spell, Read, & Write, Reading Eggs, On Cloud N, System 44, Read 180, IXL, Study Island, Reflex Math, Brain Pop/Brain Pop Jr, Read Works, Read Theory, Zearn, Khan Academy, differentiated instruction across the curriculum, Developing Strategic Writers through Genre Instruction by Dr. Zoi Philippakos along with other resources that support students' needs. Our county/school also provides an extension of support services beyond the classroom. We partner with Unison to help create health and wellness in our schools along with our counselor, social worker, student support specialist, and dean of students. The Boys and Girls Club also works closely with Indian Creek and provides many of our students the opportunity to attend their After-School Program. Those students are provided a meal, tutoring, and assistance with homework. In addition, this summer at ICE students in grades K-5 were provided an opportunity to participate in Summer Camp. Another organization that is a community partner and provides literacy services to our students is our local Satilla Regional Library. They offer many events and opportunities for our students to experience rich text and create a love for reading. Another one of our community supporters is the Kiwanis Club. Kiwanis empowers its members to pursue creative ways to serve the needs of children through local service projects and is committed to integrating employability skills to prepare students for their future. Every nine weeks, students who increase their grade point average by five points or more are recognized during an assembly and a certificate for bringing up their grades - the B.U.G. Award. Indian Creek has a very involved parent community and many individuals who support different projects and initiatives throughout the school year. Our School Governing Council takes part in helping us find additional resources to support all students. Along with all of our partnerships, it is a continuous goal to engage/communicate with our parents. Teachers at ICE provide weekly newsletters and regularly inform parents using different types of social media - email, Facebook, ICE School website, Class Dojo, Kinvolve, & Parent Portal. We offer Parent/Teacher Conferences during the Progress Report window.

<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>We begin the year by administering universal screeners, (Acadience Reading and Math, STAR Reading) to identify students who are functioning on, above, or below grade level in reading and math. These screeners are administered three times during the school year, (fall, winter, and spring). All students in grades K-5 are given the Acadience Reading screeners to determine reading readiness, phonetic knowledge, and oral reading fluency. Students in grades 1-5 are given the Acadience Math screener to determine strengths and weaknesses in math computation. Students who score below the 25% according to Acadience Norms charts in reading are further assessed using the Individual Decoding Inventory to identify specific strengths and deficiencies. Students who score below the 25% are closely monitored. Those students below the 10th percentile receive MTSS Tier 2 or Tier 3 interventions to address the areas of weakness. Students in grades 2-5 also take the STAR assessment to measure reading comprehension which translates into a Lexile Level. Students in grades 2-5 who are reading at a Lexile level of 400 or below participate in Wilson Reading classes led by an intervention teacher until they are able to read and comprehend within their grade level Lexile band. Teachers also use the data from screeners to address the needs of all learners using grade level flexible grouping. During flex groups, students are grouped according to skill levels in reading and math. Our plan for flexible groups is to provide remediation and extension activities to promote student growth so that every student reaches his/her learning goals for the school year. In addition, students in grades K-2 participate in our After Lunch Bunch. During this session, students who are performing below grade level in reading receive another "dose" of targeted reading instruction. Teachers in grades 3-5 use Ga Milestones data to identify students who are on the cusp of reaching the next proficiency level in reading, math, and science (5th only). They can use this information to help students set goals and provide targeted instruction to help students reach the next proficiency level on the Ga. Milestones. We also use data from formative assessments to measure student progress during the year. In addition, to be sure we are meeting the needs of the whole child, we have a Wellness Team which meets to monitor and provide resources for students who have been referred by teachers as needing physical or emotional support. Our counselor, dean of students, social workers, teachers, and school administrators are all members of this team. Each month new student referrals, as well as existing cases are reviewed and monitored to ensure that students are receiving the resources they need.</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>Indian Creek Elementary continues to support Coffee County's Early Literacy Program. Toward the end of students' Pre-K year, students have opportunities to visit Kindergarten classes. They spend time learning more about Kindergarten expectations and routines. Our county also provides opportunities for parents of upcoming Pre-K students to participate in readiness programs as well as county-wide Pre-K orientation before school starts. Indian Creek continues to make available our Parent Resource Center. Parents of all grade levels, including preschool students, are encouraged to check-out materials/resources that will help children in reading and math. We consistently seek to partner with parents in order to help prepare students for early learning and throughout each child's school journey.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Our school-wide expectations are Treat Others Right, Make Smart Decisions, and Maximize Your Potential. Lessons have been developed and are taught at the beginning of the year. Those lessons are reinforced as needed throughout the year and retaught after holidays and extended breaks. To reinforce positive behavior, students earn incentives, (such as DoJo points), for following the school wide expectations and rules. Grade levels have developed a common classroom matrix of expectations and rules so that there will be consistency within grade level teams. Our counselor and dean of students will meet with groups of students or individuals to address particular emotional or social needs. Among other resources, they will use Project Strong, which is a program based on seven strengths, or virtues, and uses children's literature to address these strengths. They will also use a "Check-In, Check-Out" procedure to address particular needs or behaviors. As needed, students will have brief, daily meetings with an adult in the building who will provide accountability in managing targeted behaviors. Students could also be assigned to view ABE modules which helps students learn how to react and address particular</p>

	<p>situations in positive ways instead of ways that lead to behavior referrals. We will continue to implement Core Essentials, a character education program, school wide. With the program, there is a character word of the month along with videos, posters, and activities for school and home. Our school system wWe also provide a social worker, in addition to our counselor and dean of students, who will help meet student needs. To provide another layer of support for students with emotional needs, we refer students to Unison, a local behavioral health agency and also refer them to a Behavior Specialist.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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What is a School –Parent Compact?



A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Jointly Developed

The parents, students, and staff of Indian Creek Elementary School partnered together to develop this school-parent compact for achievement.

Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals.

Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

Parents are welcome to contribute comments at any time.

kim.spain@coffee.k12.ga.us

Building Partnerships

Join with us as we provide an equitable education for every child!

- ◆ Open House
 - ◆ Parent Teacher Conference Days (September 12; February 6)
 - ◆ Family Nights/Curriculum Nights
 - ◆ PASS Training
 - ◆ Parent Resource Center
 - ◆ Volunteering
 - ◆ Flight Assemblies
- (Dates and details will be sent home.)



Communication about Student Learning

Indian Creek Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly/Monthly Newsletters and Calendar
- Parent-Teacher Conferences
- Progress Reports and Parent Portal
- Facebook, Peach Jar, Classroom DoJo and Email
- Phone Calls, Kininvolved, and notes
- School Website—Check us out at this address:
<https://icescoffee.k12.ga.schoolinsites.com/>



Indian Creek Elementary School

2033 Hwy. 158 W.
Douglas, Ga 31535
912-393-1300

2023-2024 Compact —Grades K-2



Principal, Mr. Alan Chancey
Alan.chancey@coffee.k12.ga.us

Asst. Principal, Mrs. Dana Miller
dana.miller@coffee.k12.ga.us

Academic Coach
Parent and Family Engagement Coordinator
Mrs. Kim Spain
kim.spain@coffee.k12.ga.us

OUR VISION: *Destination Graduation for College, Career, and Life*

OUR MISSION: *Creating a stronger community through an excellent and equitable education for every student*

Our Goals for Student Achievement in 2023-2024

K-8 District Goals:

- During the 2023-2024 school year, Coffee County Schools will increase the percentage of students scoring at the Developing level or above on all English/Language Arts End of Course and End of Grade assessments.
- During the 2023-2024 school year, Coffee County Schools will increase the percentage of students scoring at the Developing level or above on all Mathematics End of Course and End of Grade assessments.

School Goals (K-2)

- In grades K-2, we will increase the percentage of students scoring within or above the Lexile grade level band on the Star Reading Assessment by the end of 2nd grade.
- In grades increase the percentage of students who demonstrate mastery of the use of conventions on grade level writing assessments.
- Increase the percentage of students who demonstrate mastery of fact fluency on grade level assessments.



Teacher, Parents, Students—Together for Success

School/Teacher Responsibilities

Indian Creek faculty and staff members will work with students and their families to support students' success in all areas of the curriculum and behavior. Some of our key connections with families will be:

- Provide instruction to increase the percentage of students scoring at or above grade level proficiency on GKIDS, DIBELS, ACOMP and other assessments.
- Offer free Family Engagement Nights and activities that offer support in reading, writing, and math.
- Provide support by sharing educational websites, learning activities, and strategies that can be used at home to practice reading, writing, and math skills.
- Focus on improving social, emotional, and academic outcomes for all students.
- Communicate regularly with parents to inform them about their child's academic progress.

Student Responsibilities Indian Creek Elementary students join staff and parents to develop ideas about how they can succeed in school and work towards meeting their goals.

- Come to class on time and prepared to learn and do my best every day.
- Spend time reading a book each night.
- Study math facts to improve fact fluency.
- Practice skills by using the educational websites, learning activities, and strategies provided by my teacher/school.
- Be respectful, responsible, and safe by following all rules in Indian Creek's Behavior plan.

Family Responsibilities

Indian Creek parents joined staff to develop ideas about how families can support student's success in all content areas as well as behavior. Families may have other ideas to add to this list.

- Look for and read the class and school newsletters and frequently visit the school website and Facebook for updates.
- Regularly read to my child and listen as he/she reads library books.
- Attend school events as well as use websites, learning activities, and strategies to practice math fact fluency and other academic skills at home.
- Encourage students to follow all rules in Indian Creek's PBIS Plan
- Communicate regularly with my child's teacher to monitor academic progress.

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2023-20234 Compact—Grades 3-5



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School Goals (Grades 3-5)

- In grades 3-5, we will increase the number of students who demonstrate mastery of fact fluency on grade level assessments.
- In grades 3-5, we will increase the number of students scoring proficient or above on grade-level assessments in writing.
- In 3rd-5th Grades, we will increase the number of students reading on grade-level or above measured by the lexiles on Star Reading Assessment.



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- Read with my child regularly and listen to him/her read library books.
- Use websites, learning activities, and strategies to practice math fact fluency and other academic skills at home.
- Encourage my child to follow all of the rules of Indian Creek's PBIS plan.
- Communicate regularly with my child's teacher to monitor academic progress.