

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 20 Elementary schools (includes K-8)
9 Middle/Junior high schools
6 High schools
0 K-12 schools
35 Total schools in district
2. District per-pupil expenditure: 7868

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	89	89	178
1	86	85	171
2	106	97	203
3	129	102	231
4	108	92	200
5	84	91	175
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			1158

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
23 % Asian
2 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2011	1158
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 4%
Total number of ELL students in the school: 41
Number of non-English languages represented: 9
Specify non-English languages:

Chinese, Farsi/Dari/Persian, Gujarati, Korean, Spanish, Turkish, other Asian, other African

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 95

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 21%
 Total number of students served: 245

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>11</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>177</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>16</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>51</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>28</u>	<u>4</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>0</u>
Total number	<u>112</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Daves Creek Elementary is named after the former Dave's Creek School, which according to records from 1907 had one teacher and 30-60 students. Based on needs at the time, the original school operated five to seven months out of the year. Our school was also named for the historic Dave's Creek community and the Dave's Creek Mill, which exists today but is not active. Forsyth County was part of territory historically controlled by the Cherokee Nation until their removal in the 1830s. An archeological survey identified an Indian village site in the northern section of the Daves Creek community.

The school is on 56 acres, and has 67 kindergarten through fifth grade instructional units for a total of 107,389 square feet. It received additions and renovations in 1998 and 2001. Currently, Daves Creek is the third largest of 20 elementary schools in Forsyth County. The school is adjacent to Joint Venture Park which opened in 2006. Created through a partnership between the Forsyth County Board of Education and the Forsyth County Commissioners, the park has fields for football, lacrosse, baseball, and softball.

Our mission is to “develop children’s excellence and success”, and our vision is a supportive and appropriate learning environment with an engaging curriculum and relevant educational experiences. At Daves Creek, students learn important life-long skills by working independently as well as cooperatively in all academic areas including fine arts, foreign language, physical education, and technology. We believe that consistent high expectations and mutual respect foster self-discipline and lead to increased student performance. Administrators, teachers, students, and parents, along with the community, share responsibility for student needs. Working together is key to ensuring our students’ success.

Daves Creek has received awards and recognition for excellence in academics and other areas of achievement. In 2007 and 2008, the state of Georgia awarded our school the “Gold Award” for Highest Performance for Students Meeting and Exceeding Standards. Our success continued as we earned the “Platinum Award” from Georgia in 2009, 2010, and 2011. The year 2009 was exceptional: we were recognized as a Georgia School of Excellence in Student Achievement as a result of performing in the top 10 percent in Georgia as measured by assessments in reading and mathematics.

Our recognition for excellence extends to other areas of achievement. In 2007, Keep Georgia Beautiful awarded us the “Environmental Improvement Award” along with the “Distinguished Service in Waste Reduction” in 2009. In addition to environmental initiatives, we have fostered numerous successful First Lego League (FLL) robotics teams. In 2011, the Daves Creek Engineer Squad received the prestigious FLL “Judges Award” for excellence in research and robot performance. Additionally, our faculty is the undisputed leader in community fundraising efforts with United Way and Relay for Life. In 2012, United Way of Forsyth County distinguished Daves Creek as “Top Elementary School” for helping to improve the quality of life in our community.

Our success over the last sixteen years is the result of the relationships we have developed in our community. Our PTA, Local School Council, and community business members play a critical part in our efforts. The PTA promotes relationship-building and fosters a sense of community with events like Bingo Night, Movie Night, and Ice Cream Socials. Our community business members have also sponsored multiple Daves Creek fundraising events at their establishments that bring our staff and students together to support our school. Lastly, our teachers are active community leaders in organizations like Keep Forsyth Beautiful and Sharon Springs Athletics Association.

Daves Creek’s strong community relationships are the cornerstone in turning change into opportunities for all. Our county has grown from rural pastures to a bustling suburban community with increasing numbers of new housing developments. Though the economy has slowed community growth, the student population has continued to grow and change, making Forsyth the third fastest growing school district in

America. Daves Creek was traditionally populated with Caucasian students, but over the five years the percentage has decreased from 81.7% to 66.76% while our percentage of Asian and Hispanic students has doubled from 13.3% to 26.79%. As the community has grown Daves Creek has increased academic excellence because of our ability to adapt to the needs of our changing student population.

Today, Daves Creek Elementary continues its legacy as a top-performing school in one of the nation's fastest growing school districts. With a tradition of excellence established since our humble beginnings, we look to the future, embracing our position as a role model in our district and community. We go forward proudly, ever mindful of our ultimate mission: "developing children's excellence and success."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Georgia's yearly assessment, the Criteria Referenced Competency Test (CRCT), measures a student's mastery of the Georgia state curriculum. Results are reported within three categories: *Does Not Meet* (scale score below 800), *Meets* (scale score 800-849), and *Exceeds* (scale score 850 and higher). Because of budget cuts in the past five years, we assess third, fourth and fifth grade students using the CRCT. We have two subcategories, Students with Disabilities (SWD) and Asian, with reportable scores that are used to determine Annual Yearly Progress.

Daves Creek students have consistently scored in the *Meets and Exceeds* categories in both reading and math in grades three, four, and five over the past several years. In reading, 99% of students in grades three, four and five had a scale score in the *Meets* category while 97% of our third, fourth and fifth grade students have met the minimum state requirement for proficiency in math. Our staff believes that we must continue to pursue excellence and changed the goals in our school improvement plans to accomplish this.

Over time, Daves Creek has moved from creating school improvement goals that meet state minimum requirements to goals that focus on increasing the percentage of students performing in the *Exceeds* category in reading and math for our third, fourth, and fifth grade students. We have also shifted our focus from examining the entire student population performance to analyzing and setting goals for our subpopulation groups. The subgroups of focus include SWD, English Learners (EL), Hispanic, and economically disadvantaged (ED) students. We measure our success against our own school improvement goals, established annually.

B. In five years, students have made significant gains in reading. The percentage of students in the *Exceeds* category increased an average of 21 points in all three grades. All students in the SWD and Asian subgroups performed in the *Meet and Exceeds* category while the percentage of students exceeding increased. These gains are the result of an emphasis on guided reading, data analysis, and consistently monitoring student progress.

The SWD subgroup performed similarly to peers in the *Meets and Exceeds* category but not in the *Exceeds* category. The instructional practices for this group target the fundamentals of reading including decoding, reading fluency and comprehension and, due to their basic reading needs, the emphasis on higher level critical thinking skills is not the same as that for their peers. Special education teachers provide two reading segments (one resource and one co-taught) in order to make sure that students have access to the general curriculum in addition to remediation.

In some smaller subgroups, the percentage of students *Exceeding* is lower than the overall population. Third through fifth grade students in the ED subgroup performed 21 to 33 points below their peers. The black subgroup in fourth grade (3 students) performed 46 points lower while fifth grade (2 students) was 16 points lower. The Hispanic subgroup in third grade (11 students) performed 14 points lower. These subgroups are small and the performance of one student has a large impact on the percentage. School counselors are involved and provide resources for the families in order to build relationships and encourage educational stability. Some of these students have adult mentors and receive supplemental tutoring during the school day. Teachers identify students in subgroups at the start of the year and discuss instructional needs in their data team meetings. The literacy coach provides teachers with instructional support in designing instruction for remediation.

Students in all three grade levels made significant gains in the percentage of students in the *Exceeds* category in mathematics. The subgroup trends across the grades reveal improvements over a five-year period. The percentage of students in the SWD subgroup performing in the *Exceeds* category increased;

however, they did not perform equally to their peers. The percentages are impressive considering these students are learning new material while teachers are remediating basic math concepts. The special education teachers provide two math segments (one resource and one co-taught) for SWD needing intense remediation in math.

Asian students *Exceeding* in math increased among third graders and fourth graders. Asian fifth graders performed equally to their peers with an 83% *exceed* rate, which was, however, a 13 point decrease from the prior year. We attribute this drop to the rise in extended vacations (averaging four weeks) among this subgroup. The fifth grade curriculum contains the greatest number of new content standards and missed instruction is the most likely cause. The school is enforcing the attendance policy and informing the parents of the potential impact.

All students in the ethnic subgroups performed in the *Meets* category along with all ED students and fifth grade SWD. Some subgroups had a greater than 10% difference in *Exceeds* compared to their peers. These subgroups include small numbers of students (0-13) and one or two students can dramatically change the percentages.

In response to the trends, teachers group math classes by ability, use support teachers to reduce class sizes, and increased daily instructional time to 75 minutes. The early intervention program teacher provides small group remediation for students not receiving special education services.

2. Using Assessment Results:

A) Assessment data are integral to academic success at Daves Creek. Our success is the result of a model that consistently gathers, analyzes, and uses student achievement data. School-wide, each grade level conducts common pre- and post- unit tests in mathematics and language arts. The grade level data team leader, who is trained to disaggregate data for the purposes of instruction, leads the team in instructional planning based on the results. In the beginning of the year, Lexile scores obtained from the previous year's CRCT are used for initial guided reading placements in fourth and fifth grade. Across grade levels, running records are consistently used to adjust guiding reading groups. Universal screening is conducted on each kindergartner through second grade student to assess reading fluency and comprehension and math fluency. These results provide quantitative data that are used along with teacher observations and checklists to identify and begin progress monitoring at-risk students. Additionally, the results compare student achievement with school norms and national rankings.

In the area of written expression, Daves Creek voluntarily administers to all fourth graders the Supplemental Georgia Writing Assessment, which is scored using fifth grade criteria. These results allow fifth grade teachers to identify the needs of each student in written expression, and fourth grade teachers use the results to plan for the following year's writing instruction. For students with identified weak areas, we begin by using Response to Intervention (RTI) guidelines to set goals, identify interventions, and monitor progress. Some intervention programs used are our Early Intervention Program (EIP) for reading and math remediation during the school day as well an Instructional Extension Program (IEP), an after school tutoring program. Besides using data to identify weaknesses, we use data to help identify students' strengths. All third grade students are administered the ITBS and CoGAT assessments to screen students for our gifted and talented program.

B) Parents, students, and the community are continually informed about students' academic achievement. At the beginning of the school year, each grade level hosts a Curriculum Night for parents. Teachers elucidate curriculum standards and grading procedures. Parent-Teacher conferences occur at least twice per year. Teachers use anecdotal evidence and data from classroom assessments to explain and illustrate student progress to date. Throughout the year, teachers communicate student progress to families through updated websites and sending home weekly graded assignments. Teachers use both formative and summative assessments to monitor progress and adjust instruction. The formative assessments are ongoing and the results are used to differentiate instruction according to students' needs. The summative

assessments are given at the end of an instructional unit, after teachers assess that their students have reached mastery of the standards. These results are conveyed to parents on a regular basis.

We meet with parents, teachers, the school psychologist, counselors, and administrators to assess data for RTI purposes. When students are struggling, parents are invited to attend Student Support Team (SST) meetings multiple times a year in order to assess data, set specific, measurable goals and analyze progress with the team.

The school-wide Improvement Plan, publicly available on our website, includes achievement goals based on assessment results from the previous year's CRCT subjects including reading, math, English/language arts, science, and social studies administered to grades three through five and the fifth grade Georgia Writing Assessment. Furthermore, grade levels set team goals and teachers set individual goals that align with the school-wide Improvement Plan.

The community is advised of school achievement through the Local School Council, comprising community business partners, PTA representatives, teachers, and administrators. They evaluate the students' achievement data at the beginning of each school year and contribute ideas and suggestions that support school improvement goals. Our school improvement plan is available on our school website and state assessment scores are available through our county website. In addition, our school shares announcements of student achievement through social media sites.

Students continually receive feedback regarding their academic performance and progress. Teachers use instructional frameworks such as guided math, writing workshop, Daily Five, and guided reading. These structures provide students with specific feedback regarding their performance. As a result, teachers are able to use interventions to remediate and enrich instruction.

3. Sharing Lessons Learned:

Our school has actively engaged teacher leaders who regularly share their expertise in multiple ways. Each quarter, our literacy coach shares and exchanges best practices in literacy instruction with the L3-Literacy, Leadership, and Learning county committee and the WRITE NOW group, who create county writing assessments that are aligned with the Common Core Georgia Performance Standards (CCGPS). Our teachers also serve on the Literacy Leader Team, which designs and recommends literacy strategies for schools to implement CCGPS into the classroom.

Another commitment to sharing successful strategies includes our participation on the GAPSS Committee (Georgia Assessment of Performance on School Standards). Our teachers observe other schools' progress toward standards based on the Georgia Keys to School Success which include collecting data through teacher observations, interviews, surveys, and other data-rich documents. The committee then presents constructive feedback and analysis to the school and county leadership.

One teacher at each grade level participates on the Common Assessment Teams which create formative assessments in math and English/language arts that are shared with and used by teachers across the county. Two of our teachers were selected to write the district's fifth grade English/language arts and fourth grade math pacing guides, used by all fourth and fifth grade teachers in our county.

While our participation on committees is one aspect of how we share with others, many Daves Creek teachers share and train colleagues through continuing education opportunities in the county. One of our teachers completed the Primary Source Teacher Training with the Library of Congress and redelivered the training to other county teachers at all grade levels. Our special education department designed an IEP teacher handbook that was such a success they were asked to train other special education teachers in the county. Our teachers are frequent presenters at the district's Intervention Summit. Examples of presentations include "Research-Based Performance Tasks" and "Enhancing Project-Based Learning in the Classroom".

Our commitment to sharing extends outside our county borders. We have hosted educators to observe our implementation of the Daily 5 and Café literacy models, as well as the SMART (Systematic Multi-sensory Approach to Reading Training) Phonics program due to our successful use of these in our classrooms. Moreover, our teachers certified as canine handlers advise the Canine Assistance Organization about strategies the organization can implement to increase success with students in the K9 for Kids Reading Program.

4. Engaging Families and Communities:

Our school's success is the result of the collaborative efforts of students, teachers, families, and community members. Our outstanding student achievement is directly affected by the involvement of parents who support instruction. Our teachers use multiple parent volunteers to assist in reading and math small groups. Our media center uses parent volunteers to check out and re-shelve books so that we can better use our media specialist in a teaching capacity. We encourage the presence of our parents and grandparents in our classrooms to build a sense of community for our students. We have found that parent and community support increases when we offer a variety of ways to be present in the school during the day.

Our counseling department oversees adult mentors who are trained and volunteer their time with assigned students. Their purpose is to foster a relationship, be a role model, and provide emotional support. These adults are parents, grandparents, and community members who want to have a positive impact on students. In addition, our counselors have provided several parent seminars to help support students and their families.

Another program in conjunction with our community is our K9 Kids Reading Program, a reading incentive program for at-risk readers. This program is sponsored by the Canine Assistants Organization, which provides a literacy dog twice a week at our school. Two of our teachers are certified dog trainers and bring the dogs to school. The program encourages reading at school and at home. A home component was added to encourage family reading time. This program is the first in our county schools; we are excited to lead the way with this program.

When the bell rings and the buses pull away, our work is not finished. We actively seek to engage families and the community through our after school programs. The growing list of after school clubs we offer at Daves Creek currently includes: robotics, drama, chess, hip hop, Girls on the Run, art, chorus, math team, and Battle of the Books. Approximately 33% of the student body is currently enrolled in one or more of our after school programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The instructional staff at Daves Creek is proficient in providing students with engaging lessons to facilitate mastering the CCGPS and Georgia Performance Standards (GPS). Teachers participate in professional development to learn how to implement best instructional practices in teaching the curriculum. Teaching methods include an acknowledgement of learning styles, an understanding of optimal learning environments, and a deep appreciation for students as unique individuals who may need various modes of instruction.

For reading, English/language arts and math, our state has adopted the CCGPS where standards spiral through each grade level. We are still teaching the GPS for all other subjects.

Lessons and strategies for reading are aligned to these CCGPS standards. The focus in reading for all grade levels is to increase text complexity in order to prepare students to be critical readers. Students are encouraged to move beyond a cursory understanding of the text to a more mature and analytical perspective on that which they read. With this approach, students derive a holistic comprehension of the impact and importance of reading.

In English/language arts, the focus of the CCGPS is to create proficient writers who can convey their thoughts with supporting details. Students are taught how to self-edit their writing so that they can articulate whether or not they have met the standards addressed. Through writing workshops, many students are able to peer edit, giving writing feedback to their personal audience. The CCGPS inspires students to write argumentative pieces with strong supporting ideas and details. Students focus on supporting their ideas and thesis with valid references from other texts. Furthermore, Daves Creek provides an additional writing class for students in grades three through five. Teachers work with grade-level teams to coordinate the CCGPS standards and pacing to supplement and enrich classroom instruction.

The CCGPS math focus is to teach students how to reason through mathematical problems while integrating real-world applications. Students are taught to explore world events and daily experiences through mathematical reasoning. The curriculum is designed so that students understand how math can be applied to scenarios outside of school. Students are expected to respond to mathematical questioning through computation, short response, and extended response answers. The expectation is that students are able to explain the process by which they derived their answers. Additionally, students are taught the importance of mastering mathematical foundations (such as math facts, formulae, and spiraled concepts) in order to reach full mastery of the math standards.

Additionally, Daves Creek offers a technology class that integrates the use of technology into content-area teaching. Students work on ongoing projects that supplement the social studies and science curricula. This special has strengthened students' abilities to present their understandings through technology. It also prepares students to transition to the world outside of school. They are able to articulate their learning in modes consistent with the growing world of technology. As a result of the manner in which students are taught, they are able to derive enduring understandings from the curriculum.

2. Reading/English:

Daves Creek administers a balanced literacy approach to reading instruction. In literacy block, students work on word work, comprehension, fluency, and strategy-based focus skills in guided reading. All grade levels teach reading strategies across content areas. The literacy coach provides teacher support by modeling reading and writing lessons in the classrooms.

Students in all grade levels are monitored and assessed with running records to examine their progress in the areas of fluency, vocabulary, and comprehension in both fiction and non-fiction. The results of these assessments are used to realign reading groups to maintain consistency in increasing rigor and relevance with regard to text complexity and stretching students' reading goals.

In the primary grades (kindergarten through second) students learn phonics and word study through the SMART program. This program is consistent among the primary grades and builds on itself each year. Students apply their knowledge of phonics in their writing as they are encouraged to "stretch sounds" as they write. Teachers use either Rigby or Fountas and Pinnell three times a year for reading benchmark progress monitoring. As a supplement between the benchmark assessments, teachers use Reading A-Z running records to assess progress.

Teachers in grades three through five use the Qualitative Reading Inventory (QRI) for their reading running records. These data are used to implement interventions and enrichment opportunities based on student need. An example of an intervention is word work based on a trend in miscues. The focus could be medial sounds, derivational and affix mistakes, beginning sounds, ending sounds, or root words. Another intervention is using reading strategies is going back to the text and re-reading, practicing phrasing and chunking techniques, or re-telling the story or main idea in sections.

In third through fifth grades, the reading focus has been to derive deeper meaning from texts. Students are learning how to annotate their texts to identify and analyze concepts such as figurative language, inferences, theme, author's purpose, dialogue use, and characterization.

Students are placed in the Early Intervention Program (EIP) if they are struggling in reading and receive an additional forty-five minute reading segment daily. Students are identified through a universal screening for lower grades (k-2) and CRCT scores for upper grades (3-5). As a participant in the K9 Kids Reading Program we also have canines trained to listen to students read aloud, which also assists students below level in reading.

3. Mathematics:

Daves Creek's mathematics program provides access to the CCGPS for all ability learners using a variety of scaffolding techniques. Each grade level plans instruction based on the domains and clusters identified in the CCGPS. The predominant focus for our math instruction is reasoning skills, defending answers, and making relevant real-world applications. Within our school, we use a wide variety of research-based instructional methods. For example, our fourth and fifth grade math classes are grouped by ability. In the advanced classes, teachers use the Laney Sammon's Guided Math Program to maximize the impact of instruction through the use of whole-class instruction, small-group instruction, and Math Workshop, which includes an emphasis on expressing mathematical ideas through language. Teachers establish and maintain cooperative groups using the Dr. Spencer Kagan's Cooperative Learning strategies to provide students multiple practice opportunities of math skills they have acquired initially through teacher instruction.

To achieve mastery of the algebra component of the curriculum, fifth grade teachers use Hands on Equations (the visual and kinesthetic approach developed by Dr. Henry Borenson) to demystify abstract algebraic concepts. This instructional program allows students to accelerate learning at an individual rate which helps gifted math students gain exposure to advanced concepts like integers. The EIP and co-taught mathematics classes maintain low teacher to student ratios. These students benefit from other instructional methods like tiered instruction based on Bloom's Taxonomy and Norman Webb's Depth of Knowledge (DOK). These methods provide student choice, personal accountability, and the opportunity to assess personal progress toward mastery of standards. Teachers use student self-evaluations based on the formative grading scales used by the teacher. They use the powerful math simulations of Explore Learning because research shows the effectiveness of simulations in student learning. In addition to these digital manipulatives, teachers also use numerous hands-on methods like those found in Hands-on

Standards. While the teaching professionals at Daves Creek are all teaching CCGPS in each classroom, they have freedom to use the instructional methods that work for their individual students. Whether that is the Peer Assisted Learning Program, a digital manipulative, or a Guided Math lesson, students are engaged in improving reasoning skills, defending answers, and making relevant real-world applications.

4. Additional Curriculum Area:

Our gifted and talented students participate in the Horizons program. This program provides gifted students with opportunities to advance their understanding of the curriculum to levels well above traditional classrooms. Our Horizons students regularly practice deductive, inductive, convergent, divergent, and creative thinking skills. We use the Primary Education Thinking Skills (Levels 1-3) higher level thinking curriculum. The Horizons program uses a vertically aligned approach to expanding vocabulary with Greek and Latin root words and SAT vocabulary. In addition to word study, Horizons students explore new topics using hands-on discovery-based learning. For example, our second grade Horizons students recently explored motion, friction, and force using Lego vehicles and an inclined plane. Using the scientific method, students chose different variables, made changes, measured distance, and finally drew conclusions about what factors increase the distance a car travels down an inclined plane.

Additionally, our second grade gifted students participated in the Journey North project and the Monarchs Across Georgia butterfly tagging program. Students monitored the lifecycle of monarch instars through the metamorphosis phase, tagged the monarch butterflies, and released them. They also registered the tags with the Monarchs Across Georgia program to help aid the scientific efforts of these organizations to monitor the migration numbers. Our fifth grade students are enriching their scientific understandings of physical, life, and earth science through the certification process used by the Adopt a Stream Program. Fifth graders will become certified water quality monitors and assist in monitoring our school's water source by testing for dissolved oxygen (physical science), bacteria levels (life science), biological macro invertebrate inventory (life science), and draw overall conclusions based on sedimentation and erosion (earth science). All data and results will be entered into the national database which is used by the EPA and other organizations. At Daves Creek, we are proud that our Horizons students are learning to be citizen scientists while deepening their understanding of the English/Language Arts and Math CCGPS and Georgia Performance Standards for Science and Social Studies.

5. Instructional Methods:

Daves Creek uses a plethora of instructional methods to promote and support differentiation. Instruction is modified in process, product, and content. Each grade level meets weekly to discuss how to reach all learners through various modes of instruction.

In English/language arts and math, students are given pre- and post- assessments. The pre-assessments are used to create flexible groups based on the CCGPS. Teachers work in teams to discern trends in student strengths and weaknesses. All instruction is based on the students' varied academic proclivities.

One example of teachers' differentiating instruction is through administering regular formative assessments to create groups based on skill need. If there are students who need remediation in one skill, such as multiplying fractions, and another group has mastered that skill, then instruction is geared to accommodate those remediation and enrichment needs.

Running records are consistent throughout each grade to adapt reading instruction based on reading needs. Teachers plan novel studies, work on CLOSE reads to dissect the text, tier questioning, and provide opportunities for all students to succeed within their scaffolded reading levels.

Many teachers implement student learning styles into their differentiated instruction. Howard Garner's Multiple Intelligence Theory is often used as a grouping and lesson planning strategy.

Students are encouraged to self-assess their progress so that they can become accountable for their learning needs. This has been done through checklists, blogs, and routine student-teacher conferences.

Our school has provided in-house training on DOK, which provides teachers with a framework to create lessons that progress in levels of rigor. Our teachers understand that difficulty and rigor are not synonymous, and that each child can be challenged within his or her comfort level.

Additionally, our teachers are proficient in modifying content as it is delivered. Teachers know how to restate instructions and concepts in various modes to reach all learners. Students receive multiple opportunities to practice and learn a skill. Many activities are tiered so that all students have exposure and access to all levels of learning.

Technology is an integral component of how our teachers differentiate instruction. Many of the classrooms have implemented BYOT (Bring Your Own Technology) into their classrooms. Students use technology to do research, improve study skills, read books, and find relevant real-world connections to the classroom. They are able to create projects and presentations that meet their personal needs as learners in a globally diverse and technologically advanced world.

6. Professional Development:

Professional development at Daves Creek integrates adult learning styles, teachers' professional experience, and teacher choice. In addition to the county- and state-mandated re-delivery of our training, our school strives to differentiate the professional development for teachers as the teachers differentiate instruction for their students.

Each month, our literacy coach meets with teams and individual teachers to discuss their instructional needs in the classroom. Teachers register online to choose lessons for which they would like support in the classroom. Even if a grade level signs up for lessons on a given topic, the lessons vary depending on the teacher and where he or she may need support. Teachers can then meet as a team and with the coach to discuss how the lessons are working in the classroom.

These lessons resulted in the implementation of writing workshop, with a common self-editing coding system among kindergarten through third grade students. Additionally, through collaboration with the county, fourth and fifth grade teachers teach CLOSE reads and use an annotation system consistent with the CCGPS. Teachers have the opportunity to learn new material, implement it in the classroom, and give and receive feedback on the efficacy of the implementation.

Another successful mode of professional development is the opportunity for peer observations. Teachers are sent a survey to determine what grade levels, subjects, and teachers they want to observe. This time is optimal for teachers to refine their craft by observing best practices in their own school and by their peers. This process strengthens the professional learning community in the school.

Daves Creek honors teacher leaders who are experts in various areas of instruction. Teachers volunteer to redeliver in their areas of strength through professional development inventories. The staff chooses which seminar they want to attend. This way, teachers are using their professional development time wisely, and they can take back what they need from their peer leaders in areas such as behavior management, differentiation, using primary sources, integrating technology, etc.

Our staff is also encouraged to participate in book studies that promote a specific teaching strategy or classroom philosophy. Again, this is a choice teachers make based on personal and professional needs. These book studies promote a sense of cohesion among and between grade levels. They encourage vertical as well as horizontal planning and debriefing on various aspects of instruction.

7. School Leadership:

The primary focus of Daves Creek's administration team is to meet the needs of our students academically, emotionally, and socially in order to achieve excellence and success. All decisions revolve around what is best for the students.

The administration team comprises our principal and two assistant principals. The role of our principal is to be the main instructional leader, visible in the school and developing relationships with our community members and families. He is the instructional leader of our staff and continually monitors the school culture, while fostering student engagement and learning as school priorities. The principal is constantly collaborating with our PTA, Local School Council, and school leadership team. The collaborative focus on student achievement is evident in new and innovative programs implemented over the past several years. The principal's work has resulted in monetary support from community organizations. That support and his flexibility in allowing teachers to try new programs have resulted in the implementation of SMART, Daily 5, and K9 Kids Reading Program.

Daves Creek has two assistant principals; one supervises kindergarten through second grade while the other oversees third through fifth grade. Their roles include managing daily school operations, but primarily they serve as instructional leaders for our teachers. They collaborate with teachers on a variety of instructional needs including identifying strategies/interventions for students in the RTI process and providing critical feedback to teachers from classroom observations.

Our Leadership Team comprises one representative from each grade level who is also identified as the grade chair, as well as representatives from our support departments such as special education, counseling, media/technology, specials (art, music, PE), and gifted. These leaders work with their teams in a cohesive environment and a professional learning community. The Leadership Team meets monthly to discuss daily operations and instructional and professional learning needs. Our Administrative team believes in using a shared governance model for the Leadership team; this model allows for multiple viewpoints to be heard through the voices and opinions of students, parents, and teachers as school-based decisions are made. Occasionally, the Principal will have to set aside his personal philosophical beliefs if they conflict with the decisions of the Leadership team as a whole, provided the team has students' best interests at heart.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	98	99	98	97	98
Exceeds	84	81	71	69	70
Number of students tested	173	150	137	203	170
Percent of total students tested	97	98	97	100	97
Number of students alternatively assessed	5	3	4	0	5
Percent of students alternatively assessed	3	2	3	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	Masked	93	91	Masked
Exceeds	77	Masked	33	27	Masked
Number of students tested	13	7	15	11	8
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	2	2
3. Hispanic or Latino Students					
Meets and Exceeds	100	100	Masked	Masked	Masked
Exceeds	64	82	Masked	Masked	Masked
Number of students tested	11	11	8	8	1
4. Special Education Students					
Meets and Exceeds	97	100	86	87	100
Exceeds	79	65	50	45	41
Number of students tested	28	17	22	31	17
5. English Language Learner Students					
Meets and Exceeds	Masked	Masked		80	Masked
Exceeds	Masked	Masked		40	Masked
Number of students tested	1	6		10	7
6. Asian					
Meets and Exceeds	100	100	95	97	100
Exceeds	95	88	85	78	85
Number of students tested	39	33	20	32	20
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	100	99	100	100
Exceeds	87	83	68	61	66
Number of students tested	173	151	137	200	170
Percent of total students tested	97	98	97	100	97
Number of students alternatively assessed	5	3	4	0	5
Percent of students alternatively assessed	3	2	3	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	Masked	100	100	Masked
Exceeds	54	Masked	20	45	Masked
Number of students tested	13	7	15	11	8
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	2	2
3. Hispanic or Latino Students					
Meets and Exceeds	100	100	Masked	Masked	Masked
Exceeds	73	73	Masked	Masked	Masked
Number of students tested	11	11	8	8	1
4. Special Education Students					
Meets and Exceeds	100	100	95	100	100
Exceeds	75	67	41	42	47
Number of students tested	28	18	22	31	17
5. English Language Learner Students					
Meets and Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	1	6		7	7
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	92	88	75	72	75
Number of students tested	39	33	20	29	20
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	97	98	94
Exceeds	75	75	67	58	50
Number of students tested	158	154	153	178	145
Percent of total students tested	99	96	100	96	98
Number of students alternatively assessed	1	7	0	7	3
Percent of students alternatively assessed	1	4	0	4	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	100	90	Masked	Masked
Exceeds	50	50	30	Masked	Masked
Number of students tested	10	12	10	9	9
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	1	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	9	6	9		
4. Special Education Students					
Meets and Exceeds	94	96	95	96	69
Exceeds	44	59	36	33	31
Number of students tested	16	22	22	15	13
5. English Language Learner Students					
Meets and Exceeds		Masked	Masked	Masked	
Exceeds		Masked	Masked	Masked	
Number of students tested		6	2	1	
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	50	50	30	56	44
Number of students tested	36	28	28	25	17
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	100	100	97
Exceeds	81	75	68	67	61
Number of students tested	158	157	153	179	145
Percent of total students tested	99	98	100	96	98
Number of students alternatively assessed	1	4	0	7	3
Percent of students alternatively assessed	1	2	0	4	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	100	100	Masked	Masked
Exceeds	60	31	20	Masked	Masked
Number of students tested	10	13	10	9	9
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	1	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	9	6	9		
4. Special Education Students					
Meets and Exceeds	100	96	100	100	85
Exceeds	44	44	45	50	23
Number of students tested	16	25	22	16	13
5. English Language Learner Students					
Meets and Exceeds		Masked	Masked	Masked	
Exceeds		Masked	Masked	Masked	
Number of students tested		7	3	1	
6. Asian					
Meets and Exceeds	100	96	100	100	100
Exceeds	83	82	86	60	59
Number of students tested	36	28	28	25	17
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	100	99	99	94
Exceeds	83	85	79	51	50
Number of students tested	157	155	150	148	171
Percent of total students tested	98	96	95	98	99
Number of students alternatively assessed	4	7	8	3	2
Percent of students alternatively assessed	2	4	5	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	Masked	100	Masked	Masked
Exceeds	55	Masked	69	Masked	Masked
Number of students tested	11	6	13	9	7
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	1	1
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	7	7	8	5	
4. Special Education Students					
Meets and Exceeds	100	100	100	93	67
Exceeds	55	57	47	50	0
Number of students tested	22	21	15	14	12
5. English Language Learner Students					
Meets and Exceeds		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		6	1	3	3
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	83	94	96	95	86
Number of students tested	29	30	25	19	14
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CRCT

Edition/Publication Year: 2012

Publisher: Georgia Dept of Education/State Longitudinal Data System

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets and Exceeds	100	99	100	99	99
Exceeds	66	75	53	51	43
Number of students tested	159	158	150	148	171
Percent of total students tested	99	98	95	98	99
Number of students alternatively assessed	2	4	8	3	2
Percent of students alternatively assessed	1	2	5	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100	Masked	100	Masked	Masked
Exceeds	45	Masked	46	Masked	Masked
Number of students tested	11	7	13	6	9
2. African American Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	7	7	8	5	
3. Hispanic or Latino Students					
Meets and Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	7	7	8	5	
4. Special Education Students					
Meets and Exceeds	100	96	100	93	83
Exceeds	21	50	33	7	8
Number of students tested	24	24	15	14	12
5. English Language Learner Students					
Meets and Exceeds		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		6		3	3
6. Asian					
Meets and Exceeds	100	100	100	100	100
Exceeds	72	80	72	37	43
Number of students tested	29	30	25	19	14
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In previous years, more than 2% of students were alternately assessed because the school maintains several self-contained classrooms for students with special needs. These students attend for program need and may not live in our attendance zone.					

13GA1