



School Improvement Plan 2021 - 2022



**Dalton Public Schools
City Park Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	City Park Elementary School
Team Lead	Kim Rhyne

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student academic achievement in core content who score proficient and above on GA Milestones.
Root Cause # 1	Need for students to actively monitor their own learning progress.
Root Cause # 2	Formative classroom assessments are not representative of higher levels of depth of knowledge.
Root Cause # 3	Inconsistent academic rigor in classrooms. Teachers need more supported in unpacking, deconstructing, and understanding the full rigor of standards in the core content areas.
Root Cause # 4	The need to implement Instructional Coaches in all content areas to support teachers in differentiating instruction and being effective teachers.
Goal	By the end of the 2021-2022 school year, City Park School will increase the total weighted percentage of students performing at levels 2, 3, and 4 by 6% on the GMAS in ELA, Math, and Science in grades 3-5.

Action Step # 1

Action Step	Administer MAP assessments in ELA, Math, and Science three times a year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC agendas and minutes, conversations with teachers, data analysis, and MAP data.
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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Action Step # 2

Action Step	Administer research based interventions to address individual student needs and to support core content instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Progress Monitoring during PLCs, MTSS meetings, notes and agendas.
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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Action Step # 3

Action Step	Provide ongoing embedded coaching support for teachers in ELA, Math, Science, and Social Studies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Conversations with coaches, PLCs - agendas, minutes, and sign-in sheets
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Weekly

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

Action Step	Review lesson plans to ensure clear lesson focus, ensure teacher is checking for student understanding and providing differentiation.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitor using walk-throughs, formal classroom observations, teachers rewviewing vidoes of their teaching, peer observations, and planbook.
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers who are considered year 1, 2, or 3 need strong professional learning around data analysis, district frameworks in literacy and math, phonics instruction, differentiated instruction, instructional strategies, and developing common formative assessments to guide instruction.
Root Cause # 1	Consistent training for teachers in their first three years of teaching to develop their knowledge of the district literacy and math frameworks.
Root Cause # 2	Lack of intentional time to analyze, reflect, design, and put into practice what teachers learn from professional development.
Root Cause # 3	Implementation of instructional coaches in all content areas to assist teachers and follow through of professional learning.
Goal	Teachers will participate in professional development on a consistent basis to guide their classroom instruction and become effective teachers.

Action Step # 1

Action Step	In 2021-2022, City Park School will administer the MAP assessment for ELA and Math in grades K-2 and for ELA, Math, and Science in grades 3-5.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP data reports
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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Action Step # 2

Action Step	Analyze MAP data and progress monitoring meetings
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	MAP data reports and progress monitoring PLCs
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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Action Step # 3

Action Step	Professional Learning/PLCs and coaching will be focused on data analysis, rigor, and effective teaching practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning/PLCs agendas and minutes, coaching schedules, and book study(Harry Wong)
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Northwest GA RESA and the City Park School Council
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>We held quarterly school council meetings. Our leadership team also reviewed the CNA and SIP. Between the school council and leadership team, there are representatives from teachers, paraprofessionals, support staff, parents, and community members. We also surveyed our staff, students, and parents. Feedback is always asked for from all stakeholders. The plan is also posted on the website for review.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All of our teachers are highly qualified. Our Human Resources checks certification and we check at least three references on new hires. Administration meets with all new hires on a regular basis to make sure they are clear on expectations. We also use the TKES observation system to check on teacher effectiveness. Administration also conducts multiple walk-throughs every day.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Our instructional program is balanced literacy and guided mathematics. Resources from our state department are used and district curriculum teams led by teacher leaders pace our work. City Park School has three Instructional Coaches, a Reading Recovery teacher, trained Literacy Lessons teachers, and support staff who are trained to target our needs regarding academically at-risk students in our school.</p>
<p>4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mptiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Our school houses district preschool classes and a Headstart class. We also house one of the multiple Little Cats classes which supports the transition from home to Kindergarten for students who are not served in PreK. We house three PreK classes at our school. These classes tour the building so they are familiar and prepared for Kindergarten the following year. We also have the annual PreK Peek where students and families can tour the school and learn about the operations of the program.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We will be doing a book study this year (Harry Wong) that focuses on procedures which will help with discipline. We focus on the importance of relationships so that discipline is not handled ineffectively. We celebrate successes and let our students know they are loved. We also work on growth mindset to help keep discipline issues away.</p>
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ADDITIONAL RESPONSES

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