



Title I School Improvement Plan

Approval Date 9/25/2024

School	Sharp Creek Elementary School
Principal	Mr. Robert Tolbert
Year	FY 25
Superintendent	Mr. Scott Cowart

Schoolwide Components

The Comprehensive Needs Assessment must be conducted by teachers, principals, paraprofessionals, other school leaders, parents, and the community.

Name	Role
Robert Tolbert	Principal
Amanda Eskew	Assistant Principal
Kaci Todd	MTSS coordinator and FEC
Amanda Driver	ILSS
Courtney Shumaker	Kindergarten Team lead
Bry Leatherwood	Parent
Julie Kelly	Media Specialist
Leslie Warren	3rd grade team lead
Anna Ellis	Exploratory team lead
Bertie Wilbanks	ISC
Ashley Ray	paraprofessional
Angi Andrews	Registrar
Crystal Jackson	Adaptive team lead

Comprehensive Needs Assessment Planning Committee

* A Parent Must Be Present at the Meeting

1. Comprehensive Needs Assessment-1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school and takes into account information on the academic achievement of the children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. A root cause analysis should be completed for academic areas and/or subgroups that are identified as needing additional support.

The staff members listed above used the following processes to complete the needs assessment from the 2023-2024 school data to develop the 2024-2025 School Improvement Plan: disaggregating data, analyzing data, reviewing perception data, creating the plan, receiving feedback from the plan, revising the plan, team meetings, discussions, redelivery to teams, monitoring of the progress of the plan, posting/reviewing the data in the data room, continuous review of the plan, and communicating the plan to other stakeholders of SCE. The team met once during the summer (May 24, 2024) for an all day planning session, this day was under the direction of Mrs. Jennifer Shirley. In addition, the team will continue to meet on the first Monday of each month throughout the school year to ensure we are progressing with the plan.

The result of the comprehensive needs assessment are:

Reading/Writing: Reading remains the greatest area of need for students at Sharp Creek Elementary School. We were below the state average in GMAS in grades 3-5. Scores in 3rd and 4th Grade ELA saw tremendous losses in GMAS proficient/distinguished percentages. Scores in 3rd grade need immediate attention in several areas. Wit and Wisdom is being used, as well as Hello Literacy with paraprofessional support in each Hello Literacy segment. We are continuing to see some gains with this program combined with stronger guided reading with the use of Hello Literacy, Saxxon Phonics in lower grade levels.. Root causes appear to be related to student transiency, attendance, high student population percentages in the area of students with disabilities, and the need for improved instructional strategies and resources relating to skill deficit areas.

Math: 5th grade math had tremendous gains this year with a 20% increase on GMAS scores, 3rd grade had a loss of 2% and 4th grade had a significant loss of 9%.

In an effort to help mitigate many of these instructional needs, 2 Title 1 Paraprofessionals will be hired to provide instructional support in acquisition for 3-5. A 49% teacher assists during math segments in grades 3-5 on Tuesday-Thursday.

Also, in order to reduce class size in an effort to maximize instructional efficiency, we are utilizing Title I funds for a Kindergarten & First Grade Teacher.

Science: SCE did not have a change in performance, but is scoring less than the state by 8%.

Discipline: Behavior continues to be an area for improvement. We will address these concerns by using the PBIS rewards app for data tracking and communication. The updated PBIS handbook is updated to address the changes in procedures. In addition, Lesley Warren is a Capturing Kids Hearts ambassador for the district and provides PL's on CKH strategies.

Survey Data: Surveys were given to students, staff and parents during February and March of 2024. The data indicates a significant need to improve staff perception in a positive climate, student behavior, and leaders communicate effectively. Parent survey opportunities for improvement include student behavior, leaders communicate effectively,

a. Academic Achievement Data

*Insert your school profile data, including demographic data, GMAS results, STAR and any other data used to determine strengths and weaknesses. Make sure to include subgroup information.

*Include GMAS and Star date from FY24 school year

GMAS Results

SCES	County Rankings	Proficient + Distinguished				State 2024
		2021	2022	2023	2024	
3rd ELA	12th	30%	31%	23%	17%	39%
4th ELA	12th	32%	44%	24%	20%	37%
5th ELA	12th	34%	40%	36%	31%	48%
3rd Math	12th	44%	46%	39%	37%	45%
4th Math	10th	28%	47%	49%	40%	48%
5th Math	9th	32%	37%	23%	43%	41%
5th SC	12th	34%	37%	33%	33%	41%

STAR Results

Reading Growth

	Beg	1st	2nd	3rd
1st	0.5	0.9	1.2	1.6
2nd	1.6	1.9	2.5	2.9
3rd	2.4	2.7	2.9	3.2
4th	3.4	3.4	3.8	4.1
5th	4.5	4.6	4.9	5.2

Math Growth

	Beg	1st	2nd	3rd
1st	0.8	1.3	1.5	2
2nd	1.6	2.3	2.6	2.7
3rd	2.5	3.3	3.6	3.9
4th	3.7	4.6	5.2	5.1
5th	4.9	5.3	5.2	5.5

Reading GMAS Predictor

	Beg	1st	2nd	3rd
1st	32%	26%	31%	35%
2nd	41%	43%	43%	38%
3rd	34%	44%	38%	33%
4th	29%	31%	36%	30%
5th	36%	36%	31%	46%

Math GMAS Predictor

	Beg	1st	2nd	3rd
1st	30%	39%	32%	30%
2nd	28%	41%	40%	37%
3rd	29%	41%	35%	32%
4th	34%	47%	46%	47%
5th	35%	49%	49%	50%

STAR Reading SGP

	Beg	1st	2nd	3rd
1st			26	39
2nd	40	52	46	57
3rd	57	53	43	43
4th	57	71	53	60
5th	66	59	45	63

STAR Math SGP

	Beg	1st	2nd	3rd
1st			39	48
2nd	43	53	40	56
3rd	60	52	46	52
4th	67	81	62	71
5th	60	76	64	74

Subgroups Reading

All	Black	Hispanic	Mult-Racial	White	Economically Disadvantaged	EL	SWD
49.49	34.35	59.77	37.95	53.34	43.8	48.35	28.69
55.5	47.7	43.05	58.35	66.35	50.54	10.85	26.4

Subgroups Math (2nd Nine Weeks)

All	Black	Hispanic	Mult-Racial	White	Economically Disadvantaged	EL	SWD
59.45	39.08	71.69	50.76	64.34	54.27	56.27	34.28
65.17	50	58.33	63.16	76.6	61.28	23.68	25

II. 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; Include your method of monitoring the effectiveness of your strategies throughout the school year.
- 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 education. Include strategies used to identify and serve the gifted and talented.

In addition to adding 1.5 Title teachers (Kindergarten, First Grade), supplemental work days will be added to our MTSS Coordinator (1) and Instructional Coach's (1) contract to allow for additional support for teachers and instructional and intervention needs. A family engagement coordinator will be compensated to provide general administration and communication of Title I engagement initiatives, schoolwide planning, implementation, and communication for all stakeholders.

Sharp Creek identified scientifically based strategies that have been effective in addressing our areas of weakness in ELA/Literacy, Math, Writing, and the academic performance of students with disabilities.

A. Sharp Creek Elementary is providing opportunities for all children including subgroups of students. At SCE, we will increase the amount and quality of learning time by providing extended day tutoring, implementing extended learning time segments of instruction, and implementing teaching strategies introduced/reviewed during professional development sessions designed to support teacher growth thus impacting the quality of instruction. We are also monitoring teacher planning, class time management, high-impact strategies, and classroom management.

In an effort to address the needs of specific subgroups, we will also provide training for teachers related to addressing the needs of Students with Disabilities (co-teaching workshops). Skills and strategies identified within these learning opportunities will be expected to be utilized in planning and implementing instruction.

B. SCE plans to use multiple methods and instructional strategies to strengthen the academic program and increase the amount of learning time for students. Programs and strategies like those listed below will enrich the curriculum and provide higher quality opportunities for all students.

- **Class size reduction**- Smaller class size allows teachers to better meet the needs of students who are at risk.
- **Extended day tutoring**- Creates additional learning time focusing on specific areas of need for at risk students.
- **Tutoring during the school day**- provides immediate intervention based on student need.
- **Collaborative planning**- Allows teachers to analyze data and make instructional decisions to help students who are at risk.
- **Professional development on best teaching practices and technology integration**- Focused and strategic professional development on best teaching practices and technology integration.
- **Phonics instruction**- Heggerty, Differentiated Phonics, Saxon Phonics & Hello Literacy provides building blocks for students to learn how to sound out words and read fluently; Learning A-Z will be purchased to supplement this initiative.
- **Math manipulatives** –The use of manipulatives allows struggling students to visualize concepts. Graham Fletcher kits.
- **Walk to Interventions**- Students practice phonic skills missed based on where they scored on the phonics screener given to all 3rd, 4th, and 5th graders.
- **Integration of technology across the curriculum**- Provides a different modality for students to access information, produce information, learn information, and research information.
- **Computer software/interactive websites**-(Renaissance, Reading A-Z, IXL, and other academic websites) - Provides practice and short lessons on curriculum topics. Many offer individualized learning paths.

- **ELA and Math Spiral Review**- Daily expectation using district modules, Pear Assessment, Illuminate, Mentor Sentences.
- **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 using Illuminate (ELA, Writing, and Writing) and Edulastic (math).
- **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.
- **Flocabulary** - a general fluency software to improve mastery of all content areas.

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.**

Sharp Creek Elementary uses various instruments, procedures, and processes to obtain our information. Homeroom teachers are required to identify students using information from GMAS (Georgia Milestones Assessment System), SWD (Students with Disabilities) files, ELL (English Language Learners) assessments, MTSS (Multi-Tiered System of Supports) progress monitoring, EIP (Early Intervention Program) data collection, Benchmark results, Reading fluency and comprehension scores from Renaissance STAR reading and math screener, student attendance data, CCRPI data from last year, discipline data, and perception data. Through the analysis of data, multiple factors are determined to impact student achievement and performance. As teachers and parents brainstorm root causes and potential strategies, non-academic supports are often considered.

The school counselor provides classroom guidance to all grade levels and addresses individual needs through one-on-one sessions and small social groups. The school counselors also facilitate implementation of career awareness lessons across grade levels, as monitored by administration. 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 can earn points for shopping at the school store. 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.

Another aspect of support in place at Sharp Creek are tutoring opportunities during and after school. Students in each grade level identified as below grade level on STAR Reading and STAR Math assessments will receive additional instruction in small groups or one-on-one with certified teachers. Instruction will focus on specific areas of weakness as identified through STAR testing, common assessments, and teacher-collected data.

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school student's 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).

During FY 25, 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). 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, including adaptive) about their careers.

3rd, 4th, and 5th graders will take visits to various educational institutes varying on attendance lines and specific grade level events.

iii. 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.);

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. We have moved from the clip chart to the PBIS Rewards App, where points are assigned and 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. Students are able to spend their points in the “Sharpie Shoppette” (This is a store meant for teachers and students that allows them to shop for items they want according to their reward points).

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, a teacher leader who organizes, manages, and monitors meetings and data to ensure fidelity to each plan and the progression of the process. Classroom teachers identify students in need of additional supports through multiple types of data (classroom performance, STAR data, etc.). Students determined to need intervention enter Tier 2. An intervention is selected, implemented, and monitored by the teacher. If no progress is noted, the MTSS Specialist meets with the school-level team to determine if there is a need to proceed to Tier 3. If so, the student enters a more intense level of intervention with increased frequency and focus. Data is collected weekly and recorded in Infinite Campus. The parent is involved at this level of intervention, contributing to plan development, reflection, and next step planning. The MTSS Specialist is integral to the organization and communication of the plan and meetings, and she offers expertise and non-partial recommendations to parents and teachers to help support students.

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 two models at Sharp Creek. Those two models are innovative and pull-out. Innovative is a model that reduces class sizes to give more of a beneficial student to teacher ratio. Pull-Out is where students are receiving 45 minutes in small group instruction in their served area.

For the 2024-2025 school year, Sharp Creek Elementary will be able to provide students with two Intervention Specialists to work with students on both behavior and academic progress.

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

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:

Aug. 22nd Sept. 9th Dec. 18th Mar. 14th	Data digs conducted with Instructional Coach to make tutoring and focus groups	Academic Achievement	Performance Data	Effective - Continue ▾
Aug. 15th Sept. 19th Oct. 24th Nov. 21st Dec. 19th Jan. 16th Feb. 13th Mar. 27th Apr. 17th	Science of Reading PL with Instructional Coach Multi-syllabic decoding & syllable types PL with IC Engagement strategies PL with Instructional Coach Formative Assessment PL with Instructional Coach ELEOT PL with Instructional Coach STEM PL with Instructional Coach Effective Instructional Strategies with IC		Performance Data and ELEOT observations	Effective - Continue ▾
				Effective - Continue ▾

Goal Area II: Stakeholder Engagement

Dates(s)	PL Activities (include training/meeting types, locations, program names, and facilitator names)	School-based Initiative	Evaluation Methods	Effectiveness Measure Complete at School Advance June 2025
Ongoing	Training on new PBIS Rewards system with AP	Climate and Culture	Debriefs and Behavior Data	Effective - Continue ▾

2024-2025 Carroll County School System School Professional Learning Plan

Sharp Creek Elementary

This document aims to clarify your school's focus on professional learning for the 2024-2025 academic year. It's intended to guide your expectations regarding professional learning within your school. Please familiarize yourself with the district's professional learning plan provided [HERE](#) to ensure you're not duplicating efforts.

Schools are expected to adhere to district professional learning initiatives, so there's no need to reiterate them in this document. This plan is specific to your school and should complement, rather than duplicate, district initiatives. Please find the [Title IIA Timeline](#) that needs to be completed and returned as indicated.

Goal Area I: Student Achievement

Dates(s)	PL Activities (include training/meeting types, locations, program names, and facilitator names)	School-based Initiative	Evaluation Methods	Effectiveness Measure Complete at School Advance June 2025
Ongoing	Science of Reading with Christi McClendon	Academic Achievement	Performance Data	Effective - Continue
Every Wednesday	Collaborative planning with Instructional Coach to discuss data and make adjustments to instruction for the next week based on the data	Academic Achievement	Performance Data	Effective - Continue
Aug. 30 Sept. 27 Oct. 31 Nov. 22 Jan. 31 Feb. 28 Mar. 28 Apr. 25	Monthly MTSS meetings with MTSS Coordinator to data dig in order to move students through the tiers	Academic Achievement	Performance Data	Effective - Continue

Ongoing	PR team creating weekly team posts on social media	Climate and Culture	Debriefs and questionnaires	Effective - Continue
Ongoing	Work with Sunshine Dynamic team to create positive school climate initiatives	Climate and Culture	Surveys	Effective - Continue
				Effective - Continue

Goal Area III: Efficient and Effective Organizational Processes

Dates(s)	PL Activities (include training/meeting types, locations, program names, and facilitator names)	School-based Initiative	Evaluation Methods	Effectiveness Measure Complete at School Advance June 2025
PrePlanning	Redelivery of Capturing Kids Hearts Social Contract by Warren during pre-planning	Climate and Culture	Debriefs and Behavior Data	Effective - Continue
				Effective - Continue
				Effective - Continue
				Effective - Continue

Goal Area IV: Continuous System and School Improvement

Dates(s)	PL Activities (include training/meeting types, locations, program names, and facilitator names)	School-based Initiative	Evaluation Methods	Effectiveness Measure Complete at School Advance June 2025
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**2024-2025 Carroll County School System
School Professional Learning Plan**

Ongoing	New Teacher Mentoring to improve the success of new employees	Personnel	Feedback and Debriefs	Effective - Continue ▾
Ongoing	Continue STEM initiative with a new group of teachers, moving towards National STEM certification for next school year	Continuous Improvement	ELEOT observations	Effective - Continue ▾
				Effective - Continue ▾
				Effective - Continue ▾

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.

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.

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

Sharp Creek supports new teachers in a variety of capacities, in an effort to retain the most talented teachers while also allowing them to grow as educators. SCES partners with the University of West Georgia to place student teachers in 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.

vi. Strategies for assisting preschool children in the transition from early childhood education to elementary schools. N/A for middle 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 24-25 school year was scheduled for July 31st 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.

Pre-K and Kinder camp are offered and scheduled prior to the first day of school for students to acclimate to their new environments

Students entering Kindergarten are called to schedule summer appointments to be screened for basic skills by Kindergarten teachers.

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.

viii. Elementary Schools: Discuss opportunities for students to learn about various careers.

Monthly students will learn about various careers during their exploratory segment with the guidance counselor and paraprofessional support for each grade level. Students will also attend future focus field trips to visit local businesses and schools as well as attend a school wide career day.

3. Evaluation of the Schoolwide Plan—34 CFR 200.26

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

The Comprehensive Needs Assessment Planning Committee and the School Leadership Team will meet on a quarterly basis (October, December, March, May) to discuss data, results, and the progress of the Title 1 Schoolwide Plan.

b. Determining whether the schoolwide plan 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.

Students reading on grade level measured by SOR, STAR, GMAS, and Formative data. These will be reviewed and monitored during data digs and collaborative planning. Additional staff paraprofessional staff assists with providing small group instruction to support students during Extended Learning Time and Science of Reading segments. However, there is still a targeted need to improve literacy mastery across all grade levels; the FY25 schoolwide plan has been designed to address these needs.

c. Explain how the Schoolwide plan is revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

The schoolwide plan will be addressed during each monthly team leadership meeting and will be reviewed by the school improvement team. During these meetings, team members will discuss areas of concern, make necessary changes, and continue to monitor student mastery and progress.

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

a. 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.

Each year SCES surveys parents, students and staff to gather information about Sharp Creek Elementary. This information is used to guide the School Improvement Team in developing a School-Wide Title One Plan. In addition, SCES holds a Parent and Stakeholder Input Meeting to gather direct feedback from parents on the School-Wide Title One Plan, Title One Budget, School Compact and Parent and Family Engagement Plan. We also routinely survey parents about different opportunities for them to be involved in our school and continue family engagement activities to promote school/community partnerships. To match up parent involvement opportunities with our process for monitoring and adjusting our schoolwide plan, parents will have an opportunity to provide direct feedback throughout the year, with a particular emphasis on the weeks preceding the October, December, and March improvement meetings.

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

a). Is developed during 1 year; 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;

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;

Sharp Creek developed their school-wide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan and stakeholders impacted by the improvements planned. Those involved included the 24-25 School Leadership Team, parents, district office personnel, contracted experts in the field of school improvement, and school administrators. During initial stages of planning, stakeholders were involved in summer meetings to review the school-wide improvement plan, review general data, and make broad suggestions. Input became more specific and detailed at the June administration team meeting in which a specific, intentional plan was developed.

The SCE Annual Title I meeting was released on September 26, 2024 to review the plan and the data, research, and input collected to develop the plan. The School Leadership Team will continually monitor the implementation and progress of the plan through monthly meetings, designating one meeting per month to discuss action steps and progress. All stakeholders will also have opportunities to continue to contribute and monitor this plan through scheduled Title I events. Additionally, grade-level teachers attend weekly meetings to monitor both grade level and individual student progress and reflect on strategies and interventions.

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.

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

The comprehensive schoolwide program plan is made available to the LEA, parents, and the public in a variety of ways. The plan is posted on the school's website, made available to the LEA, posted in the Parent Center, and made available to parents at parent meetings, family events, and posted on the school facebook page.

The Georgia School Report Card and the College and Career Readiness Performance Index (CCRPI) reports are available to the public on the website of the Georgia Department of Education- a link to which is on the school website. The School Improvement Plan and Balanced Scorecards, which includes disaggregated data, are available to the public on the Carroll County School System e-board website. Sharp Creek has a data room that displays disaggregated data from the state assessment to share with parents, community members, and faculty and staff. Additionally, meetings are held in the data room to review and discuss data on a continuous basis. Teachers also view data vertically so that a better understanding of the upcoming students can be achieved and planning for instruction can occur. The outcome of these data meetings is instructional plans that address the needs of students. These plans are communicated to parents and other stakeholders through Title meetings, social media (for celebrations, large scale initiatives), SST meetings, and individual parent meetings. Additionally, documents are translated and interpreters are engaged for meetings with non-english speaking parents.

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.

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.

The schoolwide plan is developed in coordination with the local School Improvement Plan, with instructional and operational priorities and initiatives that are aligned with all local, district, state, and federal expectations for school improvement.

Evidence-based Strategies

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

		Statistically significant effect on improving student outcomes or other relevant outcomes based on: Check one				Resource (Attach)
		Strong Evidence	Moderate Evidence	Promising Evidence	Rational Evidence	
Evidence-Based Intervention	List Subject: Math, Reading, or Other Subjects					
Class Size reduction Reading Data	All areas	x				Brookings Institute https://www.brookings.edu/wp-content/uploads/2016/06/0511_class_size_whitehurst_chingos.pdf
Extended Learning Time	All Content Areas	x				https://ies.ed.gov/ncee/edl/abs/regions/appalachia/pdf/REL_2014061.pdf
Eureka Math	Math	x				https://mail.google.com/mail/u/0/#inbox/QgrcJHsBmGnhpGvWcVprdmJQmlcZKPGwwdg
Renaissance Learning	Reading / Math			x		https://ies.ed.gov/ncee/wwc/Study/81989
Learning A-Z	Reading		x			https://www.readinga-z.com/helpful-tools/research/ https://ies.ed.gov/ncee/wwc/InterventionReport/211
Pear Assessment	Math		x			https://library.oapen.org/bitstream/handle/20.500.12657/42910/2020_Book_AnticipatingAndPreparingF

						orEme.pdf?sequence=1#page=96
Saxon Phonics	Reading			x		https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd
Wit & Wisdom	Reading		x			https://www.doe.mass.edu/odl/e-learning/curate/content/index.html#/lessons/ogjSZgPWgLA6G2Qg30UuJg5wgR087anC
IXL	All Content Areas	x				https://www.ixl.com/research/Impact-of-IXL-in-Beaverton.pdf

Title I Budget Crosswalk

List all expenditures in your Title I Budget and specify the page where it is located. You should only include items you are purchasing with the FY 25 Title I Budget.

Expenditure	Page in SWP	Level of Evidence
Instructional Support Paraprofessional (2)		Strong
Class size Reduction Teachers (2): Kindergarten & First Grade		Strong
Supplemental Work Schedules: MTSS Coordinator (1) & Instructional Coach (1)		Strong
Family Engagement Coordinator		Strong

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

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

** Add your **assessment results** as an appendix if you did not insert them earlier.

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

Principal

Date

Title I Specialist

Date of Approval

Director of Federal Programs

Date

Superintendent

Date

