



# Comprehensive Needs Assessment 2022 - 2023 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	Anastagia Carter
Team Member # 2	Assistant Principal	Sonya Hendley
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	Brittany Wooten

#### 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	Issie 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 President	Lee Taylor
Stakeholder # 2	School Governance Council Vice-President	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 Support Staff Representative	Stacy Merchant
Stakeholder # 8	School Governance Council Community Representative	Craig Johnson

<p><b>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?</b></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

<b>Curriculum Standard 1</b> -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

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

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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).	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

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

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
<b>4. Not Evident</b>	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.	

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	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

<b>Assessment Standard 5</b> -Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

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

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

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

Effective Leadership Data

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

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

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

<b>Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process</b>		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	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.	
<b>4. Not Evident</b>	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

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

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	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

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

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

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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).	
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

Professional Capacity Data

<b>Professional Learning Standard 2</b> -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
<b>3. Emerging</b>	Administrators and staff sometimes collaborate to improve individual and collective performance.	
<b>4. Not Evident</b>	Administrators and staff rarely collaborate to improve individual and collective performance.	

<b>Professional Learning Standard 3</b> -Defines expectations for implementing professional learning		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
<b>3. Emerging</b>	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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).  Professional learning includes extensive follow-up with descriptive feedback and coaching.	
<b>2. Operational</b>	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.  Professional learning includes follow-up with feedback and coaching.	✓
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	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.  Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## Professional Capacity Data

<b>Professional Learning Standard 6</b> -Monitors and evaluates the impact of professional learning on staff practices and student learning		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
<b>3. Emerging</b>	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	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.	✓
<b>3. Emerging</b>	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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

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

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	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.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	✓
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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		
<b>1. Exemplary</b>	<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>	
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	✓
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	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.	✓
<b>2. Operational</b>	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.	
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	

<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

<b>Planning and Organization Standard 1</b> -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
<b>1. Exemplary</b>	<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>	✓
<b>2. Operational</b>	<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>	
<b>3. Emerging</b>	<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>	
<b>4. Not Evident</b>	<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><b>What perception data did you use?</b> [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.</p>
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<p><b>What does the perception data tell you?</b> (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-seven percent of responders indicated that their child's teacher provides appropriate supports and interventions to help make their child successful in school. Ninety-two percent agreed that Parent Teacher Conferences are effective. Ninety-one percent agreed that the district provides a well-rounded education including access to an enriched curriculum and educational experience. Eighty-two 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-four 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 eighty-nine percent agree or strongly agree that teachers and administrators treat all students with respect. Ninety percent agree or strongly agree that the community respects teachers and administrators. Ninety-two agree or strongly agree that our school provides a clean, safe, and orderly learning environment while eighty-eight percent say they feel welcome in the school. Ninety-one 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. For the past two years, most of these events have been held virtually due to COVID. During the 2021-22 school year, twenty-four percent of families indicated on the survey that they did not participate while seventy-four percent agreed that the Family Night events were effective. The 2022 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 Math, Writing, and Homework Study Skills. Results also show that only sixty-one percent agree that the Parent Resource Center is effective in providing resources and info to parents while thirty-five 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-four 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-four 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 Early Literacy (28%), Math (26%), Reading (26%), and English-Language Arts (24%) 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 (43%), English Learners (41%), Gifted and Talented (28%), and Migrant (28%).</p>
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<p><b>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)</b></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, gathering input and data from all stakeholders 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, PBIS meeting agendas and sign-in sheets and attendance data from iCampus. During PBIS meetings, discipline data is gathered from SWIS and shared with the PBIS team. The team looks for patterns and trends in behavior, places and times where the behavior occurs, as well as grade levels and individual students who are involved in the incidents. We are implementing Tier 1 and Tier 2 of the PBIS process in MTSS. We also gathered sign-in sheets from Parent Teacher Conferences and agendas from parent engagement activities which were held online last year due to COVID. 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). Prior to COVID, our students had the opportunity to participate in activities such as Archery Team, Indian Creek Choir, and K-Kids,(sponsored by the Kiwanis Club). 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 segment of time 5 days/week.</p>
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<p><b>What does the process data tell you?</b>          (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>Attendance data indicates that we showed improvement in student and staff attendance this year due to fewer COVID cases in our school.</p> <p>Our PBIS discipline data in SWIS shows that we had 58 office referrals for the school year with most of those happening in October, December, and February. The most common offense was minor contact and defiance which occurred in the classroom in grades 2 and 4. We did use "Check-In, Check-Out" procedures setting goals with students and monitoring their progress in meeting those goals daily with the support of our Dean of Students and our Counselor.</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> <p>Due to COVID 19, some of parent engagement activities were held virtually this year with a few held face-t-face. The experiences we have had due to COVID have helped us learn how to do many things much better than before COVID. We plan to add a virtual component to our family engagement activities for families who might not be able to attend in person.</p> <p>Vertical planning, MTSS Checkpoints, and collaborative meetings allow teachers to work together to discuss current trends and 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><b>What achievement data did you use?</b></p>	<p>We used data from our Curriculum Based Measures, (Acadience Reading including DORF and Diebels, Reading Inventory, STAR Assessment, Acadience Math), Ga. Milestones data, and ACCESS Test data.</p>
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<p><b>What does your achievement data tell you?</b></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 better in the Writing and Language Domain than the Reading and Vocabulary domain in grades 3-5. Although we continue to make progress with Writing instruction, we are not where we need to be in that area yet. We will continue implementing a writing framework in grades K-5 described in " Developing Strategic Writers Through Genre Instruction" by Dr Zoi Philippakos.</p> <p>Prior to the pandemic, we felt that we were making strides with increasing the number of students reading within their Lexile grade level band. However, the data now indicates that our progress has slowed. This year we increased the number of students scoring Levels 3-4(Proficient and Distinguished) from 41% to 45% in ELA while we decreased the percentage of students scoring Levels 1-2 (Beginning and Developing) from 59% to 55%. GMAS data also showed that 71% of 3rd grade students, (compared to 69% last year) are reading on grade level or above while 65% of 4th graders, (same as last year) and 79% of</p>
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5th graders, (compared to 72% last year) are reading on grade level or above. Results from our spring Reading Inventory for grades 2-5 show that 57% scored Proficient or Advanced compared to 64% last year. This data indicates a deficit in reading comprehension skills. About half (58%) of our second grade students will enter third grade reading below grade level based on the RI data. Research shows that one of the best predictors of high school graduation is whether or not a child is reading on grade level by the end of 3rd grade. In an effort to reduce the number of students reading below grade level, we will provide a self-contained homeroom in each grade level for grades 1-3. GMAS data also indicates that we had an increased number of students scoring Remediate Learning in the Key Ideas and Details as well as the Vocabulary Acquisition and Use anchor standard in ELA in grades 3-4. In grade 5, deficits continue to be seen in Craft and Structure as well. Professional learning will be provided to support teachers in this area as well as in Writing. In addition, we will be more intentional in helping students make connections to real world situations.

In Math, 51% of our students in grades 3-5 scored Levels 3-4 while 49% scored levels 1-2. Geometry, Numbers and Operations, and Measurement and Data were our lowest scoring domains. We will continue to implement Reflex Math to strengthen math fact fluency and use Number Talks to develop number sense. We will also be more intentional in relating problem solving to real world situations. In Science, 49% of our 5th graders scored Levels 3-4 while 51% scored Levels 1-2. The lowest scoring domain was Earth Science with only 9% scoring Accelerate Learning.

After reviewing our subgroup data, we realize that we need to adjust instruction to better meet the needs of our African American, Hispanic, and Mixed Race students as well as our Students with Disabilities. Our data shows that only 40% of mixed race students in grades 3-5 scored Levels 3-4 on GMAS followed by 27% for Hispanic students and 20% for Black students in ELA. Only 15% of our Students with Disabilities scored Levels 3-4 in ELA. We will track our students' progress in Reading using the Stairway to Proficiency to be sure all students are hitting grade level goals and getting the decoding and comprehension skills in place in grades K-2. For those who do not, we will provide differentiated instruction including Sys 44, Read 180, After Lunch Bunch, Flexible Grouping, etc. In Math, 34% of Black students scored Levels 3-4 followed by 30% of Mixed students and 38% of Hispanic students. Only 21% of our Students with Disabilities scored Levels 3-4 in Math. To meet the needs of these students, we will track their progress using the CUSP reports in Illuminate as well as scores on unit tests and benchmarks using Beacon. Individual needs will met met during flexible groups. We also plan on having vertical planning sessions periodically with content teams, K-1; Gr 2-3, Gr 4-5 in Reading and Math. We will also work with grade level content teams to set common TKES goals for the year in Reading and Math

Seventeen of our ESOL students exited the program this year based on ACCESS scores. However, only 16% scored Levels 3-4 on the ELA portion of GMAS. We will continue to make vocabulary instruction a priority with these students and will provide professional learning to support our ESOL teachers as well as providing programs such as Imagine Learning. Only 28% of ESOL students scored levels 3-4 in Math, and none of our 5th grade ESOL students scored levels 3-4 in Science followed by 30% of our Students with Disabilities, 30% Black students, and 75% of students from two or more races.

	<p>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 698 students which includes 348 males and 350 females. Below is the student populations of each race/ethnicity:</p> <ul style="list-style-type: none"> <li>● Hispanic - 156 students</li> <li>● Asian - 7 students</li> <li>● Black - 99 students</li> <li>● White - 403 students</li> <li>● Two or More Races - 32 students</li> <li>● American Indian - 1 student</li> </ul> <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. In ELA in grades 3-5, only 20% of our African American race students scored level 3 or 4 on GMAS and only 34% in Math. Our African American students had the lowest percentage of level 3-4 on GMAS compared to Hispanic, mixed races, and white students. Only 15% of our students with disabilities scored level 3-4 in ELA and only 21% scored at the same level in Math.</p> <p>Currently, we will be serving the following numbers of students in the following areas:</p> <ul style="list-style-type: none"> <li>● 25 Inclusion Students (SPED)</li> <li>● 16 SPED Resource Students</li> <li>● 21 SPED Self-Contained Students</li> <li>● 58 ESOL students (Also, we predict there will be approximately 15 students identified in Kindergarten this year which could bring our number to 73.)</li> <li>● 18 ELL Students</li> <li>● 34 Gifted Students</li> <li>● 35 Migrant Students</li> <li>● 29 Speech Students</li> </ul>
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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><b>Coherent Instructional:</b> 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"> <li>● Creating an academically challenging environment</li> <li>● Increasing our repertoire of effective, research-based instructional practices that positively impact student learning</li> <li>● Differentiation</li> <li>● Using technology in more student-centered ways beyond drill and practice</li> <li>● Using rubrics and checklists to empower students to self-monitor their own progress</li> <li>● Analyzing data down to the item level on common assessments to inform instruction and improve teacher practices</li> <li>● Providing a greater focus on Self-Selected Reading with conferencing</li> <li>● Increase time/access to Media Center</li> <li>● Revisit Reading Incentives</li> <li>● Full Implementation of Renaissance STAR Reading Assessment with support</li> </ul> <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"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Effective Leadership:</b> 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. Too often, we identify the needs and formulate plans, but lack the level of urgency needed to bring about systemic and lasting change. Also, we often lack follow-through or we don't stay the course to be sure there is pervasive change throughout the school. 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. During the 2021-22 school year, we feel that we did a better job monitoring the SIP throughout the year during leadership team meetings as well as admin team meetings.</p>
<p><b>Professional Capacity:</b> 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. During the 2021-22 school year, teachers were given a survey by our principal whereby they could indicate their willingness to take on leadership roles within our school. 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. The team also indicated that they feel we could participate in a wider variety of professional learning designs to include action research, collaborative lesson study, and online networking followed by more extensive follow-up with descriptive feedback and coaching.</p>
<p><b>Family and Community Engagement:</b> 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>The team felt that our school communicates effectively with parents, families, and community members on a regular basis about school related events, academics, and the well-being of students using tools such as Kinvo, Facebook, Class DoJo, email, text, phone calls, and face-to-face meetings. Teachers also record communication with parents in iCampus and make sure the entries are up-to-date. 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. During the upcoming school year, we hope to provide more face-to-face family nights and to increase our attendance/participation.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> 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 a very positive, supportive learning environment which is conducive to learning in most classrooms. They also indicated that improvement could be made in the area of student work, (consistently staying on task, working independently, solving problems requiring advanced effort, critical thinking, etc.), 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.) For the past two years, our efforts in this area have been definitely impacted by COVID. 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><b>Demographic and Financial:</b> 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) as well as in the area of Cultural Diversity. 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><b>Student Achievement:</b> 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 must 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. Prior to the pandemic, we felt that we were making strides with increasing the number of students reading within their Lexile grade level band. However, the data now indicates that our progress has slowed. 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, 40% of our mixed race students scored level 3 or 4 on GMAS, while 20% of our African American students, 27% of Hispanic students, and 55% of white students scored level 3-4. Only 15% of our students with disabilities scored level 3-4 in ELA. In Math, 30% of our mixed race students scored level 3-4, while 34% of our African American students, 38% of our</p>

## Strengths and Challenges Based on Trends and Patterns

	Hispanic students, and 59% of our white students scored level 3-4. Only 21% 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.

<b>Strengths</b>	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 90 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 highly qualified teachers and also highly motivated and caring group of teachers and staff as a whole. They truly want to see all students reach their greatest potential. They go above and beyond to work with parents and students. Another strength is the amount 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.
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<b>Challenges</b>	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 as large as ICE. 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.
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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 ELA, Math, and Science 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	3

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Improve the achievement of students in subgroups in ELA, Math, and Science
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 # 3

Overarching Need	Improve the Lexile Levels of students in grades 2-5
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	2
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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 ELA, Math, and Science 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 - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Root Cause # 2**

Root Causes to be Addressed	Attendance and interruption in face to face learning due to COVID 19 during the past few years causing gaps in learning.
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 # 3

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 # 4

Root Causes to be Addressed	Students lack background experiences due to being raised in a rural area.
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 # 5

Root Causes to be Addressed	Students lack number sense and problem solving 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

Root Cause # 5

Impacted Programs	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
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Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Lack of support at home.
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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**Overarching Need - Improve the achievement of students in subgroups in ELA, Math, and Science**

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

Root Cause # 1

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Attendance and interruption in face to face learning due to COVID 19 during the past few years causing gaps in learning.
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 # 3

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 # 4

Root Causes to be Addressed	There is a lack of understanding of cultural diversity and the different environments that students come from.
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 # 5

Root Causes to be Addressed	Students who come from economically disadvantaged homes often have limited support outside of school to address learning needs.
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 - Parent and Family Engagement Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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**Overarching Need - Improve the Lexile Levels of students in grades 2-5**

Root Cause # 1

Root Cause # 1

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 # 2

Root Causes to be Addressed	Students lack background experiences due to being raised in a rural area.
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 - 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	Language acquisition is challenging for students learning a second language.
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 - Parent and Family Engagement Program

Root Cause # 3

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Students who come from economically disadvantaged homes have limited support to address learning needs.
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 - Parent and Family Engagement Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Lack of time to access and read books.
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 2022 - 2023



## 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	Anastagia Carter
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all 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 ELA, Math, and Science for all students
Root Cause # 1	Attendance and interruption in face to face learning due to COVID 19 during the past few years causing gaps in learning.
Root Cause # 2	High percentage of students whose first language is not English.
Root Cause # 3	Students lack background experiences due to being raised in a rural area.
Root Cause # 4	Students lack number sense and problem solving skills.
Root Cause # 5	Students lack vocabulary skills(knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary
Root Cause # 6	Lack of support at home.
Goal	In grades 3-5, increase the number of students scoring Level 3 and Level 4 on the Ga Milestones Assessment in ELA, Math, and Science by 4% using the Spring 2022 Milestones scores as a baseline.

#### Action Step # 1

Action Step	Teachers/students will set goals, monitor progress, and give feedback through the use of conferencing, rubrics, and checklists. Using these tools, teachers will model/lead students to become more self-directed learners who can self-monitor and self-reflect.
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 Supportive Learning Environment
Success Criteria for Implementation	During Walk-Throughs and TKES Observations, evidence of the use of rubrics, checklists, and goal charts will be noted. During Professional Learning, grades K-2 will monitor students' progress using Stairway to Proficiency to ensure students are on track in meeting grade level goals. After common grade formative assessments, are administered, grades 2-5 teachers will analyze student data to individualize instruction and provide differentiation to better meet students' learning needs. DRC Beacon Full assessments will be used as benchmarks for ELA and Math. Reports will be analyzed to adjust instruction as needed. Differentiated Professional Learning will be provided for teachers who need additional

Action Step # 1

Success Criteria for Implementation	support in creating checklists/rubrics/or in conferencing. We will continue using the writing instructional framework outlined by Dr. Zoi Philippakos in "Developing Strategic Writers through Genre Instruction." Writing pre-tests and post-tests will be administered and results will be scored using the rubric developed by Dr. Philippakos.
Success Criteria for Impact on Student Achievement	GMAS; Progress in Stairway to Proficiency; Write Score Assessments; Beacon Assessments
Position/Role Responsible	Principal, Assistant Principal, and 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)?	Partner with community resources, as needed
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Action Step # 2

Action Step	Expand vocabulary instruction in all subject areas.
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
Success Criteria for Implementation	We will continue to review and provide Professional Learning for teachers to help them develop a more fully equipped "toolbox" of strategies to teach vocabulary across the content areas. The PL will include leading teachers to focus on the verbage of the standards to be sure we are teaching and assessing GSE standards adequately. Walk-throughs and TKES observations will be used to monitor effectiveness as well as professional learning agendas and lesson plans.

Action Step # 2

Success Criteria for Impact on Student Achievement	GMAS; Formative Assessments; Beacon 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)?	Partner with community resources, as needed.
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Action Step # 3

Action Step	Purchase needed technology resources, software, and supplies to support learning and implement the instructional plan.
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
Success Criteria for Implementation	We will review lesson plans and usage data from programs. We will also conduct walkthroughs and TKES observations. We will analyze data from Beacon assessments in ELA and Math and formative assessments in all subject areas to measure student growth.
Success Criteria for Impact on Student Achievement	Formative Assessments; Usage and Achievement Reports from programs; Beacon assessments; GMAS
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step	Purchase supplies for and implement instructional programs and strategies that support best practice and promote student achievement for all 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
Success Criteria for Implementation	TKES Observations Lesson Plans Professional Learning
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; 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 # 5

Action Step	Purchase materials needed for academic coach to provide professional learning for all teachers as well as differentiated PL, assist in examining assessment data, and to provide targeted support for new teachers.
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 Family and Community Engagement
Success Criteria for Implementation	Documents from Professional Learning where data was analyzed Title Budget Requisitions
Success Criteria for Impact on Student Achievement	GMAS; Beacon 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	Purchase materials to support and promote parent engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria for Implementation	Requisitions for parent engagement and Parent Resource Room materials; Parent Communication documentation
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; 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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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the achievement of students in subgroups in ELA, Math, and Science
Root Cause # 1	Attendance and interruption in face to face learning due to COVID 19 during the past few years causing gaps in learning.
Root Cause # 2	High percentage of students whose first language is not English.
Root Cause # 3	Students lack vocabulary skills(knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary
Root Cause # 4	Students who come from economically disadvantaged homes often have limited support outside of school to address learning needs.
Root Cause # 5	There is a lack of understanding of cultural diversity and the different environments that students come from.
Goal	Increase the overall performance of subgroups by 3% on GMAS using Spring 2022 GMAS data as a baseline, (English Learners, Students with Disabilities, Black, Hispanic, and Mixed Races)

#### Action Step # 1

Action Step	Using the data from SAEBRS and teacher observation, identify students who are at risk socially and emotionally in all subgroups and provide needed interventions to help them become socially and emotionally fit for learning.
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
Success Criteria for Implementation	Using resources such as Project Strong and personnel, (Counselor and Dean of Students) provide counseling and support to help students develop a healthy self-image and become more confident learners. Small group and individual sessions will be provided as needed. Documented procedures during sessions/notes/Check-in Check-Out forms will be used to monitor effectiveness. We will provide Professional Learning to address cultural diversity to help teachers develop a better understanding of cultural differences/backgrounds of students and ways to address their learning needs.



Action Step # 1

Success Criteria for Impact on Student Achievement	Check-In, Check-Out documentation; Counselor notes; iCampus discipline referrals
Position/Role Responsible	Principal, Assistant Principal, Dean, Counselor
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)?	N/A
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Action Step # 2

Action Step	Purchase resources/materials to support student learning, (Imagine Learning, additional books to support Project Strong, Zearn, etc)
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
Success Criteria for Implementation	We will use data from the programs purchased, lesson plans, walk-throughs and TKES observations to monitor progress.
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; Formative assessments
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers
Timeline for Implementation	Yearly

Action Step # 2

<p>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)?</p>	<p>Partner with community resources, as needed</p>
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Action Step # 3

<p>Action Step</p>	<p>Strengthen instructional teams(inclusion/co-teachers and ESOL/classroom teachers) who teach students in all subgroups.</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Professional Capacity Supportive Learning Environment</p>
<p>Success Criteria for Implementation</p>	<p>Provide Professional Learning for inclusion teachers and co-teachers to help them strengthen their instructional delivery, develop stronger co-teaching relationships, and expand co-teaching strategies. Provide support/PL for ESOL teachers and classroom teachers to strengthen instruction. Help teachers with scheduling so that common planning time is available for these instructional teams.</p>
<p>Success Criteria for Impact on Student Achievement</p>	<p>GMAS; Beacon assessments; Formative assessments</p>
<p>Position/Role Responsible</p>	<p>Principal, Assistant Principal, Academic Coach, Teachers</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

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	Develop vertical planning for grade level content teams (K-1; 2nd-3rd, 4th-5th) in ELA and Math providing time and materials to identify and fill learning gaps.
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
Success Criteria for Implementation	Provide materials and release time, (if subs are available), for teachers to have extra planning time to review data, identify areas that need strengthening, and share strategies/plans to meet the needs of individual students in an intentional and concentrated effort to fill learning specific gaps.
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; 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 # 4

<p>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)?</p>	
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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 the Lexile Levels of students in grades 2-5
Root Cause # 1	Language acquisition is challenging for students learning a second language.
Root Cause # 2	Students lack background experiences due to being raised in a rural area.
Root Cause # 3	Students lack vocabulary skills(knowledge of root words, suffixes, prefixes, word roots, etc.) and have limited functional vocabulary
Root Cause # 4	Students who come from economically disadvantaged homes have limited support to address learning needs.
Root Cause # 5	Lack of time to access and read books.
Goal	In 2nd-5th Grades, 75% of students will meet their individual literacy goal as measured by Renaissance Learning, (STAR assessment).

#### Action Step # 1

Action Step	Provide targeted instruction Key Ideas and Details (Reading Anchor Standard).
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
Success Criteria for Implementation	We will begin by providing Professional Learning for teachers to better understand strategies for teaching Key Ideas and Details. We will monitor implementation using walk-throughs and TKES observations as well as reviewing lesson plans.
Success Criteria for Impact on Student Achievement	GMAS; STAR Reports; Beacon assessments; Formative assessments
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
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	Provide targeted instruction in reading and understanding informational text as well as literary text.
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
Success Criteria for Implementation	We will provide Professional Learning to help teachers review/learn strategies for teaching students how to approach informational text, (analyzing text structure and graphic features, providing a focus on technical vocabulary, close reading strategies, etc.) We will include Science and Social Studies teachers in the training as well as Reading teachers. We will monitor progress using walk throughs, TKES Observations, and reviewing lesson plans. Professional Learning could be provided in different formats - reading articles and responding, observing in other teachers' classrooms, online webinar, face to face delivery, etc.
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; Accelerated Reader reports
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	Schedule time for self-selected reading/monitoring progress/goal setting/ conferencing with students about goals and their progress. Administer interest inventories to students in order to structure lessons and provide reading materials that interest them. Partner 5th grade students with Kindergarten and first grade students during their self-selected reading time. Invite community partners and professionals, parents, etc. to read to classrooms and also share information about different careers. Provide additional training in Accelerated Reader and using the STAR assessment.
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
Success Criteria for Implementation	We will provide Professional Learning as needed to review strategies to use during Self-Selected Reading time and in implementing Accelerated Reader. We will monitor progress using lesson plans, conferencing logs, pictures, etc.
Success Criteria for Impact on Student Achievement	GMAS; Beacon assessments; Accelerated Reader reports
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teachers, Community Partners
Timeline for Implementation	Yearly

Action Step # 3

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

Action Step	Continue to use the IDI/IPI as a diagnostic tool to identify reading gaps. Utilize Saxon Phonics, DI Boxes, System 44, Read 180, as well as other resources to support students in reading on grade level.
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
Success Criteria for Implementation	We will continue to monitor student progress using the IDI/IPI, Saxon Phonics assessments along with the Stairway to Proficiency, System 44 and Read 180 data and STAR. We will provide PL as needed, review lesson plans, conduct walk-throughs, TKES Observations, etc.to monitor progress. We will also provide support for teachers in forming Flex Groups as needed.
Success Criteria for Impact on Student Achievement	IDI; GMAS; Formative assessments; Beacon assessments; Saxon Phonics assessments; System 44/R180 reports
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	Continue to purchase books and supplies to promote growth in reading comprehension and develop a new school-wide reading initiative (example: school-wide initiative of number of words read, etc.) Provide opportunities for students to access reading materials online.
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
Success Criteria for Implementation	We will purchase books that include student interests as well as class sets of books for shared reading and leveled reader sets for differentiated reading groups. We will monitor the use of online resources to access books and work with our Media Committee to develop a school-wide reading initiative.
Success Criteria for Impact on Student Achievement	STAR assessments/reports; GMAS; Beacon assessments
Position/Role Responsible	Principal, Assistant Principal, Academic Coach, Teacher, Media Committee
Timeline for Implementation	Yearly

Action Step # 5

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)?	Partner with community resources as needed.
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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>We gathered input from Parent Needs Surveys, Parent Perception Surveys, Title I Documents Revisions meetings, and School Governance Council meetings. We also invited stakeholders to provide feedback on our social media outlets, (Facebook, Kinvo, etc.) Indian Creek Elementary' School's Leadership Team discussed/shared ideas and disaggregated Georgia Milestone data to determine learning strengths as well as areas that need to be strengthened for the upcoming school year. The team consists of grade level and department representatives and specialized instructional support personnel. The SIP will be reviewed regularly throughout the school year by the Leadership Team along with the School Governance Council as well as others. Since the plan is a fluid document, revisions will be made as needed throughout the school year based on the feedback of our stakeholders.</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>Title IA requires that all students, including poor and minority, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. All of our teachers are highly qualified meaning that they hold current teaching certificates and are teaching in-field. We consistently monitor the progress of our students as well as the classroom practices and effectiveness of teachers through TKES walkthroughs and formal observations. Using the information gathered from classroom observations, we provide differentiated professional learning opportunities for teachers as needed. Classroom placement of students is directed by the principal and assistant-principal. Classes are balanced according to race, sex, and ability of students including IEP, EIP, 504, MTSS, Migrant, Gifted, ESOL, and economically disadvantaged. Measures are in place to ensure that beginning teachers are not concentrated into one grade level. Strategic scheduling ensures that all students are provided equivalent access to all teachers regardless of their demographics. New teachers are supported by a mentoring program as well as our academic coach. Teachers are also supported by additional staff as needed - ESOL, Migrant, Inclusion, Gifted.</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</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</p>

<p>neglected or delinquent children (if applicable).</p>	<p>skills to prepare students for the domains assessed on the Georgia Milestones and ultimately to prepare our students with the skills to navigate life beyond graduation. Our School Improvement Goals for the 2022-23 school year are: In grades 3-5, increase the number of students scoring Level 3 and Level 4 on the Georgia Milestones Assessment in all content areas by 4% (ELA,/Writing, Math, and Science) using 2021-22 GMAS data as our baseline; Increase subgroups overall performance by 3% on GMAS - English Learners, Students with Disabilities, Black, Hispanic, and Mixed Races; In 2nd-5th grades, 75% of students will meet their individual literacy goal as measured by Renaissance Learning (STAR assessment).</p> <p>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, &amp; Write, iRead, Reading Eggs, On Cloud Nine Math, Seeing Stars Reading, 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 to help with learning loss due to the impact of COVID 19. 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 their members to pursue creative ways to serve the needs of children through local service projects and are committed to integrate employability skills to prepare students for their future. Each 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. Prior to COVID, the Kiwanis Club sponsored our K-Kids Club which is a student-led organization open to all fourth and fifth grade students that provides them with opportunities for working together in school and community service, develops leadership potential to foster development of positive character, encourages loyalty to school, community, and our nation. 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 a lead 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, regularly inform parents using different types of social media - email, Facebook, ICE School website, Class Dojo, Kinvolve, &amp; Parent Portal. We offer Parent/Teacher Conferences during the Progress Report window.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>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, (beginning, middle, and end). 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 and certainly those 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 System 44/Reading 180 classes led by an intervention teacher until they are able to read and comprehend within their grade level Lexile band.</p> <p>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.</p> <p>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 the Beacon assessments and formative assessments to measure student progress during the year. Our goal is to increase the percentage of students scoring at level 3-4 by 4% in 2022-23. In addition, to be sure we are meeting the needs of the whole child, we have a PBIS/Wellness Team which meets monthly 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>The Indian Creek PBIS (Positive Behavioral Interventions and Supports) Team has implemented Tier 1, Tier 2, and Tier 3 levels. Our school-wide expectations are Be Responsible, Be Respectful, and Be Safe. 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. Each month the PBIS/Wellness team meets to review the SWISS data, (discipline referral data), to identify patterns concerning places, times, behaviors, and students. The team uses the data to develop plans to address those areas of concern. 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.</p>

	<p>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 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. We 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 recently employed by our school system.</p>
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ADDITIONAL RESPONSES

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