



2022-2023

Sharp Creek Elementary

Title I Schoolwide Plan

Revision Date: August 15, 2022

Approval Date: September 6, 2022

**Carroll County Schools
Schoolwide Plan FY '23 Draft**

**COMPREHENSIVE NEEDS ASSESSMENT-Section
1114(b)(7)(A)(i-iii)(I-V)**

- I. **The Comprehensive Needs Assessment—Sec. 114(b)(6)** is based on a comprehensive needs assessment of the entire school that takes into account information on the
- II. **academic achievement of children** in relation to the challenging State academic standards, particularly the needs of those children who are **failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

The comprehensive needs assessment must be conducted with teachers, principals, other school leaders, paraprofessionals, parents, and community. Please make sure to have at least one parent and community representative. Provide an Overview of how your school's Needs Assessment was conducted to include the participants role as you reviewed student achievement data. How participants were chosen and your process for analyzing data?

Sharp Creek Elementary School (SCE) developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. SCE leadership team consists of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists and parents who assisted in creating and reviewing a plan for school-wide improvement. The members are: Dr. Kiley Thompson, Sheanoka Almon, Amanda Driver, Jennifer Shirley, Kim Dickson, Kaci Todd, Alisha Creekmore, Anna Ellis, Karen Bragg, Bertie Wilbanks, Leslie Warren, Aleja Turner, Marisa Pearson, Tanja Cochran, Tara Ferguson, Gretchen Rakestraw, Dana Harman, and Julie Kelly. Mrs. Todd is a parent of a 2nd grade student and selected to participate because she also stepped up to become a founding member of SCE's PTO.

The team met on June 22, 2022, from 8:00 am to 4:00 pm. Mrs. Jennifer Shirley, Director of Carroll County Elementary Schools, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. During this planning and development event, the team reflected upon current achievement data in order to help our stakeholders understand the subjects and skills in which teaching and learning need to be improved. SCE data was compared to state and system data. As a result, the team identified areas of strength and weakness within our school.

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2022/23 Sharp Creek Elementary School Profile Data Sheet																													
Completion Guide																													
Year	Enrollment	FR%	Mobility Rate	SWES Target Met	BIO Met Y/N	CCRP	CCRP Content Mastery	CCRP Progress - 35	CCRP Closing Gap -15	CCRP Readiness - 20	EOG 1/- vs. previous year	EOG vs. GA	Math vs. GA	3rd EOG Math	4th EOG Math	5th EOG Math	3rd EOG Math % Dist.	4th EOG Math % Dist.	5th EOG Math % Dist.	3rd STAR Math Dist.	4th STAR Math Growth	5th STAR Math Growth	3rd STAR Math Growth	4th STAR Math Growth	5th STAR Math Growth	3rd STAR Math %	4th STAR Math %	5th STAR Math %	
2023	558	73%	33	na	na	na	na	na	na	na	5/7			47%	48%	37%	9%	8%	12%	1.2	1.7	1.3	14%	23%	21%	37%	2%		
2022	517	78%	26.3%	na	na	na	na	na	na	na	0/7	0/3	32%	44%	32%	3%	3%	7%	1.4	1.4	1	21%	14%	25%	34%	5%			
2021	545	75%		na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1	0.8	1.1	13%	17%	11%	na	na			
2020	568	80%	31.1%	y	Y	86.7	22.38	33.5	15	15.61	6/8	6/8	3/3	53%	53%	51%	15%	7%	17%	1.4	1.8	2	10%	7%	15%	55%	16%		
2018	545	78%	27.6%	NA	Below	65.3	18.5	25.4	5.8	15.6	4/8	1/8	1/3	46%	47%	30%	11%	10%	9%	1.5	1.3	1.2	9%	24%	23%	37%	13%		

Year	ELA vs GA	3rd EOG ELA	4th EOG ELA	5th EOG ELA	3rd EOG ELA % Dist.	4th EOG ELA % Dist.	5th EOG ELA % Dist.	3rd Lexile 670+	4th Lexile 840+	5th Lexile 920+	Writing 1/-	1st STAR Read Growth	2nd STAR Read Growth	3rd STAR Read Growth	4th STAR Read Growth	5th STAR Read Growth	4th STAR Intery % Read	5th STAR Intery % Read	ELA All P & D	ELA Black P & D	ELA Hispanic P & D	ELA Multi-Racial P & D	ELA White P & D	ELA ED P & D	ELA EL P & D	ELA SWD P & D	
2023		31%	44%	40%	8%	9%	2%	32%	42.00%	54%	8/9	1.3	1.3	0.8	1.2	1.1	34.00%	26.00%	17%	43.00%	22%	42%	27%	48%	31%	-	21
2022	0/3	31%	34%	28%	5%	1%	0%	52%	56%	69%	2/9	1.2	0.7	1.1	1.1	1	28%	24%	29%	42%	38%	42%	33%	46%	37%	17%	13%
2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.1	0.8	1	1	0.7	21%	21%	21%	NA	NA	NA	NA	NA	NA	NA	NA	NA
2020	1/3	36%	42%	56%	15%	15%	12%	73%	74%	77%	7/9	1	0.9	1.2	1.2	1.5	24%	20%	15%	45%	30%	41%	50%	53%	38%	18%	21%
2018	0/3	36%	49%	31%	11%	8%	4%	68%	64%	57%	2/9	0.6	0.9	0.9	0.9	1	23%	23%	35%	39%	19%	35%	32%	50%	32%	30%	9%

Year	Math All P & D	Math Black P & D	Math Hispanic P & D	Math Multi-Racial P & D	Math White P & D	Math ED P & D	Math EL P & D	Math SWD P & D	Science All P & D	Science Black P & D	Science Hispanic P & D	Science Multi-Racial P & D	Science White P & D	Science ED P & D	Science EL P & D	Science SWD P & D	Black Targets Met	Hispanic Targets Met	Multi-Racial Targets Met	White Targets Met	ED Targets Met	EL Targets Met	SWD Targets Met	SWD 3-5 ELA % at D/P/D	SWD 3-5 Math % at D/P/D	**
2023	44%	23	50	23	50	36	-	23	37%	28	23	-	47	32	-	36								37	50	
2022	32%	24%	33%	11%	26%	31%	0%	17%	34.00%	21.00%	31%	0.00%	43.00%	29.00%	0%	25.00%	0/3	0/3	0/3	0/3	0/3	TFS	0/3	29%	36%	
2021	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2020	52%	36%	57%	38%	59%	47%	53%	28%	56%	27%	65%	57%	67%	51%	0%	43%	4/4	3/4	3/4	4/4	4/4	1/4	4/4	42%	64%	
2018	43%	19%	41%	32%	55%	36%	37%	9%	38%	6%	TFS	TFS	47%	27%	TFS	13%	0/4	2/2	0/2	2/4	1/4	2+2	0/4	19%	31%	

Year	Star Climate Rating	# Discipline Referrals	# Prohibited Acts	# Infractions	Paid Certification	Student Absent %	Student Absent <1/100	Staff 5 Days	Gifted Segments	SST Flags in LC	Direct STEM Cert.	Advisement Sessions	# of EC Comp. Teams	# of 1st or 2nd place Club/Activities	# Bus. Partners	# Adult Vol. Hrs.	# Student Vol. Hrs.	Audit Status	Cert. Vac. on 1st Day	Teacher Retention %	SPED Retention %	**	**	**	**	**
2023	na	63	2	y	91.53%	67.00%	71	186	115	prog	9	5	1	9	32	na	na	2	0%	68%	75%					
2022	na	80	0	Y	92	71	67%	193	78	Prog	9	2	0	12	32	NA	NA	2	0	84%	83%					
2021	NA	72	0	Y	94.3	93.6	80%	242	51	Prog	6	7	1	12	32	432	3	0	90%	100%						
2020	5	91	3	Y	97.4	87%	51%	166	55	Hold	9	9	0	12	32	6035	789	3	0	93%	80%					
2019	5	209	0%	N	95.1%	87%	13%	148	64	Prog	9	8	1	11	30	6142	950	3	0	60%	66%					

Overall, SCE students exceeded the state average in the following four areas: 4th ELA, 3rd Math, 4th Math, 5th Math, and science. We did show slight declines in performance in 5th ELA and Science and 3rd ELA we are still attributing to learning loss during COVID as we continue to address these areas that have caused learning gaps in student learning.

SCES	County Rankings	Proficient + Distinguished				State 2022
		2018	2019	2021	2022	
3rd ELA	10th	36%	34%	30%	31%	36%
4th ELA	5th	47%	40%	32%	44%	38%
5th ELA	8th	31%	57%	34%	40%	41%
3rd Math	11th	45%	52%	44%	46%	43%
4th Math	11th	49%	52%	28%	47%	44%
5th Math	8th	30%	52%	32%	37%	37%
5th SC	12th	37%	56%	34%	37%	39%

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SCE's Math data is split and is an area we need to focus on to show improvement. Third graders scored at 44% (2021) and 46% (2022) proficient/distinguished as compared to the state average of just 43%. Fifth graders scored at 32% (2021) and 37% (2022) proficient/distinguished as compared to the state average of 37%. Third grade gained a 2% increase, whereas, fifth grade percentage remained the same as 2021. Fourth graders showed substantial increases in the number of students scoring proficient/distinguished moving from 28% (2021) to 47% (2022) proficient/distinguished as compared to the state average of 44%. SCE students scored above the state average in third and fourth grade levels for math. However, in comparing scores from 2019, we would attribute some of the loss to the COVID-19 pandemic and learning loss based on both virtual learning, lack of "high stakes testing" in 2020, and time without direct, face-to-face instruction. SCE has set goals to target these areas and address weaknesses throughout the year in the area of mathematics.

With the specific domain data (included by the State) it is beneficial in planning to meet the needs of the deficiencies from the previous year. Operations and Algebraic Thinking are consistently strengths in 3rd-5th grades. Measurement and Data are weaknesses for fourth and fifth grades. 5th Grade shows deficits in Geometry. Data shows there is a continuous need for instructional improvements. As a result, all of our math teachers will be planning (collaboratively - weekly; vertically - monthly) with Achievement Level Descriptors (ALD's) to ensure appropriate rigor, develop common vocabulary to support our literacy initiative and increase comprehension of mathematical vocabulary, and End of Grades (EOG) testing blueprints published by GADoe to address mathematical areas of weakness.

Math Domains

	Operations & Algebraic Thinking			Numbers & Operations In base 10			Fractions		Measurement & Data			Geometry		
	3rd 25%	4th 20%	5th 10%	3rd 35%	4th 20%	5th 25%	4th 30%	5th 30%	3rd 30%	4th 20%	5th 20%	3rd 10%	4th 10%	5th 15%
State	50	49	55	48	50	46	45	49	44	47	42	52	50	39
District	63	58	67	62	66	62	62	55	55	59	54	57	62	44
SCES	48	51	59	56	49	47	50	37	46	38	40	54	50	33

*Green highlights mean you outperform the state.

The faculty and staff at SCE continue to work diligently to increase student achievement in ELA with our literacy initiative. Reading remains the greatest area of need for students at Sharp Creek Elementary School. Scores in 4th and 5th Grade ELA saw gains in percentages. Scores in 3rd grade need immediate attention in several areas. Wit and Wisdom (a newer reading program) is being used. We are continuing to see some gains with this program combined with stronger guided reading in lower grade levels. Milestone data for 3rd grade writing is showing significant gains this year in extended response increasing from last school years 36%-61%, extended response conventions increased from last year's 28% - 36%, and narratives increased from last year's 29% - 45%. Milestone data for 4th grade writing is showing significant gains this year in extended response increasing from last school years 36%-56%, extended response conventions increased from last years 50% - 60% Narrative

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writing percentage remained the same at 53%. Milestone data for 5th grade writing shows a strong increase in extended response ideas from 47%-73%, and extended response (conventions) from 46%-64. Narratives continue to be deficient, dropping this school year from 66% to 60%. We will put strategies in place for the 22-23 school year to increase Lexile Levels in our students. Additionally, we will start with sharing our STAR Lexile data with all core content area teachers and ensure that teachers understand the importance of the data and its effect in all content areas. All ELA teachers will be planning (collaboratively - weekly and vertically - monthly) and focus on reading strategies that include practice, discussion of application, and sharing “best practices” with each other.

Elementary School 2022 EOG Domain Data

ELA Domains vs. State

	Reading & Voc Overall			Key Ideas			Craft & Structure			Vocabulary		
	3rd	4th	5th	3rd 30%	4th 30%	5th 28%	3rd 13%	4th 13%	5th 15%	3rd 10%	4th 10%	5th 10%
State	39	41	45	39	40	46	51	47	44	44	45	57
District	43	46	48	42	45	52	53	52	46	48	52	63
SCES	27	42	41	25	39	50	33	44	35	33	44	56

*Green highlights mean you outperform the district. Will change to outperformed the state once we have state results.

	Reading Literary			Reading Informational			Writing & Language Overall			Writing			Language		
	3rd 60%	4th 60%	5th 50%	3rd 40%	4th 40%	5th 50%	3rd	4th	5th	3rd 27%	4th 27%	5th 27%	3rd 20%	4th 20%	5th 20%
State	40	40	48	48	50	42	39	41	48	43	39	50	37	44	39
District	43	43	53	51	56	47	48	51	55	53	50	57	41	54	44
SCES	23	44	47	39	39	44	47	47	45	47	46	49	40	51	36

*Green highlights mean you outperform the state.

	Extended Response Ideas (3 +4)				Extended Response Conventions (2 +3)				Narrative (3 +4)			
	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
3rd	4%	10%	3%	61%	52%	39%	28%	36%	6%	12%	14%	45%
4th	9%	9%	4%	56%	62%	73%	32%	50%	28%	9%	8%	53%
5th	5%	11%	4%	73%	54%	76%	45%	64%	5%	22%	29%	61%

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In 2021-2022, SCE outperformed the state in all three areas. SCE scored 33% in Earth science, 51% in Physical Science, and 47% in Life Science.

Science Domains

	Earth 23%	Physical Science 35%	Life 42%
State	45%	47%	47%
District	55%	63%	59%
SCES	33%	51%	47%

The information from the data discussion and comprehensive needs assessment was then used in the development of school-wide action plans to enhance student performance strengths, address student performance weaknesses, and provide professional support to faculty and staff members. An opportunity for input from all staff members was provided and welcomed.

On Thursday, July 28, 2022, the leadership team and admin did a re-delivery of our school improvement plans for the 22-23 school year. Additionally, Dr. Kiley Thompson, Principal, also led discussions on how our vertical and operational team meetings would hold us accountable for making sure each school improvement initiatives are being worked on throughout the entire school year. This allowed stat to focus both on the plan as a whole and sections relating directly to the specific areas of interest.

Comprehensive Needs Assessment Planning Committee

Name	Role
Dr. Kiley Thompson	Principal
Sheanoka Almon	Assistant Principal
Jennifer Shirley	Director of Elementary Schools & Accountability
Aleja Turner	Instructional Specialist
Kaci Todd	Parent
Amanda Driver	Instructional Specialist
Julie Kelly	Media Specialist
Kim Dickson	Counselor

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Anna Ellis	Exploratory Lead
Karen Bragg	Gifted Teacher
Bertie Wilbanks	In School Coordinator
Leslie Warren	Kindergarten Lead Teacher
Marisa Pearson	3rd Grade Lead Teacher
Ashley Ray	Paraprofessional
Alisha Creekmore	Paraprofessional
Miranda Shadix	PreK Lead Teacher
Tanja Cochran	1st Grade Lead Teacher
Gretchen Rakestraw	2nd Grade Lead Teacher
Tara Ferguson	4th Grade Lead Teacher
Dana Harman	CCS Employee

Academic Achievement Data Collection Add Documentation for the Data Tools in Appendix 3		
Instrument Used	Content Area	Process/Procedure
EX: Star Reading	ELA	How it was used to determine at risk students
Star Reading	ELA	Data is analyzed in collaborative meetings and at both the school and district levels. At-risk students and standards are identified through school data digs with teachers. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, flexible groups, use of our intervention specialists providing Tier II and Tier III specific and intensive interventions during connections, and/or tutoring groups.
Star Math	Math	Data is analyzed in collaborative meetings and at both the school and district levels. At-risk students and standards are

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		identified through school data digs with teachers. Reteaching and remediation activities are developed to address needs of specific students through classroom instruction, flexible groups, use of our intervention specialists providing Tier II and Tier III specific and intensive interventions during connections, and/or tutoring groups.
Georgia Milestones Assessment System (GMAS)	Reading/ELA and Math	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, monthly MTSS meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in flexible groups, tutoring groups, and in our intervention specialists connection classes.
Georgia Milestones Assessment System	5th Grade Science	Data is analyzed in School Improvement Team meetings, Collaborative Planning Meetings, Faculty Meetings, monthly MTSS meetings, and during the development of our school's Needs Assessment. Specific students are identified by their teachers for specific and focused instruction. Scores are also used to place students in flexible groups, tutoring groups, and in our intervention specialists connection classes.
Carroll County School Profile Sheet -Sharp Creek	All content areas, behavior, attendance, CCRPI factors	Data was used to analyze overall performance for all students, subgroups, and specific areas.

SCHOOLWIDE REFORM STRATEGIES-Section 1115(b)(1)(A)

- III.** Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii) that the school will be implementing to address school needs, including a description of how such strategies will
- A. Provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;
 - B. Use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded

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- A. Sharp Creek Elementary School will provide opportunities **for all children**, including each of the **subgroups of students** (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.
- ❖ Through the use of a specific data protocol, students will be identified across all subgroups.
 - ❖ Teachers and students will set goals based on current data and track progress in their Google classroom or through a variety of software programs utilized throughout the year.
 - ❖ Specific instructional methods and instructional strategies will be implemented to address their individual needs based upon the data and goals set between the teacher and student to address their needs.
- B. Sharp Creek Elementary School will use **methods and instructional strategies** that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded school experience for our students. The following instructional strategies will be implemented with fidelity.
- ❖ Class Size Reduction- Additional teachers will be hired in order to reduce class size. Smaller class sizes will provide the opportunity for more individualization and support for students who are having difficulty mastering the standard being presented. Smaller class sizes also provide opportunities for small group instruction that is specifically designed for students. In addition, teachers will be better equipped to identify the needs of students through observation and formative assessment in a timely manner.
 - ❖ Renaissance Learning (STAR Reading/Math)- The Renaissance Learning Program will be used to screen students and identify particular areas of weakness at a minimum of once per nine weeks. The program allows teachers to identify specific standards on which individual students have not reached mastery. The program then provides specific instructional tools and methods for providing remediation and support.
 - ❖ Utilization of Computer Programs - Computer software/interactive websites-(Renaissance, Lexia (reading), Edulastic, Reading A-Z, Wit and Wisdom, Reflex math (Explore Learning), and other academic websites) - Provides practice and short lessons on

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curriculum topics. These programs will be employed to remediate and accelerate student academic performance in all content areas. These programs are designed for individualization and will challenge the student at his/her current level of performance.

- ❖ Ongoing professional development for teachers and other personnel will be provided in house monthly. In order to provide teachers with the knowledge and tools necessary to teach the GSE curriculum with fidelity using research-based strategies, they will be provided with professional learning opportunities. The professional development opportunities are designed to directly correlate to the district and state academic standards, the expectations for rigorous instruction, and the assessment and accountability measures currently employed. As a result, the students will experience better instruction which will lead to increased student achievement.
- ❖ Collaborative Planning - Allows teachers to analyze data and make instructional decisions to help students who are at risk.
- ❖ Dell Chromebooks - Chromebooks will be added to classrooms with the goal of making learning more student-centered, interactive, and visual. Interactive whiteboards used in conjunction with our Google suite of apps and additional ad on software encourages the use of more varied, creative, and engaging teaching activities. They also will facilitate student participation by allowing students to interact with materials on the board, collaborate, communicate, create, and think critically using 21 century skills. Uses of the interactive whiteboards include the integration of web-based resources in whole-class instruction, use of video clips to model and help explain concepts, presenting student work to the rest of the class, creating digital flipcharts, modeling and sharing exemplars in writing classes, and modeling math skills and standards. Additionally, it provides students with timely and effective feedback regarding the quality of work presented. Chromebooks will be used in concurrence with the interactive whiteboards.
- ❖ An full time Instructional Support Specialist will be hired to assist both teachers and students with attaining instructional and achievement goals. The Instructional Support Specialist will provide professional learning to staff (monthly) and will assist with the disaggregation of data. She will work with staff members during collaborative planning sessions in the gathering of resources so that they are better equipped to provide additional support and differentiation opportunities for students. Additionally, she will

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work directly with our intervention specialists to target our at-risk students and develop a plan of action regarding skill and behavior deficiencies. She will also work with small groups of students to provide targeted interventions and small group instruction (as needed).

- ❖ Edulastic helps to identify learning gaps, help students learn and measure growth all in one easy system. In the classroom and at home, this web-based platform is designed to help teachers assess and monitor students as they work toward mastery of standards.
- ❖ Extended Day Tutoring creates additional learning time focusing on specific areas of need for at risk students.
- ❖ Tutoring during the day provides immediate intervention based on student need. Tutors funded by Title 1 will focus on skills identified by STAR assessments and classroom observations in an effort to increase achievement.
- ❖ Guided Reading allows teachers to instruct students in small groups based on skill needs to maximize learning.
- ❖ Saxon Phonic instruction provides building blocks for students to learn how to sound out words and read.
- ❖ Lexia Learning System software from acceleration, to intervention, to English Language Development, to assessment and professional learning, Lexia solutions can be used together or individually to meet all structured literacy needs for any student. This software also offers solutions that build teacher confidence in teaching literacy, giving them the background, depth of knowledge, and tools they need to effectively instruct a wide range of students.
- ❖ Math manipulatives allow struggling students to visualize concepts.
- ❖ Extended Learning Time is used to allow students to practice reading skills through the use of Guided Reading practices. This requires supplemental fiction and non-fiction books for independent reading.
- ❖ Integration of technology across the curriculum- Provides a different modality for students to access information, produce information, learn information, and research information.

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- ❖ Math journals/writing across the curriculum- Students justify their answers while writing in their math journal and allows students an opportunity to practice writing in all subject areas with integration of vocabulary.
- ❖ ELA and Math Spiral Review- Material is revisited repeatedly over a period of time.
- ❖ Targeted Skills Reading, Math, and Writing materials from Eureka math, and Wit and Wisdom - scaffolds instruction and student practice to help students master Reading, Math, and Writing standards.
- ❖ Number Talks- Provides students an opportunity to work with computation in a meaningful way. Students describe strategies used to solve problems.
- ❖ Writing conferences, feedback and writing instruction professional development - Feedback and professional development will help our students improve writing skills and will help our teachers improve writing instruction.
- ❖ STEM hands-on activities - providing a lab for opportunities for students to experience the integration of Science, Technology, Engineering, and Math in a nontraditional setting
- ❖ Use of Eureka Math and Wit and Wisdom - All grade level teachers have been provided with curriculum, lesson plans, and literature books that they will utilize with their students this year. Professional Development will be provided throughout the school year.
- ❖ Goal Setting - Teachers will be required to set goals with students in both reading and math after each STAR Assessment and Review Days

At Sharp Creek Elementary School we will increase the amount of quality learning time by providing in school tutoring and support provided by our intervention specialist and a paraprofessional who will implement teaching strategies introduced/reviewed during professional development sessions. This is by design and to support teacher growth thus having a direct impact on the quality of teaching instruction throughout the building. Additionally, the during school tutoring sessions allow us to maximize our MTSS and strengthen processes to provide quality interventions and data tracking of students during their time in elementary school as warranted by a variety of assessments. This targets

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specific areas of weaknesses and helps all work toward mastery of standards within the school day.

C. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include—

1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Provide a narrative of how you will use the above strategies for ALL students, particularly the needs of the most at-risk.

At Sharp Creek Elementary School, all students are provided with opportunities to address any need that they may have. All Title I funded methods and instructional strategies will be employed in all classrooms with fidelity. In addition, tutoring services will be used at various times throughout the year to provide support to those students that are identified as at risk. In addition, students that are at risk of not meeting state achievement standards are a particular area of focus in regards to alternative programs. Some of the alternative programs include:

Willowbrook Counseling Services

We partner with the Tanner Behavioral Willowbrook program. Sharp Creek works as part of a parent, school, counseling partnership to provide support to students and families by providing resource information and, at times, beginning the referral process for the parent if requested. Willowbrooke, a local mental health facility, also has a therapist stationed at Sharp Creek to provide behavior guidance with identified students. When these services are noted as a potential resource for students, a referral is made to Willowbrooke to allow therapy sessions during the school day.

Additionally, students with consistent behavior concerns may participate in check-in/check-out daily. Students identified for this intervention are assigned a caring adult in the building with whom they “check-in” each morning and afternoon to discuss behavior goals, responses to situations, and daily progress. Check-in/check-out procedures focus mainly on the PBIS structure in place in all classrooms in which students place their clip on a behavior chart throughout the day. Positive behavior results in a clip up. Negative behavior results in a clip down. By having discussions regarding student behaviors, consequences, and the end-of-day clip position, students checking in and out with an adult can speak the same language regarding behavior, expectations, and next steps. If this intervention is not effective, a more rigorous plan of support may be necessary. These plans are developed specifically for each individual student to support specific behaviors and guide the development of positive interactions through affirmation, clear expectations, and frequent and repeated reinforcement.

The school counselors provide classroom guidance to all grade levels and address individual needs through one-on-one sessions and small social groups. The school counselors also

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facilitate implementation of career awareness lessons across grade levels, as monitored by administration.

Backpack Program

SCE partners with local churches who provide bagged snack items for students to take home over the weekend. The counseling department coordinates this with parents, students, and our school partner.

Check and Connect

Counselors provide Check and Connect services to students who may not need counseling but do require assistance with support. This can include behavioral and academic support. These students are called in for quick support and assistance on a regular basis.

Career Awareness

During FY 23, as part of the district's **Future Focused Awareness** Priority Expectation, students will be introduced to the Student Essentials which will teach our students to be resourceful, reflective, resilient, and responsible. Additionally, these monthly lessons are designed to target college and career awareness, social skills for success, and positive climate. Sharp Creek also uses monthly future-focused skills to facilitate instruction and reinforcement of necessary habits, such as hand-shaking, punctuality, and collaboration. The student essentials are founded on the following 7 tenets: Exhibits Self-Awareness, Embraces Collaboration, Utilizes Critical Thinking Skills and Creativity, Practices Self_management, Models Good Citizenship, Communicates Effectively, and Demonstrates a Goal-Oriented Mindset. Student Essentials were created with the 21st Century Learner in mind and the 4C's (communication, collaboration, critical thinking, and creativity). These monthly lessons are designed to target college and career awareness, social skills for success, and positive climate. Sharp Creek also uses monthly future-focused skills to facilitate instruction and reinforcement of necessary habits, such as hand-shaking, punctuality, and collaboration.

A school-wide Career Day will be held in May of each year. Presenters from a variety of careers will be invited to Sharp Creek to teach students (Pre-K through 5th grade) about their careers.

An Apprentice Workshop will be provided for all students once per month. Exploratory Teachers will organize for guest speakers/presenters to come to their classrooms in order to provide students an opportunity to do hands-on activities. Students will be able to register to attend the workshops that they are the most interested in.

Reflections of Success is a new opportunity for students to listen to presenters discuss career pathways and how they became successful in their positions.

3rd, 4th, and 5th graders will take visits to various educational institutes, including the University of West Georgia (5th), West Georgia Technical College (4th), and the Carroll County College and Career Academy (3rd).

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Beyond future-focused initiative, Sharp Creek is utilizing community resources to provide instruction. Local artists will come in and teach students their craft in an effort to provide authentic learning opportunities and expand exposure to art forms.

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

Provide a summary if applicable of how you prepare students for the next level, postsecondary education, and workforce.

It is important to prepare students entering our school for the experiences of moving from level to level and from one school to another. Various transitional activities are in place at Sharp Creek to support the transition.

- Each Summer, all parents of upcoming Pre-Kindergarten students are invited to attend an orientation meeting. Pre-K Orientation for the 22-23 school year was scheduled for August 3rd by appointment. The goal of the meeting is to share expectations for the newest students and provide reassurance to parents. Parents are given an opportunity to ask questions and tour the school.
- Additionally, all fifth grade students are given an opportunity to attend an orientation at their given middle school within the county along with their parents. During this orientation, students and parents will get to hear and ask questions about all of the academic and extracurricular programs and activities. Additionally, rising 6th grade students are provided bus transportation to visit their middle school during May field trips from Sharp Creek Elementary.
- Students entering from private schools, home schools, or other public schools are given a tour of the school by our registrar, counselor, or a student leader. They are given registration packages that contain information from the first day of school.

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

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Discuss PBIS or other behavioral programs being implemented at your school. Discuss the MTSS Process at your school. Discuss your EIP program.

PBIS was implemented at Sharp Creek Elementary in 2018-19. Sharp Creek fully implemented the program by adding a school wide behavior clip chart to the behavior matrices to help with classroom procedures, consistent incentives, clarified expectations, and clearly communicated parameters. The classroom clip charts are integrated with Remind, a communication tool that allows teachers to share behavior performance and feedback with parents daily. Points accumulate as the year progresses, allowing students to meet specific predetermined goals. PBIS provides great support of academic and behavioral goals for all students and allows SCES to communicate progress daily.

Additionally, students are able to earn Creek Cash for positive behaviors throughout the school. The cash can be spent on a weekly basis at the PBIS super store or the students can save it to spend at a later date. In addition, students utilize Creek Cash to pay for POW Wows (celebrations at the end of each nine weeks).

Interventions and supports for students in need of academic and behavioral scaffolding are determined and managed through the Multi-Tiered System of Supports (MTSS). Because many of the students at Sharp Creek are in need of specific instructional intervention, the school has designated a teacher on assignment to act as the MTSS Specialist who organizes, manages, and monitors meetings and data to ensure fidelity to each plan and the progression of the process.

Professional Learning will be provided to the teachers by our Instructional Coach. The goal of MTSS is to screen early and deliver targeted support quickly.

MTSS in relation to instruction is outlined as follows: Students participate in universal screeners 3 times a year and the data is used to place students in the appropriate tiers of support. Teachers in conjunction with our intervention specialists address areas of weakness for students in the Tier II process and begin interventions 3 days a week for a minimum of 10 minutes. Progress monitoring is done on the student performance sheet and tracked in our grade level shared drives and moves from one year to the next. This provides everyone with detailed reports of the students they teach and allows a check and balance to make sure that the data is there to support movement to Tier III or if the Tier II approach was successful and them to exit back into Tier I. With Tier 3 interventions, again teachers in conjunction with the intervention specialists work on intensive one-on-one interventions at least 3 days a week for a minimum of 15 minutes. Students are progress monitored weekly and parents are invited into the SST process to communicate areas of weakness and our plans as a learning community to address those areas and work together collaboratively to improve those (if possible). If a student is not responding to this process the MTSS Team (SST) the team may recommend new interventions and further data or potentially test for a disability.

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Written summary explanations are also provided to teachers with the intent of sharing these with parents. At the beginning of each school year, the format and types of diagnostic instruments and screeners that will be utilized are reviewed. Teachers are instructed in creating data reports. Those reports are reviewed at data dig meetings and meetings with individual teachers, and plans of action are created as a result of the data. Results of assessments are also recorded on the Teacher Data Form in Google Drive. Each year, teachers are provided with an update on Lexile Scores. New teachers work with their mentor teachers to gain additional training on the administration of tests and interpretation of test results. Additionally, district level specialists have provided teachers at Sharp Creek Elementary School with instruction on how to disaggregate the data from STAR screeners and assessments.

Beyond MTSS, students may also receive support through EIP, a program designed to help remediate students who have been unable to perform on grade level as evidenced on Georgia Milestones, grade-level assessments, or other forms of evaluation. Students who meet the criteria for EIP services are served in different ways at Sharp Creek. Many are placed in classes with reduced numbers of students, enabling a lower student-teacher ratio. This method of service allows teachers to work closely with students and provide specialized instruction more frequently. Student performance is monitored throughout the year to determine if a child continues to need EIP services and to help design instruction suitable for each individual.

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

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

Sharp Creek provides multiple ways for teachers and staff members to learn and grow professionally. Many teachers seek out instruction through the local RESA or similar agencies who provide goal-related courses focused on individual needs. Most professional learning opportunities are directly related to the Needs Assessment and pertain to specific action steps developed in the plan. Opportunities for professional learning through outside agencies are ongoing and include topics such as:

- Grade Level Core Content Collaborative Planning
- Vertically Aligned Literacy Initiative
- Eureka Math
- Reflex Math
- Lexia (reading)
- Close Reading Strategies
- Strategies to improve student Lexile Scores and understanding Text Complexity

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- Multi-tier System of Support Training
- Differentiation
- Social Emotional Wellness Training
- Increasing Rigor and Depth of Knowledge
- Extended Thinking Strategies Training
- TKES Professional Development
- Illuminate Software Training
- Guided Reading Training and Literacy Support
- Literacy Best Practices
- Google Classroom Training
- Orton-Gillingham Training
- Instructional Best Practices
- PBIS Training
- 8 High Impact Math Strategies
- Integrating Content Literacy K-5
- Reading and Writing Strategies K-12
- Vocabulary Instruction
- Student Engagement
- Culturally Responsive Classroom
- GA School Counselor Association training
- GaETC
- Model ELA Classroom (K-2)
- MTSS Training
- Learning A-Z
- Running Records (K-2)
- Wit and Wisdom
- Mountain Math and Language

PL Opportunities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data:

In an effort to support and assist all staff members, professional learning at Sharp Creek goes beyond external courses and is often job-embedded. Just-in-time professional development occurs often and helps develop sustainable improvement efforts. District-wide initiatives also help determine professional development activities and allow Sharp Creek to utilize a framework of learning to address the specific needs of the teachers and staff members in the school. Internal staff development is provided by the school and school district. District instructional coaches and support personnel will also provide professional learning in specific district initiatives and areas of need. Teachers will participate in professional learning both during the school day and outside school hours, requiring the use of substitute teachers on certain occasions. Topics for internal professional learning will include, but not be limited to, grade level content collegial planning, direct instruction on planning, time management, high-impact strategies, and teaching in emotional poverty.

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Beyond typical professional learning, Sharp Creek will be utilizing a 4-week data cycle in which to embed training on how to utilize data in real time to determine effective groupings, develop appropriate instruction, set goals, and monitor progress and program effectiveness. Teachers will be selecting the metrics with which to examine progress and learning how to analyze data with a solution mindset.

In addition to teacher professional learning, paraprofessionals will have a monthly meeting. The topics for instruction will be related to instructional issues or points of improvement with Sharp Creek.

Efforts to recruit and retain effective teachers in high need content areas:

Sharp Creek partners with the University of West Georgia to place student teachers in SCES classrooms throughout the school year. This partnership provides access to quality new teachers and input into their training. Once positions are available, Sharp Creek follows the district interview process and procedures including expressing to potential candidates the benefits of working at Sharp Creek and in the Carroll County School System. A Teacher Induction Program (TIP) for teachers new to teaching and to the district is provided to support new employees. Working in our school and system will include on-site professional learning, common planning time for teachers, school climate, recognitions each week and month of staff members, and partnership with the business community. Additionally, all new teachers or new teachers to the building participate in the New Teacher Academy, which meets once monthly, and are assigned a mentor for support.

5. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle schools

Discuss Strategies for assisting preschool children in the transition from early childhood education to elementary schools.

It is important to prepare students entering our school for the experiences of moving from level to level and from one school to another. Various transitional activities are in place at Sharp Creek to support the transition. Each Summer, all parents of upcoming Pre-Kindergarten students are invited to attend an orientation meeting. Pre-K Orientation for the 22-23 school year was scheduled for August 3rd by appointment. The goal of the meeting is to share expectations for the newest students and provide reassurance to parents. Parents are given an opportunity to ask questions and tour the school.

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**ESSA Requirements to Include in the Schoolwide Plan-Section
116(b)(1)**

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

In support of strengthening student academic achievement, the Sharp Creek Elementary (SCE) has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe SCE's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions.

The Parent and Family Engagement Plan is jointly developed and revised annually. This year, Sharp Creek Elementary School invited all parents to attend input sessions on July 28, 2022 to review and revise this parent and family engagement policy, as well as, the schoolwide plan, our school-parent compact, and our 1% parenting budget. Additionally, the plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online. This survey allows parents and family members an additional format to provide feedback to the school.

Parents and family members are also provided the opportunity to give feedback during several parent meetings and activities during the school year including our annual Curriculum Nights. Meetings are held at a variety of times throughout the school year. Parents/guardians can also request home visits, individual meetings, or group meetings to accommodate parent/guardian needs. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to their child's school. In addition to the family nights, our PTO has designated fun activities for parents and students to be involved in throughout the school year such as our Trunk or Treat and Run the Creek.

SCE is afforded the ability to translate any document and request translators for parent events

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as needed. This has helped create a clear and open line of communication between the school and parents of English Learners. These resources are utilized on an on-going basis to ensure staff members can provide parents with the information they need to ensure student successes in the classroom. Google translate in addition to translator services has allowed for much quicker communication to occur between EL learners, parents, and community partners.

EVALUATION OF SCHOOLWIDE PLAN-34CFR /200.26

IV.

- A. Address the regular monitoring and the implementation of, and results achieved by the schoolwide program, using data from the States' annual assessments and other indicators of academic achievement.

The Schoolwide Plan is reviewed throughout the year (9 times) at each of our leadership monthly meetings. School leadership meetings are held each month. Other meetings vertical and operational teams meet throughout the year meet each month to address actionable steps and progress throughout the year.

After input on the plan was collected formally on July 28, 2022 at the Title 1 Input Meeting, administration reviewed the plan, data, research, and input collected to edit the plan already in progress. Additionally the School Leadership Team reviews the plan monthly to determine if changes are appropriate or budget amendments are needed based on the ongoing assessment of student needs and priorities. Initial priorities are established with the previous year's state assessment and continue to be adjusted throughout the year based on our STAR data and common assessments that are given each 9 week grading period. All of our stakeholders have opportunities throughout the year to continue to contribute and monitor the plan through our scheduled Title 1 events. This allows us to address student strengths and pinpoint weaknesses with all students by providing timely feedback and interventions throughout the school year.

- B. Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

We feel that the flexible intervention specialist schedule allows us to pinpoint students in our subgroup population(s) that need additional boosts to their regular educational programs and have helped more students make gains in ELA and Math that may have previously been missed due to the pandemic. Additionally, we feel that the smaller class sizes coupled with software utilization and smaller class sizes have aided us in being more successful for those students who have been farther from achieving the standards.

The needs of all children at SCE will be assessed and addressed as data shows a need for

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intervention. Counseling will be provided to students who are identified by teachers, staff, community or parents as students who have shown a need for support academically or social/emotional. Our school counselor will also work with Tanner Behavioral Health and Willowbrooke to connect parents to resources needed that may be found within our community.

Specialized instructional support will be given to students who demonstrate a need. These needs are geared to helping the student find success in day to day operations as well as learning to read, write and understand / apply math concepts. Mentoring and tutor support will be put in place to ensure students have the support needed to be successful throughout each area at school and home.

When determining how best to communicate concepts and plans, Sharp Creek administration and teachers work to provide visual representation in addition to textual explanation to convey the need for change or improvement. Additionally, SCE works to provide communication in multiple formats, including electronically, on paper, and through videos/phone calls.

C. Describe how the Schoolwide Plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

Each year, Sharp Creek Elementary reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, and parents. The team met on May 13, 2022, from 8:00 am to 4:00 pm. Dr. Kiley Thompson, principal, led the group through an in-depth review of the data from state and local assessments and parent and staff surveys. The team then identified academic, behavioral, and social needs of student population groups and faculty and staff members. During this planning and development event, the team reflected upon current achievement data in order to help our stakeholders understand the subjects and skills in which teaching and learning need to be improved. SCE data was compared to state and system data. As a result, the SIT identified areas of strength and weakness within our school. This resulted in a development and revision of the FY 23 Schoolwide Plan.

On July 28, 2022 from 3-5 Title 1: Parent Input sessions. Parents were given the opportunity to review the plan and provide suggestions for improvement or identify additional items that are perceived as needs for our school or their students. Once all input was received, the plan was revised and sent to the LEA for approval.

The plan is reviewed monthly at Leadership Team meetings and bi-monthly at vertical and operational team meetings to ensure execution of strategies and initiatives are effective and being performed with fidelity. The plan is available to all community stakeholders in the Title I resource area of the school. It is also posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Any feedback

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received from faculty, staff, parents, or community members is discussed at the monthly meetings.

V. Schoolwide Plan Development-Section 1114(2)(B) (i-iv)

- a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Explain how the Title I Schoolwide Plan is reviewed and revised annually. When the meeting occurs. How often the plan is reviewed within the year.

Each year, Sharp Creek Elementary reviews, revises, and develops its Title I Schoolwide Plan with a diverse team of administrators, teachers, program-specific specialists, and parents. A meeting was held on May 13, 2022, from 8:00 am to 4:00 pm. Dr. Kiley Thompson, Principal led the group through an in-depth review of the data from state and local assessments and parent and staff surveys, and this data was used to identify our school's specific areas of need, establish goals for improvement, and identify action steps to be taken to meet the identified needs. This resulted in the revision and development of the FY 23 Schoolwide Plan.

The plan is visited yearly throughout the School Leadership Team meetings to ensure execution of strategies and initiatives are effective and being performed with fidelity.. The plan is available to all community stakeholders in the Title I resource area of the school. It is also posted on the school website. Parents and community members are invited to provide feedback at any time throughout the year. Any feedback received from faculty, staff, parents, or community members is discussed at the monthly meetings.

- b). The Title I Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in The Title I Schoolwide Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Explain how parents and community members are involved in the development of the Title I Schoolwide Plan. Include how other stakeholders such as principals, other school

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leaders, teachers, paraprofessionals, and central office staff are involved in the development of your Title I Schoolwide Plan.

Sharp Creek Elementary School developed its school-wide needs assessment with the participation of individuals who will carry out the development of a comprehensive, school-wide school improvement plan. SCE has established a School Leadership Team consisting of members that are selected based on their leadership abilities, areas of expertise, and grade level. This diverse team consists of administrators, teachers, program-specific specialists, and parents who assisted in creating and reviewing a plan for school-wide improvement. The members are: Dr. Kiley Thompson, Sheanoka Almon, Amanda Driver, Jennifer Shirley, Kim Dickson, Kaci Todd, Alisha Creekmore, Anna Ellis, Karen Bragg, Bertie Wilbanks, Leslie Warren, Aleja Turner, Marisa Pearson, Tanja Cochran, Tara Ferguson, Gretchen Rakestraw, Dana Harman, and Julie Kelly. Mrs. Todd is a parent of a 2nd grade student and selected to participate because she also stepped up to become a founding member of SCE's PTO.

Our School Leadership Team is put in place to continually monitor the implementation and progress of the plan through monthly meetings, designating at least one meeting per month to discuss action steps and progress. Stakeholders continue to contribute throughout the school year at a variety of Title I events. Additionally, grade-level teachers attend collaborative meetings to monitor both grade level and individual student progress and reflect on strategies and interventions within the classroom.

School Leadership Team Responsibilities:

- ➔ Facilitate the development of the School Improvement Plan
- ➔ Monitor, Assess, and Amend the School Improvement Plan
- ➔ Implement and execute the School Improvement Plan

c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Explain how often the plan is reviewed within an academic year. How the plan is updated when there is a budget amendment or shift in student academic needs.

Sharp Creek School's Title I Schoolwide Plan will remain in effect, reviewed, and revised for the entire 2022-2023 school year. Its implementation will be regularly monitored through discussions at faculty meetings, school improvement meetings, and school council meetings. Additionally, the plan will be available for review and discussion at each of our family engagement nights throughout the 2022-2023 school year to increase knowledge and capacity surrounding Title I activities, budgeting, and improvement initiatives. As our budget opportunities are enhanced, the plan will be revised by our stakeholders to ensure all students are provided opportunities to successfully meet state standards. Needs will be further assessed

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through disaggregation of data, and research will be conducted to identify how to best address those needs. Research-based strategies and/or resources will then be implemented to meet the identified needs. Opportunities throughout the year will be provided for parents to attend meetings via social media through links to the presentations and informational sessions provided at a variety of times throughout the day so that more parents may attend either in person or virtually. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit these concerns to the central office at the same time that the Title I schoolwide plan is submitted

Our School Leadership Team is put in place to continually monitor the implementation and progress of the plan through monthly meetings, designating at least one meeting per month to discuss action steps and progress. Stakeholders continue to contribute throughout the school year at a variety of Title I events. Additionally, grade-level teachers attend collaborative meetings to monitor both grade level and individual student progress and reflect on strategies and interventions within the classroom.

d). Is available to the local education agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Explain how your Title I Schoolwide Plan is made available to the school system, parents, and public. Explain how your plan is in a language and format that is easy for parents to read and understand.

Sharp Creek Elementary School involves parents and community members in the planning, review, and improvement of the comprehensive school-wide plan and opportunities for parental involvement through invitations to the fall Annual Title I Meeting, after-school activities such as our Cluster STEM Night, ELA Night, Math Night, annual surveys, through information placed on the school website and Facebook pages, School Messenger calls, School Community Team Meetings and emails. Parent Right to Know letters and School/Parent Compacts are provided to all parents annually. Each of these meetings, activities, or informational plans accompanies an open invitation for feedback, input, and suggestions for school improvement and improvements in the parental involvement process.

- The comprehensive school wide program plan is written in parent-friendly language and made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website and made available to the LEA, posted in the Parent Center. The Schoolwide Plan is also translated into the preferred native language of our students' families as indicated on the home language survey.
- Copies of Sharp Creek's School Parent Compacts are located in the Parent Resource Room. Parents may stop by the parenting resource center at any time during normal school hours. The compact is written in parent-friendly language

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and is also translated into the preferred native language of our students' families as indicated on the home language survey.

e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

VI. Define how your interventions are evidence-based, or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects	Statistically significant effect on improving student outcomes or other relevant outcomes based on: (Check one)				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rationale Evidence	
Reducing Class Size	All Content Areas		x			Reducing Class Size
Tutoring/Extended Learning Time	All Content Areas	x				Tutoring/Extended Learning Time
Lexia	Reading			X		Lexia Reading
Reflex Math/Explore Learning	Math	x				Reflex Math
Eureka	Math	x				Great Minds
Renaissance Learning (reading and math)	Reading and Math			X		Core Progress for Readiness Core Progress for Math
Chromebooks for student one to one technology and	All Content Areas		X			REL

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blended learning						
Guided Reading (with a focus on fluency, vocabulary, and comprehension strategies)	Reading		x			Reading Readiness
Learning A-Z, including Reading A - Z and Vocabulary A - Z	Reading		x			Reading A-Z Headsprout Early Learning
Paraprofessional Support	ELA, Reading, and Math		x			The Effect of Paraprofessionals as Early Reading Tutors
Saxon Phonics	Reading			x		A Study of Saxon Phonics
Fiction books	ELA, Reading	x				Journal of Learning Disabilities
Practitioner/artist as instructor	Art		x			Teaching Artist and the Future of Education How being an artist can influence K-12 education
Mountain Math and Language	Math and ELA	x				Research Supporting Mountain Math
SEW and Community Services Liaison	SEW	x				Parental Involvement

B. If a **middle or high school**, 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, if applicable—

1. Through coordination with institutions of higher education, employers, and other local partners;

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Discuss transition activities for parents and students from elementary to middle or from middle to high school.

- All fifth grade students are given an opportunity to attend an orientation at various middle schools throughout the county along with parents. During this orientation, students and parents will get to hear and ask questions about all of the academic and extracurricular programs and activities. Additionally, rising 6th grade students are provided bus transportation to visit their middle school during May field trips from Sharp Creek Elementary.
- Students are given multiple opportunities to meet teachers, principals, counselors and coaches. They are informed of the academic, athletic, and club options that will be available to them.
- Students entering from private schools, home schools, or other public schools are given a tour of the school by our registrar, counselor, or a student leader. They are given registration packages that contain information from the first day of school.

2. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Middle Schools: Discuss opportunities for students to take high school courses and career counseling opportunities for students.

Elementary Schools: Discuss opportunities for students to take advanced courses and career counseling opportunities for students.

- For students who qualify QUEST courses are offered for acceleration into middle school content areas. Students who qualify for gifted services are provided 6 segments of accelerated courses a week in kindergarten through fifth grade. SCE has a gifted teacher servicing every grade level either through collaboration or direct servicing. The gifted teachers work with their team to creatively plan lessons to meet the four Cs. In addition, the counselor works with 3, 4, and 5 grade students on career awareness and advisement lessons to further prepare them for future opportunities outside of BES.

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b. Title I Budget Crosswalk with Title I Schoolwide Plan

Title I Budget Crosswalk

List all expenditures included in Title I Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Reducing Class Size	8,16	Moderate
Tutoring/Extended Learning Time	7,10-12	Promising
Lexia	8,10,16	Promising
Reflex Math	8,16	Strong
Eureka	8,11,16	Strong
Renaissance Learning (reading and math)	6,8	Promising
Chromebooks for one to one technology and blended learning for students	9,25	Moderate
Guided Reading (with a focus on fluency, vocabulary, and comprehension strategies)	10-11	Moderate
Learning A-Z, including Reading A - Z and Vocabulary A - Z	8,11	Moderate
Paraprofessional Support	17-18	Moderate
Saxon Phonics	26	Promising
Practitioner/artist as instructor	13,26	moderate
Mountain Math and Language	17	strong

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SEW and Community Services Liaison	12-13,17	strong
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Title I Carryover Budget Crosswalk

(List all expenditures included in Title I Carryover Budget and specify the page number of where it is located in this Title I Schoolwide Plan. Note the level of evidence as outlined in your budget and Section IV of this plan). This will be added after you receive carryover funds.

Expenditure	Page in Title I Schoolwide Plan	Level of Evidence
Tutoring		

**You will need to resubmit your Title I Schoolwide Plan if you add additional items in your Carryover Budget that are not included in the Title I Budget.

**** Add your assessment results as an appendix.**

☐ This plan was reviewed and updated for the current school year. The content of the plan will be used to budget Title I funds. A review of the plan will be conducted as student achievement data is reviewed throughout the year.

Principal

Date

Title I Specialist

Date of Approval

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Title I Coordinator

Date

Superintendent

Date

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Appendix 1

Sharp Creek Elementary Data Profile Sheet and CCRPI Report

2022/23 Sharp Creek Elementary School Profile Data Sheet																											
Completion Guide																											
Year	Enrollment	FR%	Mobility Rate	SWSES Target Met	870 Met Y/N	CCRPI	CCRPI Content Mastery	CCRPI Progress - 35	CCRPI Closing Gap - 15	CCRPI Readiness - 20	EOG +/- vs. previous year	EOG vs. GA	Math vs. GA	3rd EOG Math	4th EOG Math	5th EOG Math	3rd EOG Math % Dist.	4th EOG Math % Dist.	5th EOG Math % Dist.	3rd STAR Math Growth	4th STAR Math Growth	5th STAR Math Growth	3rd STAR Math Growth % Math	4th STAR Math Growth % Math	5th STAR Math Growth % Math	5th EOG SC	5th EOG SC % Dist.
2023																											
2022	558	73%	33	na	na	na	na	na	na	5/7			47%	48%	37%	9%	8%	12%	1.2	1.7	1.3	14%	23%	21%	37%	2%	
2021	517	78%	26.3%	na	na	NA	NA	NA	NA	NA	0/7	0/3	32%	44%	32%	3%	3%	7%	1.4	1.4	1	21%	14%	25%	34%	5%	
2020	545	75%		na	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0.8	1.1	13%	17%	11%	NA	na		
2019	568	80%	31.1%	y	Y	86.7	22.38	33.5	15	15.61	6/8	6/8	3/3	53%	53%	51%	15%	7%	17%	1.4	1.8	2	10%	7%	15%	55%	16%
2018	545	78%	27.6%	NA	Below	65.3	18.5	25.4	5.8	15.6	4/8	1/8	1/3	46%	47%	30%	11%	10%	9%	1.5	1.3	1.2	9%	24%	23%	37%	13%

Year	ELA vs. GA	3rd EOG ELA	4th EOG ELA	5th EOG ELA	3rd EOG ELA % Dist.	4th EOG ELA % Dist.	5th EOG ELA % Dist.	3rd Lexile 670+	4th Lexile 840+	5th Lexile 920+	Writing +/-	1st STAR Read Growth	2nd STAR Read Growth	3rd STAR Read Growth	4th STAR Read Growth	5th STAR Read Growth	3rd STAR Interv. % Read	4th STAR Interv. % Read	5th STAR Interv. % Read	ELA All P & D	ELA Black P & D	ELA Hispanic P & D	ELA Multi-Racial P & D	ELA White P & D	ELA ED P & D	ELA SWD P & D	
2023																											
2022		31%	44%	40%	8%	9%	2%	32%	42.00%	54%	8/9	1.3	1.3	0.8	1.2	1.1	34.00%	26.00%	17%	43.00%	22%	42%	27%	48%	31%	-	21
2021	0/3	31%	34%	28%	5%	1%	0%	52%	56%	69%	2/9	1.2	0.7	1.1	1.1	1	28%	24%	29%	42%	38%	42%	33%	46%	37%	17%	13%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.1	0.8	1	1	0.7	21%	21%	21%	NA	NA	NA	NA	NA	NA	NA	NA	
2019	1/3	36%	42%	56%	15%	15%	12%	73%	74%	77%	7/9	1	0.9	1.2	1.2	1.5	24%	20%	15%	45%	30%	41%	50%	53%	38%	18%	21%
2018	0/3	36%	49%	31%	11%	8%	4%	68%	64%	57%	2/9	0.6	0.9	0.9	0.9	1	23%	23%	35%	39%	19%	35%	32%	50%	32%	30%	9%

Year	Math All P & D	Math Black P & D	Math Hispanic P & D	Math Multi-Racial P & D	Math White P & D	Math ED P & D	Math ELL P & D	Math SWD P & D	Science All P & D	Science Black P & D	Science Hispanic P & D	Science Multi-Racial P & D	Science White P & D	Science ED P & D	Science ELL P & D	Science SWD P & D	Black Targets Met	Hispanic Targets Met	Multi-Racial Targets Met	White Targets Met	ED Targets Met	ELL Targets Met	SWD Targets Met	SWD 3-5 ELA % at O/P/D	SWD 3-5 Math % at O/P/D	**
2023																										
2022	44%	23	50	23	50	36	-	23	37%	28	23	-	47	32	-	36							37	50		
2021	32%	24%	33%	11%	26%	31%	0%	17%	34.00%	21.00%	31%	0.00%	43.00%	29.00%	0%	25.00%	0/3	0/3	0/3	0/3	0/3	TFS	0/3	29%	36%	
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
2019	52%	36%	57%	38%	59%	47%	53%	28%	56%	27%	65%	57%	67%	51%	0%	43%	4/4	3/4	3/4	4/4	4/4	1/4	4/4	42%	64%	
2018	43%	19%	41%	32%	55%	36%	37%	9%	38%	6%	TFS	TFS	47%	27%	TFS	13%	0/4	2/2	0/2	2/4	1/4	2+2	0/4	19%	31%	

Year	Star Climate Rating	# Discipline Referrals	# Prohibited Acts	Inflections	PBS Certification	Student Attend. %	Student Attend. %	Start 5 Days	Gifted Segments Served	SST Flags in IC	District STEM Cert.	Advisement Sessions	# of EC Comp. Teams	# Comp. 1st or 2nd Place After School Clubs/Activities	# Bus. Partners	# Adult Vol. Hrs.	# Student Vol. Hrs.	Audit Status	Cert. Vac. on 1st Day	Teacher Retention %	SPED Retention Rate	**	**	**	**	**
2023																										
2022	na	63	2	y	91.53%	67.00%	71	186	115	prog	9	5	1	9	32	na	na	2	0%	68%	75%					
2021	NA	80	0	Y	92	71	67%	193	78	Prog	9	2	0	12	32	NA	NA	2	0	84%	83%					
2020	NA	72	0	Y	94.3	93.6	80%	242	51	Prog	6	7	1	12	32		432	3	0	90%	100%					
2019	5	91	3	Y	97.4	87%	51%	166	55	Hold	9	9	0	12	32	6035	789	3	0	93%	80%					
2018	5	209	0%	N	95.1%	87%	13%	148	64	Prog	9	8	1	11	30	6142	950	3	0	60%	66%					

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Appendix 2

FY23

Sharp Creek Elementary

Evidence Based Research Requirement

Logic Model for Rationale Evidence

Name of Intervention, Strategy or Practice:

Teacher Synergy/Teacher Pay Teacher

School Goal or Focus:

To implement rigorous activities focused specifically on the standard to engage students

Current Research Available Suggesting the Rationale May Work:

Implementing lessons with specific, research-based instruction greatly impacts the engagement and effectiveness of lessons. Teacher Pay Teacher has a plethora of instructional supplies, lessons, and tools that fulfill the criteria identified within research as instructional principles with high effectiveness, including daily spiral reviews, incremental chunking of new material, and providing models.

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Intervention Population/Subgroup(s):

All content teachers

Plan of Action:

Teachers may submit potential resources for review if they feel they adequately address the standards and target specific instructional strategies identified within the planning stages of the plan (spiral review, vocabulary focus, reading and writing in all content areas for information, using graphic organizers (specifically timelines, vocab diagrams, Venn diagrams), guided reading, and/or flexible grouping. If the administrator approves the resource, it can be purchased and utilized within the classroom.

Person(s) Responsible for Monitoring Effectiveness:

Classroom teachers and administrators

Progress Monitoring Dates:

Each week, collaborative planning sessions will allow for teachers to discuss the value of resources and their impact on formative data. Additionally, student achievement will be monitored on common assessments periodically.

How Will Success be Measured?

Mastery on common assessments will be used to measure success of the intervention.

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What is the School's Theory of Change for this Intervention, Strategy or Practice:

SCES will identify long-term goals, work backward to map and connect the outcomes, and identify interventions. Teachers pay Teachers offers many instructional resources that are specific to content that follow research-based guidelines for teaching. Specific lessons will be evaluated on a case-by-case basis to determine the integrity and fidelity with which they address the standards and follow research-based guidelines.

Evaluation of Intervention, Strategy or Practice OR Milestones Results Evaluating Success:

FY 22 Mid-Year:

80% of students should score proficient or distinguished on common assessments.

Evaluation of Intervention, Strategy or Practice OR Milestones Results Evaluating Success:

FY 22 End-of-Year:

80% of students should score proficient or distinguished on common assessments.

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**Appendix 3
Agenda and Sign-In Sheet for Comprehensive Needs Assessment
Meeting**

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**Appendix 4
Data Collection Tools**

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**Appendix 5
Agenda and Sign-In Sheet for Title I Schoolwide Plan Review**

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