

CHEROKEE COUNTY SCHOOL DISTRICT 2015-16 SCHOOL IMPROVEMENT PLAN

CREEKVIEW HIGH SCHOOL

1550 Owens Store Rd
Canton, GA 30115
770-720-7600 ♦ 770-720-7644



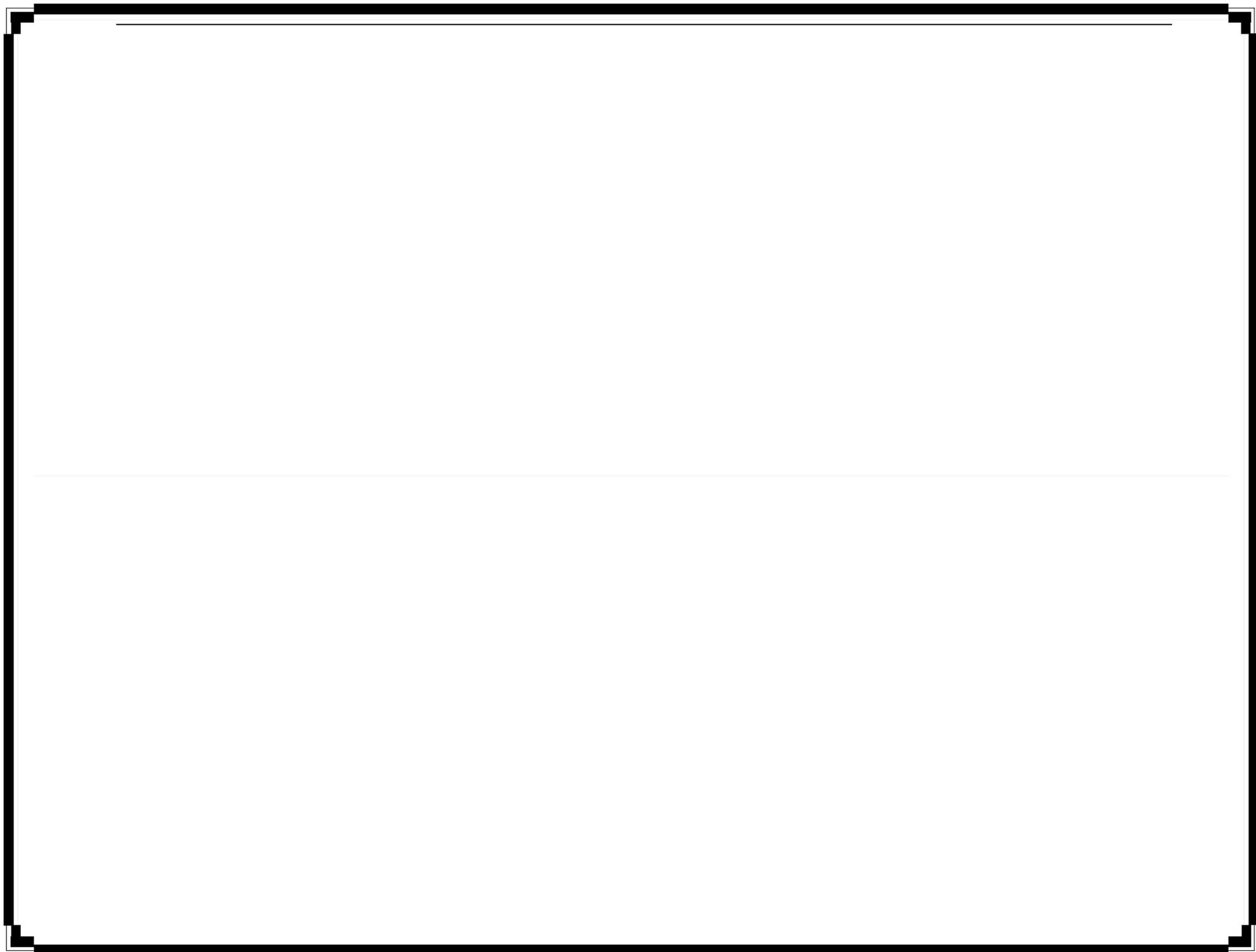
www.cherokee.k12.ga.us/Schools/creekview-hs

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Principal

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2015-16 SCHOOL IMPROVEMENT PLAN

Creekview High School

Dr. Adrian Thomason

Principal's Signature

Connie Ard

Signature of Person Entering SIP Data

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Deputy Superintendent, School Operations, Programs and Support

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Cherokee County Board of Education

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Mike Chapman – District 6

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PART I: PROFILE

A. HISTORY:



Creekview High School is located in a suburban setting in northeast Cherokee County. In 2005, the inaugural year of the Grizzlies, Creekview High School began in a hallway of Creekland Middle School serving only ninth grade students. In 2006, Creekview moved into new facilities at 1550 Owens Store Road. The Creekview community currently enjoys a beautiful and spacious facility which provides our students with advanced opportunities to succeed.

The Creekview High School campus is approximately 49 miles north of Atlanta. The Creekview student population currently draws from the communities of Ball Ground, Macedonia, Free Home, Buffington, and Hickory Flat. Although population growth had slowed due to the difficult economic climate, we are beginning to see growth again in our area. Creekview's student population continues to steadily increase with each freshmen class. Our current student enrollment consist of 1877 students which includes a freshmen class of 532 students. The class of 2016 will be Creekview's eighth graduating class.

Creekview High School has developed an accountability model focusing on student achievement. Creekview's vision and mission emphasize five components for exemplary practice: 1) Planning – Professional Knowledge and Instructional Planning, 2) Instructional Delivery – Instructional Strategies and Differentiation, 3) Assessment of and for Learning – Assessment Strategies and Assessment Uses, 4) Learning Environment – Positive Learning Environment and Academically Challenging Environment, and 5) Professionalism and Communication. The goal of Creekview is based upon the totality of the evidence and most consistent practices, to utilize instructional strategies that through research are proven to be effective. Our philosophy at Creekview is we consistently go over and beyond because we are committed to the success of all students who walk through our doors each day.

The Creekview High School community-comprised of students, teachers, parents, and business partners-have embraced the unique and exciting challenge of developing an outstanding high school from the ground floor. Creekview High School has established a tradition of excellence in academics, fine arts, and athletics. Creekview High School's first graduating class was awarded the State Department of Education Bronze Award for outstanding academic achievement. Creekview's media program was named the State of Georgia Exemplary High School Media Program in 2010.

Continuing the tradition of excellence, Creekview was recognized in 2013, 2014, and 2015 on the list of America's Most Challenging High Schools by the Washington Post. In 2013 and 2014, Creekview was selected as one of Atlanta Magazine Top 20 High School. Newsweek Magazine selected Creekview High School as a Top 1500 High Schools in America in 2013. In 2014, Creekview High School's Aeronautics Team won the national competition and

A. HISTORY:

placed second at the world competition in London, England. The graduating class of 2015 earned \$6 million in scholarship awards from various universities.

In athletics and GHSA competitions, Creekview continues to excel. Creekview athletic programs have flourished since the opening of the school. Several of our athletic programs have earned recognition at the region and state level. Creekview has earned state championships in the wrestling, chorus, and track/field programs. In 2015, nineteen students received college scholarships for athletics.

B. SCHOOL CONFIGURATION:

Creekview currently has a population of 1878 students in grades 9 through 12. Currently, Creekview High School is comprised of 533 freshmen, 525 sophomores, 455 juniors, and 365 seniors.

The daily schedule currently consists of a seven period day with each period being fifty-six minutes long. In addition to a full range of academic courses, Creekview offers electives in the Career Technical area, Fine Arts, World Language, and Physical Education. Creekview is continuing to implement the Teacher as Advisor program to all grade levels to provide students with additional support and personal leadership skills as they matriculate through their careers at high school.

Creekview's Instructional Leadership Team (ILT) is comprised of administrators, counselors, and department heads representing the content areas of Math, Science, English, Social Studies, Career/Technical Education, Advanced Placement, World Language, and Special Education. One focus of the ILT is the implementation and monitoring of research-based instructional strategies. All Creekview teachers are currently trained or are being trained in the use of research-based instructional strategies. In addition, a school wide plan is being developed to guide teachers through the process of goal setting and data collection in preparation for the new certification requirements. The goal of the faculty is to consistently and pervasively utilize best practices and instructional strategies that are proven through research to be effective.

Creekview High School offers an expanding program in Career Technical Education. All programs are designed to take Creekview students beyond high school into the industrial world. Special Career Technical Programs such as Nutrition and Wellness, Video Broadcast, Marketing, Business Technology, Agricultural Science, ROTC, HealthCare Sciences, Law and Justice, Engineering and Technology, Work Based Learning, and Graphic Design are Career Technical Programs offered at Creekview High School. Our JROTC program has earned awards at the region, state, and national level. Creekview has recently expanded offerings in the area of Agricultural Science. Our Healthcare Science program has expanded into a four year clinical experience which results in students being administered the Patient Care Technician exam. The Patient Care Technician exam certifies that students are ready to enter the healthcare science field immediately upon graduation. Sixteen of our twenty-two students received credit for this exam in our initial year. Creekview continues to have the largest number of students completing a CTAE pathway. Our Career Technical Education Programs at Creekview High School offer students many choices beyond high school and encourages further academic preparation through college or technical school programs.

B. SCHOOL CONFIGURATION:

Continuing with the tradition of academic excellence, Creekview High School currently offers 22 advance placement courses. Two new courses offered for the 2015-16 school year are AP Computer Science and Spanish Language. In 2015, Twenty-two percent of the school population took an AP exam. A total of 732 exams were given to 382 students. 75% of these students obtained a 3, 4, or 5 on these exams.

Students at Creekview High School are required to meet graduation requirements for the State of Georgia as well as those of the Cherokee County Board of Education to receive a high school diploma.

The Creekview Freshman Academy is an induction program which assists ninth graders in making a smooth transition to high school. The mandatory lunchtime academic period consists of individualized instruction/tutoring, remediation, math support, test preparation, classroom guidance, advisement and four-year planning, media center orientation and training, and organizational and study skills training.

Creekview's current Teacher as Advisor Program focuses on key skills related to advisement, career choices, and leadership skills. Currently Creekview High School is implementing schoolwide Habitudes which is a part of the Growing Leaders program. This program allows students to reflect upon their leadership skills and expand those skills to cultivate habits and skills for success in school, life, and the workforce.

Creekview offers several extracurricular activities through clubs, athletics, and fine arts to provide students with a balanced high school experience. Many Creekview teachers display their dedication to the student body by being involved in coaching or sponsoring of an extracurricular activity.

C. CERTIFIED EMPLOYEES:

Certification		
Years of Experience	1-5 years	22
	6-10 years	13
	11-15 years	33
	16-20 years	21
	21-25 years	16
	26+ years	11
Degrees Held	T-1 Vocational	
	T-2 Vocational	1
	T-4 Bachelors	38
	T-5 Masters	47
	T-6 Specialist	24
	T-7 Doctorate	6
# Working toward a higher degree	T-5 Masters	8
	T-6 Specialist	3
	T-7 Doctorate	2

Types of Staff	#	Male	Female
Administrators	5	3	2
Counselors	3 1/2	1	3
P.E. Teachers	6	5	1
World Language	8	3	5
Fine Art Teachers	4	2	2
Career Technical	11 1/2	6	6
English	13	4	9
Math	15	5	10
Science	14 1/2	7	8
Social Studies	13	8	5
Special Education	20	6	14

Endorsements		
Gifted	Yes	40
	Working Toward	7
	No	69
ESOL	Yes	6
	Working Toward	0
	No	110
Reading	Yes	9
	Working Toward	0
	No	107
Teach 21	Yes	8
	Working Toward	0
	No	108
TSS	Yes	3
	Working Toward	0
	No	113
National Board	Yes	3
	Working Toward	0
	No	113
LFS	Yes	25
	Working Toward	0
	No	88

D. DEMOGRAPHIC DATA: (MAY INCLUDE CHARTS/GRAPHS)

Student Demographics	2012		2013		2014		2015	
	Total	%	Total	%	Total	%	Total	%
Ethnicity:								
Hispanic	85	5%	89	5%	99	6%	122	7%
American Indian	5	0%	6	0%	2	0%	4	0%
Asian	11	1%	16	1%	10	1%	16	1%
Black	46	3%	44	3%	43	3%	50	3%
Pacific Islander	3	0%	3	0%	2	0%	3	0%
White	1,490	90%	1,518	90%	1,535	90%	1,572	87%
2 or More Races	16	1%	14	1%	18	1%	30	2%
TOTAL	1656	100%	1690	100%	1709	100%	1797	100%

ESOL	13	1%	9	1%	3	0%	5	0%
SWD	180	11%	201	12%	206	12%	175	10%

D. DEMOGRAPHIC DATA: (MAY INCLUDE CHARTS/GRAPHS)

DESCRIPTOR	2015-16 SCHOOL CONTACT INFORMATION
Name of School	Creekview High
Street Address	1550 Owens Store Road
City/State/ZIP	Canton, GA 30115
GA DOE School Facility Code	0106
Principal (Designated Contact)	Dr. Adrian Thomason
School Telephone Number	(770) 720-7600
School Fax Number	770-720-7644
Principal's E-Mail Address	adrian.thomason@cherokee.k12.ga.us
School Grade Configuration	09-12

SCHOOL DEMOGRAPHIC TREND DATA								
Creekview High	School Year							
	2011-12		2012-13		2013-14		2014-15	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student Enrollment	1,656		1,690		1,709		1,797	
Ethnicity Hispanic	85	5%	89	5%	99	6%	122	7%
American Indian	5	0%	6	0%	2	0%	4	0%
Asian	11	1%	16	1%	10	1%	16	1%
Black	46	3%	44	3%	43	3%	50	3%
Pacific Islander	3	0%	3	0%	2	0%	3	0%
White	1,490	90%	1,518	90%	1,535	90%	1,572	87%
2 or More Races	16	1%	14	1%	18	1%	30	2%
ESOL	13	1%	9	1%	3	0%	5	0%

SWD	180			11%	201			12%	206			12%	175			10%
	FREE	Red.	F/R Total		FREE	Red.	F/R Total		FREE	Red.	F/R Total		FREE	Red.	F/R Total	
Free/Reduced Lunch	291	69	360	22%	333	52	385	23%	261	61	322	19%	203	63	266	15%
% Average Daily Attendance				97.1%				96.8%				97.0%				96.5%

E. STUDENT DISTRIBUTION: (BY GENDER)

Grade	Male	Female	Total
9	284	249	533
10	260	265	525
11	242	213	455
12	162	203	365
<i>Total:</i>	948	930	1878

F. FREE/REDUCED LUNCHES:

Free/Reduced Lunch:	2012	2013	2014	2015
Free	291	333	261	203
Reduced	69	52	61	63
Total	360	385	322	266
%	22%	23%	19%	15%
% ADA	97.1%	96.8%	97.0%	96.5%

G. ASSESSMENT RESULTS: (REFER TO CHARTS/GRAPHS IN PART 6)

See Part 6

H. TRENDS THAT MAY IMPACT THE SCHOOL IN THE NEXT FIVE YEARS:

The pace of economic recovery will have the single greatest impact upon the school over the next five years. This growth has required Creekview to add additional mobile units to the campus. A continued increase in enrollment may require additional mobile units, additional faculty members in key academic areas, and teachers being required to share classroom space.

I. STAKEHOLDER INPUT:

Creekview High School recognizes the need for input from all stakeholders to improve academic standards and to continue a tradition of excellence. Input is sought from numerous stakeholders including parents, teachers, the Creekview community, and business partners. Regular meetings are held with the leadership team and faculty concerning instructional strategies, revision of the SIP, data analysis, and academic needs. The School Council and PTSA board allows for input from key business members, the community, faculty, and parents. Each board meets at regular intervals throughout the year.

J. STAKEHOLDER GROUPS:	Dates	SIP-Related Topics of Discussion
Faculty	Monthly faculty meetings Aug-May	<ul style="list-style-type: none"> • Overview of current SIP plan and action steps • Explanation of goals • Discussion of focus of 15-16 plan • Formative assessment development • Professional development to support SIP goals • TKES process and instructional effectiveness/strategies • Peer observations • Implementation of Habitudes/TAA • Monthly Department Meetings • Analysis of data • Instructional strategies/curriculum
Creekview High School PTSA Board	Meets regularly throughout the year	<ul style="list-style-type: none"> • Overview of Plan • Opportunities for increased parental/community involvement
Creekview High School- School Council	Nov. 11 th 2015 Feb. 3 rd 2016 April 20 th 2016	<ul style="list-style-type: none"> • Budget • Overview of plan • Input concerning action steps • Overview of curriculum • Make partnerships more productive • Encourages participation and input concerning plan, school improvement, and achievement
Instructional Leadership Team	Meets Weekly	<ul style="list-style-type: none"> • Revising goals and action steps • Implementation of instructional strategies • Data analysis • Budget • Technology updates/concerns • Formative assessment techniques • Development of Professional Learning Communities to support SIP goals • Peer Observations • Professional Learning Communities/Professional Development
Academic Content Departments	Meets monthly	<ul style="list-style-type: none"> • Data analysis • Curriculum

J. STAKEHOLDER GROUPS:	Dates	SIP-Related Topics of Discussion
		<ul style="list-style-type: none"> • Action steps • Instructional strategies • Student performance and assessments • Budget • Professional Development • Data Analysis
Data Management Team	Meets Monthly	<ul style="list-style-type: none"> • Data Analysis • SIP Goals
School Improvement Committee	Meet as needed	<ul style="list-style-type: none"> • SIP goals • Action Steps • Revision of SIP • Data Analysis • Monitoring of SIP/updates
Technology Committee	Meet as needed	<ul style="list-style-type: none"> • Address faculty needs • Address student needs • Address technology concerns/needs • Update SIP in area of technology
Counseling Department	Sept. 8 th , 2015 Nov. 5 th 2015 Dec. 3 rd , 2015 Jan. 14 th , 2015	<ul style="list-style-type: none"> • Grade level curriculum break out meetings with parents • Junior Parent meeting (Assessment/Career) • Senior Parent meeting (College/Financial Aid/Career) • Sophomore parent meeting (Curriculum) • Rising freshmen open house night/meeting (Curriculum)
Booster Clubs	Meetings vary	<ul style="list-style-type: none"> • Budget • Extracurricular activities/input
Parents	Sept. 8 th , 2015 Nov. 5 th 2015 Dec. 3 rd , 2015 Jan. 14 th , 2016	<ul style="list-style-type: none"> • 8th grade Orientation • Curriculum Night • College Night • Awards Presentations/Recognition • Senior meeting

K. BUSINESS AND COMMUNITY PARTNERS:

Company/Organization	Address	Phone #	Contact	New / Continued
Chick-fil-a	130 Keith Drive Canton, GA 30114	770-479-7146	Kevin Williams	Continued
Publix	12424 Cumming Hwy Canton 30115	678-455-0112	Larry Bowers	Continued
Woodmont Junior Golf Association	3105 Gaddis Rd, Canton, GA 30115	770-345-9260	Director of Golf	Continued
Coca-Cola Corp (CC Refreshments USA)	Jasper, GA	(706) 669-2924	Jeff Hagen	Continued
Domino's Pizza	11242 Cumming Hwy Canton, GA 30115	678-947-0900	Mike Johnson	Continued
Woodstock Furniture Outlet	100 Robin Road Ext Acworth GA 30102	678-255-1000	Brian Aaron	Continued
Moss Family Chiropractic	8016 Cumming Hwy Canton GA 30115	770-345-9355	Dan Moss	Continued
Alfa Insurance Company	2555 Marietta Hwy Canton GA 30114	770-345-3993	Jennifer Anglin	Continued
Buck Jones Nursery	7470 Hickory Flat Hwy Woodstock GA 30188	770-345-5506	Tommy Nobis	Continued
Kroger	Woodmont Village Canton GA 30115	770-345-8451	Brenda Cape	Continued
Best Buy	Canton Marketplace Canton, GA 30115	678-206-6951	Andy Summers	Continued

PART 2: BELIEFS AND MISSIONS

A. CHEROKEE COUNTY SCHOOL DISTRICT'S MISSION STATEMENT:

We, the School Board of Cherokee County, Georgia, commit ourselves to a philosophy of respect and high expectations for all students, parents, teachers and other staff. Our mission is to enable all students to become contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology effectively and adapt to the challenges of the future. This mission will be accomplished by providing a variety of learning opportunities and experiences for students, both in school and in the community.

B. CHEROKEE COUNTY SCHOOL DISTRICT'S BELIEF STATEMENTS:

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- ❖ Learning is achieved through the use of a variety of effective teaching techniques.
- ❖ A safe and secure environment is essential for teaching and learning.
- ❖ All students should be taught by teachers and parents how to learn and how to become lifelong learners.
- ❖ All students deserve equal access to a quality education.
- ❖ Quality education requires quality staff, programs, facilities, equipment and technology.
- ❖ Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- ❖ Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- ❖ Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- ❖ All schools should be accountable for improving student achievement.
- ❖ All schools should reflect school-based, participatory management.
- ❖ All students must be prepared to function effectively in a knowledge-based, technologically rich and culturally diverse 21st century.
- ❖ All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

C. CHEROKEE COUNTY SCHOOL DISTRICT'S MAJOR SYSTEM PRIORITIES:

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining, and training the best teachers, principals, and support staff.
5. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Addressing exploding student population growth, recognizing that there is a large gap between the school district's facilities and technology needs and available capital outlay revenue.
8. Reviewing the potential for utilizing the school district's existing public education facilities to establish self-supporting community school evening/week-end education programs for interested Cherokee County adults.

D. SCHOOL MISSION STATEMENT:

The Creekview High School community encourages excellence and prepares all students to be successful global participants.

Creekview High School has developed an accountability model focusing on student achievement. Creekview's vision and mission emphasize five components for exemplary practice: 1) Planning – Professional Knowledge and Instructional Planning, 2) Instructional Delivery – Instructional Strategies and Differentiation, 3) Assessment of and for Learning – Assessment Strategies and Assessment Uses, 4) Learning Environment – Positive Learning Environment and Academically Challenging Environment, and 5) Professionalism and Communication.

The goal of Creekview High School is for teachers to utilize instructional strategies that through research are proven effective in the classroom and for the administration to monitor usage of these instructional strategies.

E. SCHOOL BELIEF STATEMENTS:

We Believe that:

1. Learning is life-long.
2. Our school will be a safe environment for learning.
3. We will foster an acceptance of diversity.
4. Teacher performance and student achievement can continue to improve.
5. Success is achieved when we work with all students and address their individual needs.
6. All students can learn, although styles and rates can differ.
7. The Creekview community is committed to the intellectual, physical, and social growth of all students.

Creekview High School is committed to creating successful learners:

- We are committed to teaching the curriculum outlined by the Georgia Department of Education and the Cherokee County School District. (1)
- We are committed to planning collaboratively so that our expectations and our grading policies are fair and consistent within our departments. (3)
- We are committed to posting our grades and communicating with parents in a timely manner. (3, 5)
- We not only post the essential question; we begin each lesson with the EQ and expect students to be able to answer it at the end. This is one way we can obtain evidence of achievement at the end of each lesson. (2, 3)
- We activate prior knowledge not only through discussion or questions, but through using other strategies such as graphic organizers as well. (2)
- We introduce key vocabulary before the lesson, use it in context throughout the lesson and create word walls in our classrooms. (2)
- We consistently use research-based learning strategies where students are actively engaged in their learning. (2, 4)
- We consistently incorporate 21st Century technology in our classrooms. (2, 4)
- We consistently make sure we test what we teach. We let students know what it is they are expected to learn. There are no “surprises” on tests. (3)
- We consistently analyze test results to look for evidence of learning. We do not hesitate to reteach and retest when learning is not evident. (3)
- We consistently incorporate writing into our lessons. We know that writing is evidence of learning and is more effective than rote memorization. (2)
- We are committed to writing across the curriculum; we are also committed to using rubrics. (2)

E. SCHOOL BELIEF STATEMENTS:

- We are committed to helping our students be successful on standardized tests. We teach them the content knowledge as well as test taking strategies; we give them the practice they need using sample test materials and test taking software. (2, 3, 4)
- We consistently make ourselves available for tutoring before and after school. (2)
- We are committed to finding different ways to teach to reach every student in our classroom. (2, 4)
- We are committed to developing the whole student; we support our students not only in the classroom, but through their extra-curricular activities as well. (4)

We consistently go above and beyond because we are committed to the success of all students who walk through our doors each day!

PART 3: ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Steps:

- Facilitate appropriate discussions with staff regarding the Characteristics of Essential Schools (as delineated in the School Board’s Accountability Policy IA)
- Review each Indicator below with staff in light of the Essential Schools Characteristics
- Allow time for staff members to respond to the survey instrument (online)
- For the characteristic(s) with the highest average, indicate on summary page as a strength(s)
- For the characteristic(s) with the lowest average, indicate on summary as a weakness(es) and an area of need to address in Part 4 as a Goal/Objective; and develop an action plan in Part 5 of the SIP

STAFF NEEDS ASSESSMENT SURVEY						
A. CLEAR MISSION AND GOALS		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The SIP is based on a rigorous schoolwide needs assessment, which is supported by accompanying data on student achievement and school/staff effectiveness.	61%	28%	8%	0%	4%
2.	The school mission and instructional goals included in the School Improvement Plan (SIP) are consistent with School District Major System Priorities, District Strategic Plan, Three Year Technology Plan and Five Year Facility Plan. Also they are widely understood and shared by teachers, students, administrators, and parents/community.	63%	28%	2%	2%	4%
3.	The SIP addresses the core key indicators: student achievement, student attendance, student mobility, special needs/at risk students, and retention, graduation and dropout rate, as they apply to the school site.	69%	23%	4%	0%	4%
4.	There is a clear understanding of the SIP and a commitment to implementation of the plan by administrators, teachers and support staff.	52%	38%	5%	3%	3%
5.	Teachers utilize a variety of research-based strategies to address instructional objectives in core academic areas, as well as technology and behavior.	64%	26%	6%	0%	4%
6.	There is clear evidence that the SIP reflects relevant and timely data on student achievement.	58%	31%	6%	1%	4%
7.	The school exhibits capable governance and leadership at various levels, both of which promote student performance and school effectiveness.	68%	23%	8%	1%	1%
TOTAL		62%	28%	6%	1%	3%

STAFF NEEDS ASSESSMENT SURVEY

B. HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	Teachers and staff demonstrate high expectations for all children.	63%	32%	4%	0%	1%
2.	High expectations for student learning outcomes are reflected in the school's curriculum content, scope and sequence.	70%	26%	1%	0%	2%
3.	Academic learning time is maximized.	56%	32%	9%	2%	1%
4.	Continuity of learning is stressed.	59%	30%	6%	2%	2%
5.	There is evidence of student progress on both norm referenced and criterion referenced tests.	54%	33%	7%	0%	5%
6.	Homework is regularly assigned and checked.	54%	36%	4%	1%	5%
7.	Homework assignments vary in content and structure.	55%	36%	4%	1%	4%
8.	Effective and varied strategies are used to ensure student success, encourage school completion, and avoid retention.	65%	30%	3%	0%	3%
9.	Teachers track data/progress for individual students.	61%	28%	6%	1%	4%
10.	The school fosters a learning community.	68%	23%	6%	0%	4%
TOTAL		61%	31%	5%	1%	3%

STAFF NEEDS ASSESSMENT SURVEY

C. FOCUSING ON TEACHING AND LEARNING		Results in %				
		4 Always Evident	3 Usually Evident	2 Somewhat Evident	1 Missing but Needed	N/A Not Applicable
Indicators						
1.	Students spend classroom time on organized, meaningful learning activities which integrate relevant technology as often as possible.	57%	40%	0%	0%	4%
2.	Students are actively involved in learning throughout their time in class.	56%	40%	1%	0%	4%
3.	There is a school-wide focus on mastery of basic skills.	64%	25%	6%	1%	4%
4.	There is a school-wide focus on mastery of computer literacy.	55%	31%	8%	3%	4%
5.	There is a school-wide focus on mastery of proficiency in higher order/critical thinking skills.	56%	32%	7%	1%	4%
6.	Teachers adjust instruction and assessment to meet the needs of diverse learners.	57%	33%	5%	1%	4%
7.	Teachers incorporate knowledge about curriculum frameworks and performance standards into instructional plans.	63%	31%	2%	0%	4%
8.	Teachers constantly refine the work assignments so that they become more engaging for students.	56%	38%	2%	0%	4%
9.	The school promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning.	57%	35%	4%	1%	4%
10	The school offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.	59%	31%	5%	1%	4%
11	The school provides for articulation and alignment between and among all levels of schools.	56%	29%	10%	1%	4%
12	Teachers observe each other's classroom instruction as one way to improve teaching.	70%	23%	2%	0%	4%
TOTAL		59%	32%	4%	1%	4%

STAFF NEEDS ASSESSMENT SURVEY

D. CAPABLE LEADERSHIP		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The principal demonstrates strong administrative and instructional leadership.	70%	26%	2%	1%	0%
2.	The assistant principal(s), if applicable, demonstrate(s) strong administrative and instructional leadership.	62%	32%	2%	2%	1%
3.	Teachers demonstrate instructional leadership by coaching, consulting, and inspiring students.	69%	30%	0%	0%	1%
4.	The principal, assistant principal(s) and teachers are actively engaged in collaborative planning related to School Improvement Plan (SIP) objectives.	60%	30%	5%	1%	4%
5.	The school has implemented a long-term professional development plan that directly relates to the SIP.	54%	33%	4%	2%	6%
6.	Student achievement is positively affected through the professional development plan.	56%	28%	9%	2%	5%
7.	Leadership decisions are made after considering the pertinent data.	60%	30%	5%	1%	4%
8.	The school promotes and reflects multiple opportunities for teachers and students to lead.	56%	36%	5%	1%	2%
9.	The school provides stakeholders meaningful roles in planning and oversight that promote a culture of participation, responsibility and ownership.	56%	33%	5%	1%	4%
TOTAL		60%	31%	4%	2%	3%

STAFF NEEDS ASSESSMENT SURVEY

E. SCHOOL COUNCIL		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The School Council participates in collaborative decision making in the areas of goal setting, budgeting, staffing, curriculum, and school organization.	46%	35%	8%	1%	10%
2.	The School Council plans for school improvement and specific programmatic focus are in line with the School Improvement Plan (SIP).	43%	38%	8%	1%	10%
3.	The School Council supports, monitors and assists with the implementation of the SIP.	46%	37%	6%	1%	10%
4.	The School Council recommends requests for waivers of administrative procedures and board policies that obstruct efforts to improve student achievement.	42%	33%	10%	3%	13%
5.	The School Council communicates regularly with teachers, staff, parents and community leaders.	44%	28%	14%	4%	10%
TOTAL		44%	34%	9%	2%	11%

STAFF NEEDS ASSESSMENT SURVEY

F. PARENT/COMMUNITY INVOLVEMENT WITH, SUPPORT OF, AND SATISFACTION WITH EDUCATIONAL PROGRAMS		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The school fosters collaboration with community stakeholders to support student learning.	58%	35%	6%	0%	1%
2.	Parents and community members participate in school planning, including the determination of the school mission and goals, and the development of comprehensive school improvement plans.	48%	36%	14%	1%	1%
3.	Parents and community members are encouraged to participate in instructional and other activities of the school.	57%	28%	12%	1%	1%
4.	The school routinely communicates with and involves parents from all cultural and socio-economic backgrounds.	58%	29%	10%	3%	1%
5.	School leaders work with community members to help students achieve academic goals.	57%	25%	13%	3%	3%
6.	The school has active business partners to assist the school, act as mentors to students, and support school initiatives.	59%	32%	6%	0%	2%
7.	Teachers work with families to help them support students' learning at home and in the community.	59%	29%	10%	1%	1%
TOTAL		56%	31%	10%	1%	2%

STAFF NEEDS ASSESSMENT SURVEY

G. CONTINUOUS ASSESSMENT OF STUDENTS, STAFF, AND PROGRAM TO EVALUATE EFFECTS OF INSTRUCTION		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The school has a clearly defined process to assess school-wide student achievement.	58%	32%	5%	1%	4%
2.	Student achievement data is frequently monitored and used by individual (and appropriate groups of) teachers both for providing feedback and for evaluating program success.	54%	33%	7%	0%	5%
3.	There is school-wide focus on improved student achievement and recognition of academic success.	63%	30%	5%	0%	2%
4.	All stakeholders accept responsibility and accountability for student performance.	56%	29%	10%	1%	4%
5.	All stakeholders accept responsibility and accountability for methods utilized in classroom instruction.	60%	28%	8%	1%	4%
6.	All stakeholders accept responsibility and accountability for classroom management.	58%	28%	9%	1%	4%
7.	The school has an effective plan to provide for remediation based on student assessment.	59%	35%	1%	3%	3%
8.	Student achievement data are routinely disaggregated to improve teaching and learning and to ensure equitable treatment of all subgroups of students.	54%	34%	6%	3%	4%
TOTAL		58%	31%	6%	1%	4%

STAFF NEEDS ASSESSMENT SURVEY

H. SAFE, ORDERLY, AND DISCIPLINED SCHOOL CLIMATE		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	The school environment is safe.	80%	14%	6%	0%	0%
2.	There are clear and explicit guidelines for student behavior.	59%	28%	12%	2%	0%
3.	The enforcement of discipline is firm, fair, and consistent.	49%	32%	12%	6%	0%
4.	There is a school-wide focus on positive reinforcement of good behavior.	62%	35%	11%	1%	1%
5.	All staff members share responsibility for student behavior.	51%	31%	12%	4%	2%
6.	Student absenteeism rates are appropriate.	59%	27%	5%	6%	2%
7.	Student suspension/expulsion rates are appropriate.	58%	26%	9%	4%	4%
8.	School staff and students work cooperatively to ensure the safety of all students and adults on campus.	67%	30%	4%	0%	0%
TOTAL		59%	28%	9%	3%	1%

STAFF NEEDS ASSESSMENT SURVEY

I. STAFF EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	Common goals are supported and understood by all stakeholders.	54%	34%	5%	4%	4%
2.	The staff uses a variety of teaching methods aimed at achieving the school's goals.	63%	34%	0%	0%	4%
3.	The school staff has low absenteeism.	51%	39%	6%	1%	3%
4.	The school staff is stable with little turnover.	53%	40%	6%	0%	1%
5.	There is a sense of community and commitment to the school among the staff.	59%	34%	6%	1%	0%
6.	Continued professional growth is evident among the staff.	54%	33%	10%	1%	3%
7.	Staff demonstrates empathy and rapport in their interactions with students.	58%	41%	0%	1%	0%
8.	Staff consistently demonstrates a willingness to maintain communication with parents.	55%	41%	1%	0%	3%
9.	There is a process in place to identify and analyze staff professional development needs.	52%	34%	8%	3%	4%
10.	There is a system for selecting effective research-based professional development opportunities.	48%	35%	9%	4%	4%
11.	The school ensures that staff members participate in a continuous program of professional development and training, which reflects a variety of learning strategies.	55%	33%	9%	1%	3%
12.	There is evidence of a system of continuous evaluation of professional development on four levels: <ul style="list-style-type: none"> ▪ awareness of need ▪ knowledge of possible methods of improvement ▪ implementation of solutions ▪ assessment impact 	49%	35%	10%	1%	5%

STAFF NEEDS ASSESSMENT SURVEY

I. STAFF EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
13	The school conducts a periodic, systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.	48%	35%	9%	4%	5%
14	Professional development is designed to enhance classroom assessment skills that allow teachers to regularly monitor progress in improving student achievement.	51%	35%	6%	3%	5%
TOTAL		53%	36%	6%	2%	3%

STAFF NEEDS ASSESSMENT SURVEY

J. FACILITIES AND TECHNOLOGY		Results in %				
		4	3	2	1	N/A
Indicators		Always Evident	Usually Evident	Somewhat Evident	Missing but Needed	Not Applicable
1.	School facilities and grounds are clean, safe, and attractive.	51%	30%	14%	6%	0%
2.	There is effective utilization of facilities for increasing student performance.	54%	36%	6%	0%	4%
3.	There is effective utilization of facilities for increasing teacher performance.	56%	32%	7%	1%	4%
4.	There is effective utilization of facilities for increasing staff performance.	58%	31%	6%	1%	4%
5.	There is effective utilization of technology for increasing student performance.	59%	33%	4%	0%	4%
6.	There is effective utilization of technology for increasing teacher performance.	60%	30%	6%	0%	4%
7.	There is effective utilization of technology for increasing staff performance.	60%	32%	2%	1%	4%
8.	There is a focus on development of computer literacy for students throughout the school.	53%	32%	9%	2%	4%
9.	There is a focus on development of computer literacy for staff throughout the school.	56%	37%	2%	1%	4%
10.	There is evidence of extensive integration of technology into the curriculum.	59%	28%	7%	1%	4%
11	The school ensures that students and staff have regular and ready access to, and utilize instructional technology and a comprehensive materials collection that supports the instructional program.	57%	36%	4%	1%	2%
TOTAL		57%	32%	6%	1%	3%

STAFF NEEDS ASSESSMENT SURVEY

K. CHARACTERISTIC SUMMARY		Results in %				
		4 Always Evident	3 Usually Evident	2 Somewhat Evident	1 Missing but Needed	N/A Not Applicable
Indicators						
A.	Clear Mission and Goals	62%	28%	6%	1%	3%
B.	High Expectations for Student Achievement	61%	31%	5%	1%	3%
C.	Focus on Teaching and Learning	59%	32%	4%	1%	4%
D.	Capable Leadership	60%	31%	4%	2%	3%
E.	School Advisory Council (SAC)	44%	34%	9%	2%	11%
F.	Parent/Community Involvement with, Support of, and Satisfaction with Educational Program	56%	31%	10%	1%	2%
G.	Continuous Assessment of Students, Staff, and Program to Evaluate Effects of Instruction	58%	31%	6%	1%	4%
H.	Safe, Orderly, and Disciplined School Climate	59%	28%	9%	3%	1%
I.	Staff Effectiveness and Professional Development	53%	36%	6%	2%	3%
J.	Facilities and Technology	57%	32%	6%	1%	3%
TOTAL		57%	32%	6%	1%	3%

The summary of the current status of the ten characteristics of effective schools is used to identify areas of strength/satisfactory status and areas which are in need of improvement. The list of areas in Need of Improvement is used as an aid to develop measurable objectives and action steps for the School Improvement Plan (Parts 4 and 5). In addition to the Cherokee County Needs Assessment, sources for the development of the School Improvement Plan must include student assessment information, attendance data, graduation rate data, professional development data, surveys, state or district initiatives and other District data utilized in the Five Year Strategic Plan.

L. ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Area(s) of Strength

- Creekview High School has a healthy inclusive philosophy in our Advanced Placement Courses. Students are encouraged to take Advanced Placement courses. The school maintains a high percentage of students who participate in AP testing and our scores consistently and steadily rise each year.
- The SAT and ACT scores and participation are consistent and acceptable; however, through effective instructional strategies and preparatory classes, we would like to see improvement in this area
- There is a high expectation for student learning and achievement by stakeholders.
- The administrative team works closely with the Instructional Leadership team and key stakeholders to improve academic success.
- The environment at Creekview is a safe, orderly environment that promotes student learning.

Area(s) in Need of Improvement (addressed in Parts 4 and 5 of the SIP)

- Increase the graduation rate by 3 percentage points.
- Increase rigor and facilitate higher order thinking skills in all subjects through the implementation of effective teaching strategies to increase achievement in all academic subjects.
- Increase student achievement by implementing teaching strategies and assessments that focus on open-ended questioning techniques and a display of an in-depth knowledge of subject matter and higher order thinking skills.
- The staff needs assessment indicated a need for increased professional development opportunities, staff awareness of the school council, increased community involvement, and a focus on rewarding positive behaviors.
- Continue to work with the Instructional Leadership Team to identify professional development needs and develop Professional Learning Communities.

PART 4: SCHOOL IMPROVEMENT GOALS / OBJECTIVES

List school improvement goals/objectives specifying the desired outcome and data sources used.

- *Data sources must include CCRPI Score Report as well as GCRCT/GA Writing Test/EOCT/ACCESS/GAA/GKIDS results per school need.*
- *Other data to consider are SACS/CASI Standards, Standards Assessment Inventory (SAI) results, and student attendance and demographics.*
- *All data must be located in Part 6.*
- *All HS's are required to have a goal to increase their graduation rate.*

Goal #1	Increase student achievement by implementing a specific and sustainable plan to facilitate higher order critical and complex thinking skills for all students and increase rigor across all subject areas through the implementation of effective teaching strategies.
Goal #2	Increase student achievement for all students by implementing classroom strategies, formative and summative assessments that focus on open-ended questioning techniques such as constructed extended response to facilitate a greater depth of knowledge and promote higher order thinking skills.
Goal #3	Increase the graduation rate at Creekview High School by 3%.

A. ZONE IMPROVEMENT PLAN	
Goal:	One goal statement for each zone. Identify data and other informational sources used to select goal.
	Creekview Zone Goal-Teachers will consistently and pervasively increase their understanding and implementation of formative assessments in their classrooms.
Strategies:	List strategies that will support the zone goal.
	The administrators will continue to total the number of walkthroughs and Formative Assessments over the Standards 2 and Standard 3 to improve the teacher’s evaluation results with higher percentages of level III and level IV.
	2. The administrators will continue to total the number of walkthroughs and Formative Assessments over the Standards 5 and Standard 6 to improve the teacher’s evaluation results with higher percentages of level III and level IV.
	3. The administrators will collect the data over the evaluation period to compute the gains to show growth in the areas of standards 2-6 4. The administrators will continue to meet during the year at Zone Meeting to discuss PD and progress towards goal
Professional Development Needs:	Professional development needs can be specific to each school or a zone collaboration. Indicate funds needed to support the Professional Development plan.
	<ul style="list-style-type: none"> • The teachers will take Professional Development Courses that support the Creekview Zone Goal through funding from the school and zone. At each local school, the administrator will decide what PD is best for his/her school to support the goal. The areas that the PD will cover: <ol style="list-style-type: none"> 1. Increase student achievement by implementing Formative Assessment Practices. 2. Increase student achievement across all content areas by embedding depth of knowledge evaluation and analysis questions requiring written responses daily in lessons. 3. FIP –Formative Instructional Practice-Year 2
	The Zone has scheduled vertical planning with 7 th /8 th grade teachers on November 3 rd @ 1:30-3:00pm. The Vertical Teaming will also be scheduled with elementary 5 th grade, middle, and high school on January 4 th @ 1:00-3:00 pm.
Timeline:	Establish individual school timelines for accomplishing the Zone Innovation Goal.
	September 2015-April 2016
Data Analysis	Results data linked to zone goals
	The Data used will be from the TKES evaluations. The compiling of the Standards #2-#6. This is to reflect that the teachers have improved on the strategies necessary to raise the percentages from a II to a IV.
	Data from 2014-2015: 1. 2014-2015 Total Number of Walkthroughs and Formatives on #2 and #3: Standard #2 and Standard # 3-. Percentage of Level IV for Standard #2- 21% and Standard #3-44%.

A. ZONE IMPROVEMENT PLAN

2. 2014-2015 Total Number of Walkthroughs and Formatives on Standards #5 and #6.

Standard #5 and Standard # 6-. Percentage of Level IV for Standard #5- 14% and Standard #6-6%.

3. Continue to monitor all 4 standards to improve the percentages for rankings III and IV.

PART 5: SCHOOL IMPROVEMENT ACTION PLAN

Goal #1	Increase student achievement by implementing a specific and sustainable plan to facilitate higher order critical and complex thinking skills for all students and increase rigor across all subject areas through the implementation of effective teaching strategies.																			
Link to CCRPI Achievement Indicator	<input type="checkbox"/> ES	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 13	<input checked="" type="checkbox"/> 14	<input checked="" type="checkbox"/> 15	<input type="checkbox"/> 16	<input checked="" type="checkbox"/> 17	<input type="checkbox"/> 18	Show list...
Link to CCRPI Exceeding the Bar Indicator	<input type="checkbox"/> MS <input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	Show list...								
Link to System Goal	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Show list...																			
Quarterly Benchmark Assessment Instrument(s):																				

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	1	Begin the process of analyzing current professional development opportunities and school based needs to develop Professional Learning Communities within Creekview High School which are tailored specifically to the needs of our faculty and students.	August-May	Local State Staff development	\$0	Administration Instructional Leadership Team	Analysis of current needs to develop plan Development of Professional Learning Communities in subsequent school year	1-8 14 15 17	1-8
1	2	Implement professional growth opportunities at Creekview High School to increase teacher knowledge of effective instructional strategies. Topics may include learning focused strategies, methods of assessment, FIP (instructional practices); technology instructional training for the classroom, and department content focused instructional strategies.	August-May	Local State Staff development	\$0	Administration ILT Faculty	LFS training Department FIP discussions/meetings Technology training courses Departmental monthly meetings-instructional strategies and assessments	1-8 14 15 17	1-8

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	3	Implementation of a system of peer observations so effective teaching strategies are observed and modeled routinely.	August-April	\$0	\$0	Department Chairs Administration	Peer observation assignments and summative form	1-8 14 15 17	1-8
1	4	Implement a systematic plan of observations with an emphasis on effective teaching strategies, modelling of those strategies, and analysis of effective classroom practices.	August-April	\$0	\$0	Faculty Department Chairs Administration	Observations Summative forms Teacher feedback	1-8 14 15 17	1-8
1	5	Implement a yearly book study as guided by administration concerning effective teaching practices.	August-May	Book Local State Staff development	\$0	Administration Staff participating in study	Administration Book Study Discussions Observations of those in book study	1-8 14 15 17	1-8
1	6	Implement quarterly departmental collaboration meetings to develop common assessments, alignment of the curriculum, analysis of data, and to foster communication concerning effective teaching practices.	August-May	\$0	\$0	Department Chairs Faculty	Analysis of data Department chair communication with administration	1-8 14 15 17	1-8
1	7	Increase the use of teaching strategies aimed at formative assessment and differentiation of the curriculum to meet the needs of all learners.	August-May	\$0	\$0	Administration Faculty	Observations Summative forms Teacher feedback	1-8 14 15 17	1-8
1	8	Collect and analyze content related testing data to assess student mastery of learning and adjust classroom teaching strategies as needed.	August-May	\$0	\$0	Administration Faculty Department Chairs	Monthly Department meetings Collaboration of content units within departments	1-8 14 15 17	1-8
1	9	Offer "Reteach/Retest" opportunities for students throughout the year	August-May	\$0	\$0	Faculty	Analysis of data (departmental data)	1-8 14 15 17	1-8

Goal #2	Error! Reference source not found. Increase student achievement for all students by implementing classroom strategies, formative and summative assessments that focus on open-ended questioning techniques such as constructed extended response to facilitate a greater depth of knowledge and promote higher order thinking skills	
Link to CCRPI Achievement Indicator	<input type="checkbox"/> ES	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/> 14 <input checked="" type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 Show list...
Link to CCRPI Exceeding the Bar Indicator	<input type="checkbox"/> MS <input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Show list...
Link to System Goal		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Show list...
Quarterly Benchmark Assessment Instrument(s):		

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	1	Implement routine departmental meetings to discuss classroom and assessment strategies that promote higher order thinking skills and a greater depth of knowledge.	August-May	Local State Staff development	\$0	Department Chairs/Teachers	Input from department chairs at Instructional Leadership meetings Data analysis	1-8 13-15	3
1	2	Continue to implement the Schaffer Writing Program in all language art courses to facilitate academic and career writing skills.	August-May	\$0	\$0	English Department	Data analysis Writing Samples	1-8 13-15	3
1	3	Implement training for all teachers concerning writing across the curriculum in all subject areas.	August-May	\$0	\$0	Administration/teachers	Training Dates Writing Samples Departmental Collaboration	1-8 13-15	3

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	4	Collect and analyze content related testing data to determine student mastery of learning and adjust classroom teaching strategies and assessments.	August-May	\$0	\$0	Teachers	Analysis of classroom testing data	1-8 13-15	3
1	5	Implementation of writing opportunities within the classroom to reflect open-ended responses and higher order thinking skills in all academic areas.	August-May	\$0	\$0	Staff-academic areas	Teacher data Writing Samples	1-8 13-15	3
1	6	Provide students with ample practice test opportunities with writing prompts in all academic areas so that students self-assess readiness prior to summative or unit exams.	August-May	\$0	\$0	Staff	Data from classrooms Writing/Test samples	1-8 13-15	3
1	7	Provide teachers with continued training in the FIP modules to increase knowledge and implementation of formative assessment in the classroom.	August-May	\$0	\$0	Administration/teachers	TKES data analysis	1-8 13-15	3
1	8	Continued Teacher training and professional development opportunities in the area of supporting technology to continue implementation of effective teaching strategies such as Plicker and the Socratic methods.	August-May	\$0	\$0	Administration/teachers	TKES data analysis and observation	1-8 13-15	3

Goal #3	Increase the graduation rate at Creekview High School by 3%.	
	Increase the graduation rate at Creekview High School by 3%.	
Link to CCRPI Achievement Indicator	<input type="checkbox"/> ES	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 Show list...
Link to CCRPI Exceeding the Bar Indicator	<input type="checkbox"/> MS <input checked="" type="checkbox"/> HS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 Show list...
Link to System Goal		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Show list...
Quarterly Benchmark Assessment Instrument(s):		

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	1	Utilize SLDS data and placement rubrics to accurately place students in the correct course sequence upon entering high school.	August-September	\$0	\$0	Teachers	Analysis of data and rubrics	18 19	3
1	2	Collaboratively plan units of instruction with common assessments per course rigor levels.	Quarterly: August-May	Local State Staff development	\$0	Teachers	Departmental feedback Analysis of units	18 19	3
1	3	Identify 9 th grade students at risk of failure – place in Freshman Academy.	September-April	ExP Salary	\$0	Curriculum Administrator	Analysis of grades Ongoing evaluation of data concerning freshmen academy	18 19	3
1	4	Provide a wide offering of personal tutoring options for students.	September-April	\$0	\$0	Teachers	Tutoring logs	18 19	3

RTI Tier #	Strategy #	Actions / Strategies / Interventions to achieve goal:	Timeline	Resources		Staff Responsible	Means of Measurement to Assess Progress on Goals	CCRPI	
				Materials / Sources of Funds / Cost est.	Specific PD / Sources of Funds / Cost est.			Achiev #	Exceed #
1	5	Continue a weekly Teacher As Advisor program with concise lesson designed to help students succeed in school and life. The TAA program will expand to include Habitudes to develop leadership skills in students.	September-April	\$0	\$0	Administration/Teachers	TAA assignments Faculty feedback concerning TAA assignments	18 19	3
1	6	Develop a school-site APEX experience for students who need assistance with credit recovery so that they can graduate with their cohort.	October-April	Polaris Salary	APEX training	Administration	APEX instruction analysis Data concerning APEX program	18 19	3
1	7	Conduct extensive “exit interviews” with students attempting to drop-out.	September-May	\$0	\$0	Administration/Counselors	Log of exit interviews Counselor feedback	18 19	3
1	8	Utilize the graduation coach/APEX teacher to assist students identified as struggling learners.	August-May	\$0	\$0	Administration/graduation coach	Data received from graduation coach concerning student progress	18 19	3
1	9	Increase communication efforts with parents to notify of failing students	August-May	\$0	\$0	Teachers	Communication logs	18 19	3

A. REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2014-17

- Support the improvement of the performance of students, staff, and the organization through results-driven professional development, which is standards-based, job embedded, and collaborative, i.e., Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS) and Georgia Milestones.
- Provide all users with access to current information and resources that will increase student achievement as well as empower collaborative learning, problem solving, creativity, innovation, and informed decision making.
- Provide professional learning opportunities for all staff which will support students' academic needs through the integration of technology in standards-based lessons.
- Support a focus on Science, Technology, Engineering and Mathematics (STEM) as well as Fine Arts reflected across the curriculum in select District Academies.
- Expand effective use of instructional technology into all CCSD classrooms through professional development programs such as Teach 21, STEM 21, and Bring Your Own Learning Device (BYLD), thereby equipping teachers and administrators with the skills and knowledge needed to work and lead in a 21st Century standards-based classroom/school model for teaching and learning.
- Provide training for appropriate employees to support the implementation of Race to the Top initiatives, i.e. Teacher Keys Evaluation System (TKES), Leader Keys Evaluation System (LKES) and Common Core Georgia Performance Standards (CCGPS).

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the **2014-15** school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
Book Study	A yearly book study is conducted concerning effective teaching practices. The book studies are required of all new teachers and open to all faculty.	X		The book study focuses on effective teaching strategies which lead to increased student achievement.
FIP Instructional Strategies	Instructional strategies and increased collaboration to increase implementation of effective teaching practices	X		The FIP process provides collaboration and a focus on instructional strategies to increase student achievement.

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the **2014-15** school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
Vertical Alignment of curriculum in the areas of English, math, and science with the Creekview Zone schools	Vertical alignment of the curriculum allows for consistency in the academic areas within the zone. Vertical alignment among key academics allows for increased communication. Academic content is logical and consistent which leads to increased student achievement and improved teaching strategies through collaboration.	X		Creekview High School will continue to work with all partners in our zone to align key standards and facilitate communication to improve instructional effectiveness in all core academic subjects.
Departmental collaboration	All content departments at Creekview High School were allowed professional development days to foster communication among the department and allow for the development of consistency within the courses offered in each area. This allowed for increased communication among departments and subject areas which has a positive impact on student achievement.	X		Creekview High School will continue to foster and facilitate communication and professional development within departments to ensure consistency of practices and assessment. Consistency and collaboration positively impact student achievement
Technology Instruction to enhance instructional strategies and effective teaching methods.	Technology instruction is provided throughout the school year to increase the use of technology in the classroom and student achievement.	X		Technology instruction is beneficial to teachers in terms of additional teaching strategies, increased usage of technology in the classroom, and increased student achievement.

C. DEVELOPMENT OF 2015-16 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

<i>Complete the following chart for your school-based Professional Development Plan for the 2015-16 school year:</i>					Total Allocation:	7425.77
Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost <i>(should equal allocation)</i>	
Professional Development Opportunities focused on instructional strategies. Instruction will be offered covering instructional strategies, writing across the curriculum, formative assessment, and departmental collaboration on units covered and effective instructional strategies.	1,2,3	Faculty	Professional development will be offered throughout the school year focused on improving instructional strategies.	Staff ; substitutes for teachers in training	Local State Staff development	
Technology Instruction to enhance instructional strategies and effective teaching methods	1,2,3	Faculty	Teachers will be offered planning period opportunities to receive instruction on technology related information to enhance instruction.	Computer lab, projector, instructional technology staff	0	
FIP (Formative Instructional Practices) Staff Development	1,2,3	Faculty	August-May	FIP modules	0	
Yearly Book study concerning effective teaching practices and classroom management.	1,2	Faculty	August-May	Book	Local State Staff development	
Departmental collaboration – alignment of assessments and implementation of writing across the curriculum	1,2	Faculty	August-May	Faculty	Local State Staff development	
Vertical alignment of curriculum with Creekview Zone schools	1,2,3	Faculty	August-May	Faculty	Zone Staff development	

PART 6: RESULTS

A. PROVIDE A STATUS REPORT FOR PREVIOUS YEAR'S SIP GOAL/OBJECTIVES:

#	Previous Year's SIP Goal / Objective <i>(state goal and indicate location of data)</i>	Goal Met	Goal Not Met	Continue or Discontinue Goal <i>(list any modifications)</i>
1	Increase student achievement by implementing a specific and sustainable plan to facilitate higher order critical and complex thinking skills for all students and increase rigor across all subject areas through the implementation of effective teaching strategies.		X	Continue Goal
2	Increase student achievement for all students by implementing classroom strategies, formative and summative assessments that focus on open-ended questioning techniques such as constructed extended response to facilitate a greater depth of knowledge and promote higher order thinking skills		X	Continue Goal
3	Increase the graduation rate at Creekview High School by 3%.		X	Continue Goal

B. SYSTEM PRIORITIES AND OBJECTIVES – ANALYSIS OF STUDENT ACHIEVEMENT DATA:

CCRPI		Sum of All Categories									Target Score Met? Yes/No
		Achievement Points (0-60)	Progress Points (0-25)	Achievement Gap Points (0-15)	Sub-Total	GAP (from 100)	Annual Growth	Challenge Points (0-10)		CCRPI Score (Total)	
								ED/EL/SWD Performance Points	Exceeding the Bar Points		
	2011-12	51.5	17.4	10.0	78.9	21.1		1.8	0.5	81.2	
	2012-13	50.9	17.6	10.0	78.5	21.5		2.7	0	81.2	
	2013-14	50.9	16.3	10.0	77.2	22.8		2	0	79.2	
Baseline	2014-15				0	100	3.0000			0	
Targeted Year:	1	2015-16			0	100	3.0000			0	
	2	2016-17			0	100	6.0000			0	
	3	2017-18			0	100	9.0000			0	
	4	2018-19			0	100	12.0000			0	
	5	2019-20			0	100	15.0000			0	

Historical	2012			2013			2014			2015		
	School	District	State									
CCRPI Indicators												
High School Graduation Rate												
4-year	82.7%	72.7%	69.7%	87.4%	78.0%	71.8%	89.2%	82.1%	72.6%	91.3%	86.0%	
5-year	88.9%	76.1%	71.6%	84.7%	80.9%	73.7%	89.7%	n/a	n/a			
Attendance												
High	97.0%	96.7%	95.0%	97.0%	96.4%	94.5%	96.9%	93.7%	94.7%	96.5%	96.6%	
Student Growth Percentiles (Percent Meeting Typical/High Growth)												
High	70%	69%	65%	70%	69%	65%	65%	65%	63%			
Achievement Gap (Higher: S=Size, C=Change, ND=No Difference)												
ELA	S / 2	S / 2	C / 2	ND/2	C / 3	C / 2	ND/2	S / 2	C / 2			
Math	S / 2	S / 2	C / 2	S / 2	S / 2	C / 2	ND/2	ND/2	S / 1			
Science	S / 2	ND/2	C / 2	ND/2	ND/2	C / 2	S / 2	S / 2	C / 2			
Social Studies	S / 2	ND/2	C / 3	S / 2	S / 2	ND/1	S / 2	S / 2	ND/1			
% of Higher	67%	67%	75%	67%	75%	58%	67%	67%	50%			
ED/EL/SWD Performance												
Potential Points	2.5	3.5	5.8	2.7	3.6	5.8	2.6	3.3	6.1			
Earned Points	1.8	2.5	2.1	2.7	2.9	3.2	2.0	2.2	1.6			
% of Possible	72%	71%	36%	100%	81%	55%	77%	67%	26%			
Milestones End-of-Course (EOC)												
9th Lit										55%	56%	39%
Am Lit										59%	54%	36%
Coordinate Algebra										41%	53%	34%
Analytic Geometry										34%	43%	29%
Physical Science										15%	39%	31%
Biology										50%	54%	38%
US History										50%	54%	40%
Economics										55%	51%	37%

Norm Referenced Assessments

SAT - College Admission Testing

Verbal	530	532	488	532	528	490	529	527	488	522	525	490
Math	537	536	489	534	528	487	540	529	485	530	528	485
Total	1593	1587	1452	1585	1567	1498	1580	1563	1445	1564	1560	1450

ACT - College Admission Testing

English	22.7	22.3	20.1	21.8	22.3	20.2	22.0	22.2	20.3	23.1	22.4	20.6
Math	22.4	22.2	20.6	21.5	22.0	20.3	21.9	22.0	20.5	22.5	22.1	20.5
Reading	23.7	23.3	21.0	23.1	23.3	21.2	23.4	23.2	21.4	23.9	23.4	21.6
Science	22.5	22.5	20.5	22.5	22.5	20.5	22.3	22.4	20.7	23.0	22.6	20.9
Composite	23.0	22.7	20.7	22.4	22.7	20.7	22.5	22.6	20.8	23.3	22.7	21.0

PART 7: LOCALLY REQUIRED PLANS

A. Technology Use Plan

Strategic planning for the continued integration of technology in instruction and productivity

Each school's Technology Planning Committee assumes the roles of assessing the effective use of the technologies provided by the District, local school-based revenues, donations or grants. The assessment must be comprehensive and cover all areas of technology need and use including hardware, software, online resources and technology-based professional development. CCSD has established standards for technology deployment to ensure as much equity as possible while also providing for unique needs where appropriate and financially feasible.

In order to capture data that contributes to a clearly defined assessment of technology use and effectiveness, it is recommended that schools employ survey tools to gather, analyze and process that data. The analyzed data can assist in making informed decisions on filling gaps in technology provisioning.

Hardware Assessment & Gap Analysis:						
<i>Include printers, desktop and laptop computers, interactive whiteboards, peripherals, mobile technologies and accessories.</i>						
Type of Use			Hardware Description <i>(include make & model #)</i>	Hardware Location	Hardware Effectiveness	Provisional Gaps/Needs
Student/ Instructional	Teacher/ Productivity	Administrative /Support				
X		X	OnLocation Encoder HD Upgrade	Front office		To provide up to date announcements/key information to parents, students, and faculty. Our video production courses will utilize the equipment for instructional purposes as well.
X		X	MediaCast HD Viewer	Front Office/Broadcast Video		To provide up to date announcements/key information to parents, students, and faculty. Our video production courses will utilize the equipment for instructional purposes as well.

Hardware Assessment & Gap Analysis:

Include printers, desktop and laptop computers, interactive whiteboards, peripherals, mobile technologies and accessories.

Type of Use			Hardware Description <i>(include make & model #)</i>	Hardware Location	Hardware Effectiveness	Provisional Gaps/Needs
Student/ Instructional	Teacher/ Productivity	Administrative /Support				
X		X	3- 47" flat panel TV with peerless universal full motion plus wall mount	Front office/cafeteria		To provide up to date announcements/key information to parents, students, and faculty. Our video production courses will utilize the equipment for instructional purposes as well.
X			30- IPAD's	Media center		To support instruction in the media center.
X	X		Wireless Access/Router	1215		To provide wireless access
X			Desktop computers	1310		In our business education courses, we need 4-5 additional desktops to accommodate class size in these courses.
X			Teacher Plasma Display	Science classroom		Creation of a student-centered science studio
X			Portable whiteboards	Science classroom		Creation of a student-centered science studio
X			Student Plasma Screens	Science classroom		Creation of a student-centered science studio

Software Assessment & Gap Analysis:

Instructional / Productivity:

The following list is composed of District provided instructional and productivity resources that are available (at the appropriate grade levels) for CCSD schools.

Grades K-3	Grades 4-6	Grades 6-8	Grades 9-12
Adobe Elements/Premiere (Limited Licenses)	Adobe Elements/Premiere (Limited Licenses)	Adobe Elements/Premiere Adobe Creative Suites	Adobe Elements/Premiere Adobe Creative Suites
Microsoft Office - Word, Excel, Access, PowerPoint, Publisher, Outlook, OneNote	Microsoft Office - Word, Excel, Access, PowerPoint, Publisher, Outlook, OneNote	Microsoft Office - Word, Excel, Access, PowerPoint, Publisher, Outlook, OneNote	Microsoft Office - Word, Excel, Access, PowerPoint, Publisher, Outlook, OneNote
	Office 365 (Online for 5-6)	Office 365	Office 365
	Aspen Student Portal (5-6)	Aspen Student Portal	Aspen Student Portal
SuccessMaker Math & Reading	SuccessMaker Math & Reading	SuccessMaker Math	APEX
SuccessMaker Collaborate	SuccessMaker Collaborate	SuccessMaker Collaborate	
	Scholastic Reading Inventory	Scholastic Reading Inventory	Scholastic Reading Inventory
	READ 180	READ 180	READ 180
Easy CBM	Easy CBM	Easy CBM	
Solo 6 Literacy Suite			
TimezAttack	TimezAttack	Think Through Math	
Type to Learn	Type to Learn	Various typing programs	Various typing programs
QUIA	QUIA	QUIA	QUIA
	USA TestPrep (6 th)	USA TestPrep	USA TestPrep
BrainPOP, Jr.	BrainPOP	BrainPOP	BrainPOP
BrainPOP Espanol	BrainPOP Espanol	BrainPOP Espanol	BrainPOP Espanol
BrainPOP ESL	BrainPOP ESL	BrainPOP ESL	BrainPOP ESL
Grolier Online	Grolier Online	Grolier Online	Grolier Online
NetTrekker	NetTrekker	NetTrekker	NetTrekker
PebbleGo	PebbleGo	PebbleGo	PebbleGo
TrueFlix	TrueFlix	TrueFlix	
FreedomFlix	FreedomFlix	FreedomFlix	
NoodleTools	NoodleTools	NoodleTools	NoodleTools
Destiny – Media Center			
Accelerated Reader/Reading Counts (Local school funded)	Accelerated Reader/Reading Counts (Local school funded)	Accelerated Reader/Reading Counts (Local school funded)	
STAR Math, Reading, Early Literacy	STAR Math, Reading, Early Literacy	Geometer’s Sketchpad	Geometer’s Sketchpad
ActivInspire	ActivInspire	Smart Notebook	Smart Notebook
	Write to Learn (Limited licenses)	PH Essay Scorer	
		Turnitin	Turnitin
ActivEngage2	ActivEngage2	Smart Response VE	Smart Response VE
Moodle Learning Management System (LMS)	Moodle LMS	Moodle LMS	Moodle LMS

Please identify any needs in the provisioning of instructional resources for your school/location (i.e. instructional areas for which you have no software):

Instructional Area	Target Grade(s)	Target Curriculum or Standard	Preferred Quantity	Comments or recommended titles
Classroom- Adobe Robo Help License	9-12	All subject areas	School License	Adobe Robo Help
Classroom – Book Creator	9-12	All grade levels; however, this would greatly assist with the senior project	School License	
Classroom- SynchronEyes Software	11-12	Creation of a student-centered studio	Purchase for classroom setting	SynchronEyes Software by Smart Technologies

Special Education:

The following list is composed of instructional, software applications and online resources that are available and targeted to support Special Education (at the appropriate grade levels) for all CCSD schools.

Grade Pre-K	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12
IntelliTools Classroom Suite (Reading/Writing/Math)				
Boardmaker (Communication)				
Writing with Symbols 2000 (Reading, Writing, Communication)				
Discrete Trial Trainer (Curriculum Software/ Autism)				
Mind Reading (Autism)				
Read 180 (Reading)				
Edmark 1 & 2 (Reading)				
Earobics (Reading)				
Kursweil (Reading/ Writing)				
SOLO Literacy Suite software applications				

Special Education:

The following list is composed of instructional, software applications and online resources that are available and targeted to support **Special Education** (at the appropriate grade levels) for all CCSD schools.

Grade Pre-K	Grades K- 3	Grades 4-6	Grades 7-8	Grades 9-12
(Read:OutLoud, Write:OutLoud, Draft Builder and Co:Writer)				
Zoom Text (Accessibility)				
Book Share online membership (Accessible Print)				
News -2-You online (Accessible Curriculum Materials)				
				MECA: Transition Planning System (TPS) and Functional Social Skills

Please identify any needs in the provisioning of **Special Education** instructional resources for your school/location (i.e. instructional areas for which you have no resources).

Instructional Area	Target Grade(s)	Target Curriculum or Standard	Preferred Quantity	Comments or recommended titles
None				

Administrative:

The following list is a summary of **administrative**, software applications and resources that are available to all CCSD schools.

Title	Description	Department
MUNIS	Financial/Accounting/payroll and benefits software.	Finance
PD Express	Provides tracking of professional development activities for faculty and staff.	Curriculum/Professional Development
ePersonality	Human Resources Management application suite.	Personnel
Aspen	Student information systems management. Grade book management, attendance and reporting.	Technology/ Student Information
Tylers Versatran Routing and Planning	Bus routing and scheduling software.	School Operations/ Transportation
Horizon –Vboss	School food services back-end management server. Provides inventory and reporting services.	School Food Services – Inventory Management
Horizon –FastLane	School food services front end Point of sale systems.	School Food Services – Point of Sale

Administrative:

*The following list is a summary of **administrative**, software applications and resources that are available to all CCSD schools.*

Title	Description	Department
Fixed Asset Tracking System	Technology Asset management tool. Allows for the scanning and tracking of all IT assets.	Technology/ Asset Tracking
Symantec Endpoint Protection	Anti-Malware protection. Protects endpoint from virus, spam, malicious software and spyware threats.	Technology/ Antivirus
KBox Systems Management Appliance	Systems management tool that provides resources for building and managing images, software deployment and tracking, asset tracking, help desk services, and reporting.	Technology/ Systems Management
Exchange	Email and calendaring program.	Technology/ Email
SharePoint – Internal	Internal information store for all departments. Repository of policies, procedures, forms, processes, etc.	Technology
SharePoint – External	External information store for all Schools and departments. Repository of events, announcements, policies, forms and public communications.	Technology
Applitrack	Online application management program	Personnel Management
Facilities Maintenance	Help desk for facilities or maintenance requests from schools and departments.	Facilities/Construction
Web Control Energy Management System	Provides monitoring of energy consumption for locations throughout the District.	Facilities/Construction
Destiny Library Manager Destiny Textbook Manager	Manages the circulation of media center materials, textbooks, inventory and reporting.	Curriculum
Response to Intervention	A database of students that require pre-emptive assistance to improve their academic or behavioral performance based on key factors and to reduce their chance of placement in special education.	Curriculum
Clarity	Provides tracking of students with IEP's.	Curriculum/Technology
Schlage Systems Management Enterprise	Security and Access control program for facilities using the electronic badge interface.	Facilities /School Police
aXsInfo	Document scanning, indexing and archival system.	Finance/ Curriculum/ Personnel
School Funds Online	School based accounting	Finance
Ident-A-Kid	School Visitor tracking program	School Police and School Operations
TripTracker	School field trip management program	School Operations and Curriculum

*Please identify any needs in the provisioning of **administrative** resources for your school/location.*

Function or Purpose of Software	Desired/Effective Quantity	Comments (Suggested Titles, Links, vendor
None		

Professional Development:

Please identify technology-focused **professional development** topics that are needed to assist teachers in improving their technical acuity, maintaining pace with student knowledge and industry trends, enhancing teachers' overall computing skills and improving their use of communication resources.

Topic	Audience <i>(e.g. teachers, admins, grade levels, curriculums)</i>	Preferred time of delivery <i>(e.g. before or after school, planning)</i>	Potential resources for delivery <i>(e.g. ITS, Media Specialist, local school admin.)</i>
On-going current training models to help assimilate new employees	Teachers	Beginning school year during pre-planning	ITS
Technology training courses to enhance effective teaching strategies	Staff members	Planning periods; periodically throughout the year	ITS; Media Specialist

Infrastructure:

Please identify areas of the school where the existing **infrastructure** (i.e. network drops, wireless access, non-available or insufficient electrical outlets, lighting, room conditions) does not support the teaching and learning objectives of the space as it relates to technology use.

Room/Area	Concern	Current Use	Intended Use	Target Date
1215	Wireless Access/Router	Needs Access	Wireless Access	2016

Internet Safety:

In regard to CIPA certifications, required of all CCSD schools for eRate funding, the *Protecting the Children in the 21st Century Act* requires the school, school board, local educational agency or other authority with responsibility for administration of the school to certify that, "as part of its Internet safety policy, [it] is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response."

Document the details about your school's Internet Safety and Digital Citizenship Plan in the chart below:

Title	Target Grade(s)	Target Curriculum	Person Responsible	Timeline for Implementation	Comments
TAA – Lesson on Cyberbullying	9-12	Cyberbullying	Homeroom teachers	1 st semester 2015	
District Attorney	9 th	Internet/Social Media Safety	Student Services	1 st semester 2015	

Cost-Cutting Measures:

What technology-focused cost-cutting practices has your school discussed or implemented?

Creekview High School is currently survey teachers to determine the best allocation of our technology resources which includes our laptops. Teachers print to photo copiers rather than printers. Teachers use online resources rather than printed resources.

Bring Your Learning Device (BYLD):

Please describe how you have implemented the Bring Your Learning Device initiative:

Are you currently implementing BYLD in your school?	Yes
How many teachers are participating?	90%
Indicate the grade levels where BYLD is being implemented.	9-12
Provide an estimated (or anticipated) percentage of your student population that will bring their personal learning devices to school.	80-90%

Please identify the successes and challenges of BYLD:

BYLD is an excellent program to supplement instructional strategies and provide technology in the classroom. Some of the limitations of BYLD are that not every student has a learning device, classroom monitoring of devices to assure fidelity of assessments, and many students have phones which cannot receive a signal in the building

Initiatives Unique to your School:

Please identify new, unique or innovative programs centered on technology use that are currently being implemented or are being developed:

--

B. Attendance and Truancy Intervention Plan:

<p>Section I:</p>	<p>Provide a brief description of the school-to-home correspondence utilized to relate important student attendance information (i.e., <i>School Board Policy, School-site Programs, Improvements or Declines in School Attendance Rates, Improvements or Increases in Student Drop-Out Rates, the State’s Compulsory Attendance Law</i>).</p> <ul style="list-style-type: none"> • Parents and students are referred to the CCSD Student/Parent Handbook for policies and procedures governing attendance at Creekview. • Creekview acknowledges exemplary student attendance with certificates. • Absence letters are sent from the Creekview Attendance Office for 5 and 7 days of unexcused absences. • Referral to the CCSD Social worker occurs at 7 days unexcused absence. • Administrators/counselors meet with students identified with excessive absences. • Hospital Homebound paperwork is provided to those students who may qualify and need this assistance.
<p>Section II:</p>	<p>Provide a brief description of school-based protocol utilized to insure accurate student attendance data.</p> <ul style="list-style-type: none"> • Teachers are required to take period attendance. • Check-in/out is monitored in the Creekview Attendance Office. • Assistant Principals monitor and assign discipline to students who do not abide by the CCSD attendance policies.
<p>Section III:</p>	<p>Provide a brief description of how student attendance patterns are tracked and underlying causes of truancy identified for purposes of implementing appropriate solutions.</p> <ul style="list-style-type: none"> • Reports are pulled each 20 school days. • Assistant Principals contact each family of students with excessive absences to discuss attendance and develop individual action plans for each situation
<p>Section IV:</p>	<p>Provide a brief description of school-based incentive program/activities for students with good/ improved attendance rates. This should include formalized incentive programs organized by the school or through the school’s parent organizations/community-based partnerships.</p> <ul style="list-style-type: none"> • Semester attendance rosters are printed. • All students with exemplary attendance are given certificates. • Students with exemplary attendance are acknowledged on awards day for their accomplishments

Section V:

Provide a brief description of school-based interventions or consequences for students in violation of the State’s compulsory attendance law, dropping out of school prior to graduation or exceeding the 15-day absence limit used for NCLB-related accountability.

- Attendance Office monitors attendance and pulls reports.
- Students with excessive absences are referred to their assistant principal.
- Private conferences are held with students and/or parents to determine appropriate disposition or action plan.
- If necessary, students are referred to the county truancy officer in the cases of excessive absences.

C. Safety / Security Plan

Crisis Management Plan	
<i>(Do not submit Crisis Management Plan with SIP):</i>	
Action	Date
Reviewed/Updated:	July 10 th , 2015
Submitted to Chief of Police:	July 17 th , 2015
Distribution to all staff will occur on:	July 29 th , 2015

Daily Operating Procedures – Staff Responsibility/Supervision:	
Opening and Closing:	Administration and faculty are present at the opening and closing of school. Duty stations are assigned to monitor key areas during the opening and closing of school.
Incident Reporting:	Teachers are instructed to report any incident to Administration. Administration takes the appropriate steps to notify the central office if needed.
Bus Loading/Unloading:	Duty stations are assigned by administration to the bus lanes during bus loading and unloading. Administrators are present during loading and unloading as well.
Halls:	Administration and faculty monitor the hallways.
Lunchroom:	Each administrator is assigned a lunch period. Faculty members are assigned duty at key locations during lunch.
Restrooms:	Restrooms are monitored by faculty and administration.
Playground:	N/A
Athletic Events: (if applicable)	Faculty and Administration attend and monitor athletic events.

Inventories:	
Equipment:	Inventory for equipment is recorded by administration. Electronic equipment is monitored through the technology department.
Keys:	Keys are distributed and the inventory is kept through the athletic directors' administrative office.
<i>Safety Related:</i>	
Radios:	Each administrator, campus officer, key personnel, and secretary is assigned a radio.
Admin Vests:	Each administrator has one vest in the office.
Red Box:	Attendance office
Hand Held Metal Detectors:	N/A
Closed Circuit TV Systems: <i>(if applicable)</i>	Security System
Automated Electronic Defibrillator or AED: <i>(if applicable)</i>	Attendance office

Initiatives or Other Safety/Security Programs *(not stated as an objective):*

D. Character Education Plan and/or Teacher As Advisor Plan

<p>System Plan:</p>	<p>Cherokee County Board of Education (CCBOE) policy IHE, Pupil Progression states that all school, kindergarten through grade twelve, shall provide instruction that addresses core values and provides instruction in character education as adopted by the Georgia Board of Education. The three strands, Citizenship, Respect for Others, and Respect for Self are located on GeorgiaStandards.org under QCC Curriculum (helpful links).</p> <p>A district-wide calendar “Words of the Week” are provided to schools and listed in the Student Handbook.</p> <p>Each school is responsible for the development of an individual school plan utilizing the Words of the Week and the standards.</p> <p>With the approval of SB387, it is now a requirement to provide career counselling and advisement for students in grades 6-12. Teacher As Advisor for Grades 6–12, a period requiring 15–20 (30??) minutes per week to address four areas or domains: Character Education, Personal/Social, Academic (Educational and Occupation Exploration) and Career (Education and Career Planning) will be implemented beginning in the 2010-11 school year. Lessons have been provided for each grade, 6-12 and are located on the Curriculum Sharepoint site under Shared Documents, TAA. Plans for implementation are developed at each school and are provided in this section.</p>
<p>School Plan <i>(Grades K-5):</i></p>	

Teachers As Advisors	
School:	Creekview High School
School Committee Leaders:	Stephanie Norris Steven Payne Donna Lloyd Adrian Thomason Dr. Kevin Higgins
School Committee Members:	Stephanie Norris Steven Payne Donna Lloyd Adrian Thomason Dr. Kevin Higgins
Faculty/Staff Training:	<i>Please describe your specific plan(s) for introducing the TAA program in your school:</i> Planning period trainings as needed for staff Training during pre-planning for new staff Training concerning Habitudes periodically throughout the school year
Advisement Schedule:	<i>Please describe the method with which the students will be assigned to each certified staff:</i> Homeroom assignments are made prior to the beginning of the school year. <i>Please describe the day of the week and time of the day during which advisement would take place in your building:</i> TAA assignments are given during homeroom on each Monday from 9:25-9:55
Concerns/Needs:	<i>Please describe any future concerns/needs you may foresee in your school:</i> A SIP goal is to increase graduation rate <ul style="list-style-type: none"> • TAA be used effectively to help increase graduation rate <ul style="list-style-type: none"> ○ A more structure lesson with a component to hold students more accountable is being implemented this school year. ○ Habitudes will be incorporated into the TAA sessions to encourage growth in leadership skills. Habitudes is an effective curriculum which reduces bullying, increases leadership skills, helps students to think critically, improves the school climate, and can help improve overall graduation rates. ○ A more structured program will allow the opportunity to offer credit for the course - 1/2 credit per year that will appear as - Study Skills on the transcript - graded as pass fail

Teachers As Advisors

- Provides two elective credits over the 4 years of high school
- Combine with Bridge bill requirements

- Goal of TAA committee
 - Develop TAA/Bridge Bill Schedule for the year
 - Review & develop TAA lessons appropriate for our population
 - Look at same topic but different lesson for each grade level
 - Incorporate Habitudes curriculum
 - Determine a plan to evaluate students for the pass/fail grade
 - Attendance
 - Online evaluations
 - Bridge bill completion

E. Homework Plan

System Plan:	Cherokee County Board of Education (CCBOE) policy IHB, Homework, establishes system-wide parameters for the assignment of homework. The district homework policy also directs that homework standards and procedures shall be established by each school's administration and faculty, with input from parents and the community in accordance with CCBOE policy IHB.
School Plan:	<p>Most parents desire and expect homework for their children. With this in mind, Creekview follows these beliefs when assigning homework:</p> <ul style="list-style-type: none">• Homework should be relevant to what students are currently learning in the classroom• Homework should be constructive; helping a student master a concept or unit• Homework should not contain an inordinate number of problems or activities that practice the same concept;• Time spent on homework should vary with course rigor• Academic teachers should be aware of each other's assignments so that students are not overloaded on any given night• Long term homework assignments should be coordinated within the school. Department heads should facilitate this coordination of effort.• Homework should never be used as punishment.• Homework percentages and grading policies should be consistent with like courses.

F. Career, Technology, and Agricultural Education (CTAE) Plan:

Elementary School CAREER AWARENESS PLAN:	Please describe your plan for implementing Elementary Career Awareness Cluster Activities (as required under HB 713) in grades 1-5, including projected timeline and person(s) responsible.
	Please list any additional career development activities that you are planning that are above and beyond the requirements.

Middle School CAREER EXPLORATION PLAN:	Please describe your plan for implementation of the Bridge Bill (HB 400) in grades 6-8, including a projected timeline and person(s) responsible.
	Please describe career exploration activities that you are planning that are above and beyond the Bridge Bill requirements.

High School CTAE PLAN:	Please provide a copy of your school's CTAE Compliance Review Improvement Plan 2013-16 updated with description of current status.
	<p>Recommendation: As funding issues ease and space is available, it is recommended that the school system consider some type of alternate scheduling to insure more time in classes opportunity to take more courses.</p>
	<p>Improvement Goal: To explore various scheduling options to increase the amount of time allotted to lab based courses in the CTAE programs.</p>

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation		Current Status (Date) I = In Progress C = Complete
					Documentation/Intervention	Evidence	
An alternative scheduling committee is in place for Cherokee County. At this time, it has been determined that due to costs and other factors, an alternative schedule is not appropriate.	N/A	N/A	None at this time.	Central Office Personnel			c

Recommendation:
It is recommended that the School Improvement Plan which includes Career, Technical & Agricultural (CTAE) program areas be clearly articulated an year.

Improvement Goal:
As the College and Career Ready Performance Index is implemented with an increased an emphasis on Career and Technical education, the School Im revised to include goals focused on CTAE programs offered at Creekview High School and involvement of CTAE staff in the development and review Plan.

	Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation		Current Status (Date) I = In Progress C = Complete
						Documentation/Intervention	Evidence	
	Work with counselors, CTAE teachers, and homeroom advisors to increase the number of pathway completers in CTAE programs.	Spring 2013-Spring 2016 (ongoing goal for each school year)	<p>Career Technical information concerning new 2014-15 pathways, new courses/curriculum, and collaboration among departments to enhance the knowledge of the CTAE offerings at Creekview.</p> <p>The CTAE course offerings booklet will be updated to reflect pathways and curriculum changes.</p> <p>CTAE teachers will make flyers and other forms of communication available during registration concerning their courses.</p>	N/A	<p>Adrian Thomason</p> <p>Connie Ard</p> <p>CTAE Dept. Chair</p> <p>CTAE pathway teachers</p>	<p>Advisement Documents</p> <p>Student Advisement</p> <p>Pathway Completers</p> <p>CTAE brochures/handouts</p>	# of pathway completers	I
	Work with CTAE staff to increase the number of students obtaining a passing score of CTAE pathway assessments.	2013-2016	<p>CTAE staff will review all new curriculum changes for 13-14 in each program area; study materials will be reviewed and purchased if funds and materials are available to assist teachers in the pathways.</p> <p>Teachers will document student progress on goals.</p>	Perkins Fund along with local effort to purchase any study materials needed.	<p>Connie Ard</p> <p>CTAE dept. chair</p> <p>CTAE teachers</p>	<p>Teacher documentation of student progress</p> <p>Purchase orders-study materials</p>	Passing scores on EOP assessment	I

CTAE personnel will be included on the leadership team and will be involved in the development and review of the SIP	2014-15 school year	CTAE personnel will be involved in the SIP process.	N/A	Adrian Thomason CTAE personnel	CTAE personnel on leadership committee CTAE personnel input on SIP	Revision of SIP	I
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Recommendation:
It is recommended that the state-approved curriculum standards per program area be documented and visible daily for the review of students, teachers and increased emphasis on accountability and the focus on End-of-Pathway assessments, the new/revised state curriculum standards will align closely with competencies. Therefore, spotlighting these standards will strengthen the focus on teaching and mastering these standards.

Improvement Goal:
Curriculum standards will be visible in CTAE classrooms.

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation	
					Documentation/Intervention	Evidence
CTAE teachers will display current curriculum standards in each classroom.	Fall 2013-2016 (ongoing)	Teachers will receive information concerning new curriculum standards for CTAE courses as the state DOE provides information	Teachers may attend additional training if necessary when curriculum standards are finalized.	CTAE teachers	Curriculum links and information will be given to CTAE teachers as the new curriculum is implemented by the state. Administration will document through classroom observations	Curriculum is visible in classroom (standards, essential question, maps, vocabulary)

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Recommendation:
 In program areas where industry certification is available, the CTAE programs should be certified and should provide the documentation required by the state to maintain certification status during the five year period.

Improvement Goal:
 CTAE teachers will be encouraged to seek industrial certification of programs.

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation	
					Documentation/Intervention	Evidence
Information concerning industrial certification will be provided to CTAE teachers concerning the process and requirements.	2014-15	Information concerning industrial certification will be given to teachers. Teachers who will be pursuing industrial certification will need to attend training.	Professional development funds for those pursuing industrial certification	Connie Ard CTAE dept. chair CTAE teachers	Documentation will be given to each teacher of a program that can obtain industrial certification	Documentation given Professional Development TCARFS
Creekview will develop a five year plan to obtain industrial certification in pathway programs offered to students.	2013- 2016	The CTAE department will meet in the Fall of 2013 to discuss a plan to obtain industrial certification in pathway programs.	Program updates Professional Dev. Funds	Adrian Thomason Connie Ard CTAE dept. chair	Plan will be developed to obtain industrial certification in pathway programs.	5 year plan seek certification

				CTAE department			
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Recommendation:
 Since technology in business and industry is changing constantly, it is recommended that all CTAE teachers be encouraged to join their professional associations on a rotational basis) major state-sponsored professional development events.

Improvement Goal:
 The CTAE department will be made aware of CTAE professional development opportunities and encouraged to join their professional associations.

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation	
					Documentation/Intervention	Evidence
CTAE teachers will be encouraged to join their CTAE professional organizations.	2013-2016 (ongoing)	N/A	N/A	CTAE teachers	Dept. meetings – emphasizing importance of professional organizations Documentation of professional organization	# of teachers joining professional organization For the 2013-16 year, 10 of 12 CTAE staff are members of at least one professional organization
CTAE teachers will be encouraged to attend GACTE summer conference as well as other professional development opportunities.	2014-15 (ongoing)	Professional Development funding	Varies depending on cost	Adrian Thomason & Connie Ard-approval	Dept. meetings Email communication TCARF	# of teachers attending GACTE and other professional

				CTAE Teachers-attendance/TCARF		development opportunities To date, CTAE Faculty have attended 13 conferences.
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Recommendation:
 Since all CTAE Programs have designated co-curricular student organizations for the major purpose of reinforcing curriculum, it is recommended that with the appropriate student organization on the state and national levels and maintain active chapters.

Improvement Goal:
 CTAE teachers will be encouraged to develop CTSO's affiliated with their pathway program.

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation	
					Documentation/Intervention	Evidence
CTAE teachers will be encouraged to develop organizations affiliated with their respective state and national chapters. A plan will be developed to obtain affiliation with state and national chapters for all pathway areas.	2013-16 (ongoing)	CTAE teachers may require professional development funds related to establishing and maintain a CTSO related to their pathway area.	Professional Development funding and travel related costs	CTAE dept. chair CTAE teachers	A plan will be developed for affiliating with the state and national chapters for each pathway. All teachers will be encouraged to participate.	# of CTSO organization Creekview For 2015-16 our school offers two CTSOs- Ski and TSA. E are affiliated with national and state chapter

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Recommendation:
 As funds and/or space become available, the kitchen in the Nutrition & Wellness program needs to be configured such that the teacher is able to supervise. Safety glasses should be available and worn by students in Engineering, and eye-wash stations should be installed in Engineering and Public Safety.

Improvement Goal:
 Improvement of safety in CTAE courses (Nutrition/Wellness, Engineering, Public Safety)

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation	
					Documentation /Intervention	Evidence
Safety glasses will be worn by students in the Engineering course when labs are conducted which necessitate safety precautions. If necessary, additional safety glasses will be purchased for additional students or replacement due to broken or damaged glasses.	2014-15	Funds for glasses if needed	CTAE budget for Creekview	Engineering Instructor	Glasses will be worn in class when safety is a concern	Glasses are worn during appropriate times
Public Safety and Engineering courses will have eye wash stations available.	2014-15	Cost of eye wash station and supplies	CTAE budget for Creekview High School	Adrian Thomason Connie Ard	Eye stations installed and/or teacher will be relocated to a lab classroom	Eye wash stations installed or Laboratory classroom

				Engineering and Public Safety teacher				
As funds become available, the school will look at changing the configuration of the Food/Nutrition lab	2013- 2016 (as funds are available)	N/A	CTAE capital budget Costs- not known at this time	Adrian Thomason Connie Ard Nutrition/Wellness teacher	Plan for improvement	Reconfigured room		I

Recommendation:
 With the emphasis on the Common Core and CTAE teachers' charge to reinforce literacy, it is recommended that a system for collaboration be set up v
 CTAE teachers are able to interact or at least share instructional resources. (CTAE teachers have many lesson plans on the Career, Technical & Agricu
 Network (CTAERN) and have recently identified many instructional strategies to reinforce literacy in their lesson plans, all of which could be used by

Improvement Goal:
 Through a system of collaboration, CTAE teachers will be encouraged to interact with other departments and receive training for the implementation o
 classroom.

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation			
					Documentation/Intervention	Evidence		
CTAE teachers will be given a link and copies of literacy standards to be implemented in the classroom.	Spring 2013	N/A	N/A	Connie Ard	Email and copies	Implementation of literacy standards in classroom		
Collaboration among the CTAE department and other academic departments will be set up for the 2014-15 school year to reinforce literacy standards in the classroom	2014-15	Professional Development workdays	Professional development costs	Adrian Thomason Connie Ard CTAE dept.	Collaboration meetings Literacy standards visible in classroom Documentation by teachers of incorporation of literacy standards.	Professional development forms Literacy standards implemented in the classroom Teacher documentation		
<p>Recommendation: It is recommended that CTAE programs utilize the business/industry advisory team members (who represent their particular program areas) in a variety above) to make their jobs easier and enhance students' business experiences and opportunities.</p>								
<p>Improvement Goal: CTAE teachers at Creekview High School will utilize advisory team members to enhance career and technical education through a variety of activities</p>								

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation		Current Status (Date of Program Completion)
					Documentation/Intervention	Evidence	
CTAE department at Creekview will continue to utilize their advisory committees to enhance student opportunities through various activities and support.	2013-2016	N/A	N/A	CTAE teachers	Advisory minutes Increased advisory participation	Advisory involvement and participation in pathway programs Documentation by CTAE teachers of meetings and increased involvement	I

Recommendation:
It is recommended that a systemic career development program be developed collaboratively between the middle school and high school whereby middle school teachers understand their role in imparting information about the high school CTAE programs and their role in imparting information about careers in the community offered at Creekview High School.

Improvement Goal:
To increase collaboration between the middle school CTAE/connections' teachers and the CTAE department at Creekview High School

Actions, Strategies, and Interventions	Implementation Timeline	Professional Development/Resources Needed	Estimated Costs and Funding Sources	Person(s) Responsible	Means of Evaluation			Cu t S (D I = Pr ss C Co ete
					Documentati on/Interventi on	Evidence		
Creekview High School advisory committees will include CTAE teachers from the middle school in an effort to increase communication concerning CTAE programs	2013-16	N/A	N/A	CTAE teachers	Advisory minutes Advisory meetings	Advisory minutes		I
The CTAE course offerings book and pamphlet will be updated to reflect the new curriculum and pathway offerings. This book will be available to the middle school.	2014-15	N/A	N/A	Connie Ard CTAE dept. chair CTAE teachers	Course offerings book/pamphlet	Updated CTAE book/pamphlet		I
CTAE teachers at Creekview will be encouraged to visit CTAE connection classes at the middle school to make those teachers aware of course offerings.	2014-15	N/A	N/A	CTAE teachers Administration at schools for coordination	Visits to middle school classes	The CTAE faculty have visited Creekland Middle School twice per year. In addition, high school CTAE Teachers have documented 15 contacts with middle school teachers for 2015-16 and 5 middle school teachers participate in our advisory comities.		I

Eighth grade students will complete a course of study plan and this plan will be reviewed annually to increase knowledge of high school courses including CTAE	2013-2016	N/A	N/A	Advisors Counselors CTAE Dept. Chair	Completion of course of study plans	Currently 100% of students have a Course of Study Plan on file in Career Cruising. Career Cruising documentation	c
CTAE teachers will participate in the 8 th grade parents' night to increase knowledge of pathway offerings at Creekview	2013-2016	N/A	N/A	CTAE teachers	# of teachers participating	Teachers participating in elective night	I

Please provide an updated copy of your school's Quarterly Status Report: Non-traditional Core Indicators 6S1 and 6S2 Improvement Plan (enrollment of students in non-traditional classes and completion of non-traditional pathways).

Creekview High School 2015-16

Activity	Who	Status
Individual student advisement- grades 9-11	Counselors	This year's advisement was completed Feb. 2015; we begin new advisement in Jan. 2016
Counselors meet individually with students to encourage pathway completion and career tech advisement (which increases non-traditional enrollment)		
8th Grade Elective Fair (each career tech pathway is present; many non-traditional students are present to represent the pathways) . For example our Law Enforcement class has numerous female students present this night to represent the pathway. JROTC has female cadets. Nursing has male students present. Additionally a DVD has been made to help incoming freshmen to be aware of CTAE electives.	Administration	Jan-16

	Counseling	
	Career Tech Teachers	New fair- Jan. 2013
Career tech teachers meet with 9th grade students during Freshmen Academy in an effort to increase enrollment.	Career Tech Teachers	Aug-16
Lead Nursing instructor is a male nurse (role model)	Career Tech teacher- Nursing Pathway/Architecture Pathway	2005-now
Lead Architecture/Graphic Design teacher is female.		
Posters encouraging diversity in our pathways	Teachers	ongoing
Numerous guest speakers which show non-traditional employment in fields and opportunities for all. (all pathways)	Pathway Teachers	ongoing
Career pathway pamphlet/flyer/course offering booklet for pathways to increase awareness of pathway and offerings at the high school to all students.	Administrator	Ongoing-distributed in student services, during advisement, and at career fairs.
	Pathway Teachers	
Bearly Newscast increases awareness of video production field and non-traditional enrollment through skits, newscasters	Video Production Pathway	ongoing
JROTC has ranking female officers. Female cadets are present at ceremonies and football games to show female representation in the pathway.	JROTC	Ongoing.
JROTC has an 8th grade auxiliary cadet program which has female cadet representation.	JROTC	Ongoing
Video Production is working on a career elective DVD to highlight programs. The video will include non-traditional representation in the pathways.	Video Production	Complete
Freshman Academy	Faculty	Ongoing
Math Support Courses	Math Dept	Ongoing
Emphasis on CTAE Embedded Math skills	Graphics, Engineering,	Ongoing

	Business and Healthcare		
Collaboration between CTAE teachers and Math content teachers	CTAE and Math faculty	Ongoing	

Please provide a description of your Senior Project Plan.

Senior Project is the concluding phase of the Cherokee County School District's *Career Pathway* model initiated to better prepare students to meet the needs of employers, technical schools, colleges, or universities. This initiative provides students with a capstone to showcase the skills acquired over the past eleven years of public school. It combines both academic as well as career requirements intended to challenge the student's ability, stretch limitations, and celebrate individuality. In addition to completing the requirements for the senior English curriculum, students will also complete each of the four components of Senior Project:

- Product (1st and 2nd semester)
- Research Paper (1st semester)
- Electronic Portfolio (1st and 2nd semester)
- Senior Boards Presentation (2nd semester)

G.Response to Intervention (RTI) Plan

Tier I: For All Students	
District Info:	Tier I includes the instructional setting and support provided for 100% of the student population not previously identified as students with disabilities in need of a more restrictive setting.
School Info:	Creekview High School follows the Cherokee county RTI plan.

Tier II: Academic Improvement Plan	
District Info:	<p>Students presenting difficulties in the school setting are discussed at a team meeting as possible candidates for an Academic Improvement Plan (AIP). Criteria for an AIP may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> ▪ Level 1 on the CRCT in Reading, Language Arts or Math ▪ Retention (current year) ▪ More than 2 failing grades in a 9 week grading period ▪ Eligibility for EIP or an REP class ▪ Below level on an ESOL screening as recommended by the ESOL teacher ▪ Scoring below satisfactory academic performance in regular and/or gifted education classes (gifted served students only) <p>An invitation is sent to the parents and an information gathering meeting is convened. Data regarding the student's past and present educational and/or behavioral performance are reviewed at this meeting. If it is decided that more information is needed, the team develops a course of action for obtaining that information.</p> <p>After adequate data has been reviewed, a plan is developed by the team to address the student's strengths and weaknesses. Appropriate Response to Intervention (RTI) strategies (minimum of 2) are developed to meet pre-determined measurable goal(s), and timelines for follow-up are established. It is the responsibility of the staff member(s) implementing research based strategies to ensure all modifications are being implemented, and that results are documented through an AIP every 3 weeks. The administrator or designee will work with the teams to analyze the information and discuss the results with the student and teachers.</p> <p>When a student makes sufficient progress and/or modifications are no longer needed, the student will be placed back into Tier I status. Records regarding the use of RTI strategies are part of the student's permanent record and should follow the student as he progresses through the educational system.</p>
School Info:	Creekview High Schools identifies students who are struggling with academic content and may possibly need a tier 2 RTI plan. If a need is determined, a plan is developed following CCSD guidelines.

Tier III: Student Support Team (SST)	
District Info:	<p>If documented modifications are ineffective in the Tier 2 phase, the team reconvenes to discuss possible changes in the plan or to refer the student to the Student Support Team (SST). Criteria for placement in SST may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> ▪ Level 1 on CRCT in 2 or more areas (Reading, English/Language Arts, Social Studies) ▪ 4 or more data points at Tier II indicating no improvement or less than expected growth. <p>In this phase the team teachers will consult with the school psychologist regarding the student’s past and current progress and defining areas of possible deficits in learning. Once the student has been placed in Tier III through an SST referral and approved by the SST chairperson, a formal meeting will be scheduled, and a parent will be invited to attend. This meeting will include a minimum of 3 school personnel and other professionals (SST chairperson, administrators, school psychologist, counsellors, and speech teacher). A consent form for hearing and vision screening will be presented or mailed to the parent.</p> <p>The committee will review Tier II documentation and the SST referral form, as well as update pertinent information (assessments, medical information, etc.). The committee will create measurable goals for the student and collect weekly data points obtained through research based interventions. Data collection will be documented on a Point Plan on a weekly basis. Teachers will evaluate progress after 2 to 4 weeks of implementation. If student is not making adequate progress, then the team will meet to change or modify the interventions. If the student makes acceptable progress, then the interventions will continue and will be documented. If the student continues to exhibit difficulties after a minimum of 4 RTI strategies have been implemented over 12 weeks, the team may refer the student to the SST Coordinator and school psychologist to begin consideration towards the evaluation process for additional services.</p>
School Info:	<p>For those students who are still displaying academic difficulties or no improvement on a tier 2 plan, a committee will convene to discuss a possibly more intensive strategies focused plan. A tier 3 plan may be developed at that time. The plan will follow CCSD guidelines</p>

Tier IV: Special Education Services

District Info:	At this tier, students have been referred for a comprehensive evaluation to determine if they are eligible for special education services. A multidisciplinary team has collaboratively assessed the student in academics and behavioral skills. Students found eligible participate in special education services as needed. Most of these students participate in the general education testing program with or without testing accommodations. A small percentage will take alternate tests in lieu of the general education testing program.
School Info:	Creekview High School has approximately 190 students served in special education. An IEP is developed for students who qualify for special education services. Creekview High School follows all county guidelines for the referral process and testing of students suspected of having a disability impacting learning.

H. SACS/CASI Assurance Checklist

Standard 1: Purpose and Direction	
<i>The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</i>	
X	1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
X	1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
X	1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
Standard 2: Governance and Leadership	
<i>The school operates under governance and leadership that promote student performance and support student performance and school effectiveness.</i>	
X	2.1 The governing body establishes policies and supports practices that ensure effective administration of the school
X	2.2 The governing body operates responsibly and functions effectively.
X	2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
X	2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.
X	2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.
X	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
Standard 3: Teaching and Assessing for Learning	
<i>The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</i>	
X	3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
X	3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
X	3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
X	3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
X	3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.
X	3.6 Teachers implement the school's instructional process in support of student learning.
X	3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
X	3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

X	3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.
X	3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
X	3.11 All staff members participate in a continuous program of professional learning.
X	3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.
Standard 4: Resources and Support Systems	
<i>The school has resources and provides services that support its purpose and direction to ensure success for all students.</i>	
X	4.1 Qualified professional and support staff are sufficient in number to fulfil their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.
X	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
X	4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
X	4.4 Students and school personnel use a range of media and information resources to support the school’s educational programs.
X	4.5 The technology infrastructure supports the school’s teaching, learning, and operational needs.
X	4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.
X	4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.
Standard 5: Using Results for Continuous Improvement	
<i>The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</i>	
X	5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.
X	5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
X	5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.
X	5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.
X	5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Standard		Indicators (check if met)												
		1	2	3	4	5	6	7	8	9	10	11	12	
1	Purpose and Direction	X	X	X										
2	Governance and Leadership	X	X	X	X	X	X							
3	Teaching and Assessing for Learning	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Resources and Support Systems	X	X	X	X	X	X	X						
5	Using Results for Continuous Improvement	X	X	X	X	X								

Principal's Signature: _____ Date: _____

I. Title I Plan for School-Wide Programs (ES-MS)

All Title I School-Wide Programs (SWP) must address 18 components in the SIP. The components are listed below with a space for listing the Parts and pages where addressed. In the body of the SIP, the components addressed will need to be highlighted to provide a cross-reference.

**Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA)*

This is a Title I School

This is not a Title I School

COMPONENT	PART/SECTION OF SIP
*1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.	
*2. School wide reform strategies that are scientifically research-based, directly tied to the comprehensive needs assessment and academic standards, and...	
a. Provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.	
b. Are based upon effective means of raising student achievement.	
c. Use effective instructional methods that increase the quality and amount of learning time.	
d. Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with approved improvement plans.	
e. Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.	
*3. Instruction by highly qualified professional staff.	
a. *Strategies to attract highly qualified teachers to high-needs schools.	
*4. Professional development for staff to enable all children in the school to meet performance standards.	
*5. Strategies to increase parental involvement.	
*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.	
*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.	
*8. Coordination and integration of Federal, State and Local services and programs	
a. List of state and local educational agency programs and other federal programs that will be included.	
b. Description of how resources from Title I and other sources will be used.	

COMPONENT	PART/SECTION OF SIP
c. Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.	
*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include...	
a. Measures to ensure that students' difficulties are identified on a timely basis.	
b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.	
c. Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and the additional assistance available to the student at the school or in the community.	
10. Description of how individual student assessment results and interpretation will be provided to parents.	
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.	
12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.	
13. Provisions for public reporting of disaggregated data.	
14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school wide program.	
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).	
16. Plan available to the LEA, parents, and the public.	
17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.	
18. Plan is subject to the school improvement provisions of Section 1116.	

J. Title I Plan for Target Assistance Programs (ES)

All Title I Targeted Assistance Programs (TAP) must address 8 components in the SIP. The components are listed below with a space for listing the Parts and pages where addressed. In the body of the SIP, the components addressed will need to be highlighted to provide a cross-reference.

This is a Title I School

This is not a Title I School

COMPONENT	PART/SECTION OF SIP
1. Description of instructional strategies and programs which coordinate with and support the regular program.	
a. Grades and subject areas to be served	
b. Instructional strategies to be used	
c. Scheduling models to be used	
d. Supplemental instructional activities	
e. Any educational field trip used as an instructional strategy must include documentation to support that the trip is aligned to the comprehensive needs assessment found in the targeted assistance plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.	
f. Flexible Learning Program plan that addresses Priority, Focus and/or Alert Schools.	
2. Description of the method by which children with the greatest need are selected.	
a. Pre K–2 multiple selection criteria	
b. 3-12 multiple selection criteria	
c. Copy of Multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served, including Priority, Focus and/or Alert schools, if applicable.	
3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children, as well as, those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institution during the previous two years.	
4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.	
5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school level parent involvement policy and parent compact should be attached to the targeted assistance plan.	
6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.	

COMPONENT	PART/SECTION OF SIP
7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.	
8. Procedures for annual assessment of students for meeting state and local expectations.	

K. Waivers

A local unit of administration implementing an instructional program that may require a waiver of the State Board rule(s) and/or local Board of Education rule(s) shall submit the request in writing to the local Superintendent of Schools as part of the School Improvement Plan. If the waiver request is for a State Board rule, the Superintendent will forward the request to the State Superintendent of Schools. The form below must be completed in its entirety.

1. Waiver Report
List the rule(s) that the school wants to request a waiver of, including the specific provisions and wording that are to be waived:
What is requested in lieu of rule requirement(s)?
What is the duration of the waiver (with the beginning date noted)? Waivers may be requested for up to three years.

2. Description of the proposed activity, which addresses the following:
Goals and objectives of the proposed modifications:
Rationale for the modification and how this modification fits into the school or system's overall improvement plan(s):
Predicted impact of the activity on students, teachers, and the school community:
Number of students impacted:
Staff Development activities for teachers (if applicable):

3. Evaluation plan with the following components:
Specific questions(s) to be answered by the evaluation. These questions should reflect the state goals/objectives of the waiver.
Data to be collected in response to each question. These include improved test scores, lower dropout and/or retention rates, increased parent participation, etc.

3. Evaluation plan with the following components:

The method(s) of data collection, including a description or copies of instruments to be used (unless these are nationally/state-validated tests or other instruments readily available to the waiver review staff).

Data describing current conditions that the waiver is expected to change. For example: current test scores, dropout and/or retention rates or present parent participation.

Criteria for determining the success of the waiver implementation. That is, how much improvement or change is expected in order to consider the activity a success by the end of the waiver period.

Evaluation timeline, including the submission of annual reports to the department.

4. To continue a program under waivers, the local Board of Education shall submit by local board resolution a request for renewal to the State Superintendent of Schools.

The resolution that includes the rule and specific provision that are to be waived and the duration of the waiver request.

Evaluation data that should reflect the achievement toward the program's goals and objectives from the beginning of the program's implementation.