



School Improvement Plan 2021 - 2022



**Dalton Public Schools
Park Creek Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	Park Creek Elementary School
Team Lead	Will Esters

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	Students at our school experience trauma related to the circumstances of poverty and familial citizenship status. It is reasonable to assume that this has increased as a result of difficulties associated with the pandemic.
Root Cause # 1	Students are unaware of how to move past traumatic experiences in a way that is productive and positive for them
Goal	Increase student resilience

Action Step # 1

Action Step	Staff training in trauma-skilled schools
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Ongoing data collection and monitoring as outlined in the TSS model
Position/Role Responsible	Principal/Assistant Principal/TSS Leadership Team
Timeline for Implementation	Yearly

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)?	National Drop-out Prevention Center
--	-------------------------------------

Action Step # 2

Action Step	Implementation of strategies learned in trauma-skilled school training
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Ongoing data collection and monitoring as outlined in the TSS model
Position/Role Responsible	Principal/Assistant Principal/TSS Leadership Team
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)?	National Drop-out Prevention Center
--	-------------------------------------

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in core content areas
Root Cause # 1	Perseverance and an aspirational mindset are not the norm for most students
Goal	By the end of the school year, Park Creek will meet the performance targets in reading lexile, ELA, math, science, and social studies on Milestones with a 6% increase

Action Step # 1

Action Step	Develop goal sheets for students in each grade
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Goal sheets by grade
Position/Role Responsible	Grade Chairs / Leadership Team
Timeline for Implementation	Quarterly

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)?	
--	--

Action Step # 2

Action Step	Develop and use product exemplars for difficult to teach concepts in each grade
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Acquisition of exemplars
Position/Role Responsible	Academic Coaches
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)?	
--	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers need to develop actions associated with data analysis - assessment, analysis and instruction cycle
Root Cause # 1	Additional work is needed to improve understanding of data and how to address gaps (teacher efficacy)
Goal	During the school year, Park Creek will meet regularly to analyze data, reflect on lessons, and develop action steps to address learning gaps

Action Step # 1

Action Step	Administer the MAP assessment for ELA and math in K-2 and ELA, math, and science in 3-5
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	finished assessments and results
Position/Role Responsible	Academic Coaches, Admin, Teachers
Timeline for Implementation	Others : August, November, and February

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)?	Ongoing partnerships with district leadership, RESA, and other schools to identify process improvements
--	---

Action Step # 2

Action Step	Use assessment results for progress monitoring
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment results, Progress Monitoring Records
Position/Role Responsible	Teachers/Admin/Coaches
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)?	Ongoing partnerships with district leadership, RESA, and other schools to identify instructional improvements
--	---

Action Step # 3

Action Step	PL will be focused on developing actions based on data collection and analysis
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL sign-in sheets, meeting notes,
Position/Role Responsible	Admin/Coaches
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)?	Ongoing partnerships with district leadership, RESA, and other schools to identify process improvements
--	---

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>Teachers, grade chairs, school administrators, paraprofessionals, parents, and community members helped in the development and review of the comprehensive needs assessment process which directly informed the development of the school improvement plan. District and feeder school efforts were considered in the development of the school improvement plan to assure continuity of effort and support. The information was posted on the school website with a linked process for securing feedback. Additionally, the link was distributed among staff for added input and review. The information was also reviewed with the school council prior to submission. The school council includes teachers, parents and business representatives.</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>Park Creek has a majority minority population with 89% Hispanic. Our school has an even distribution of experienced and effective teachers across grade levels and in support teacher roles. When specifically looking at teachers serving our ELL and SWD students, none are first year teachers. Furthermore, the majority have five or more years of experience in education. There are no teachers serving outside of their certification areas. All teachers participate in the Teacher Keys Effectiveness System and have received proficient or exemplary ratings on the TKES performance standards indicating consistent and effective teaching practices. All teachers receive ongoing professional learning in professional learning communities throughout the school year. Park Creek provided training for teachers from the CAL Institute, (Center for Applied Linguistics), with a focus on academic vocabulary, sheltered instruction strategies to be implemented in the classroom, and comprehensible input. Due to a grant that Dalton Public Schools received, Park Creek has two teachers teaching SWD, who get to participate in extensive district training similar to Reading Recovery. These teachers receive weekly training including coaching and colleague visits throughout the year to refine their instructional practices to help our SWD achieve at higher levels.</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>Park Creek implements the components of a school-wide Title I plan and applies Title I resources toward supporting a rich literacy framework, extended learning, and providing additional technology resources for the students. In addition, a variety of programs and services are provided for students that extend beyond the basic classroom instruction. These programs include the Early Intervention Program (EIP) with two full time teachers, five part-time teachers, and a Reading Recovery Program with four teachers. Additionally, students in the Challenge Program (gifted) receive content instruction in math, science, and/or social studies (depending on the grade level). Fifth grade gifted students are provided enrichment instruction one day per week at the district C3 Center. Other advanced students, depending on their grade level,</p>

	<p>are also provided with enrichment math, science, and social studies in the Bridges Program. English Speakers of Other Languages (ELL); Exceptional Student Services (ESS) with self-contained and resource classes; music; physical education; classroom guidance; media; and art are also programs provided to support a diverse student population. Park Creek staff implements strategies according to the RTI (Response to Intervention) Pyramid of Intervention to ensure that students who experience difficulty mastering goals and objectives during the course of the school year will be provided with alternative reinforcement opportunities. The students are progress monitored monthly and additional strategies are implemented in an effective and timely manner in order to promote progress. Each teacher is expected to maintain formative records of student performance and current data showing work and deficiencies. For those students who are having difficulties the following programs and services are available and will be utilized as indicated on the following pages: Literacy Leadership Team Response to Intervention (RTI) Positive Behavior Team ELL services Exceptional Student Services EIP (math/reading) Guidance services Speech services Reading Recovery (1st grade) Science Lab (specials rotation) Literacy/Math Coaches ESS/EIP/ELL Inclusion classes Students who are not making adequate progress in Math or Reading will be served in the Early Intervention Program. Based upon school data Math and ELA/Reading will be areas of focus for the 2017-2018 academic school year.</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 multiple (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>P</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>Park Creek provides excellent academic support and services for early childhood programs. We also have an abundance of strategies in helping students transition from preschool programs into local elementary schools. Park Creek houses four Bright From the Start PK classes, including one PK ESS classroom, the Headstart pre-school classroom for Dalton Public Schools, and the Dalton Public Schools PK ESS readiness for students ages 3-5 years of age. In order to support preschool students, services are provided by a district PK coordinator and social worker, a behavioral specialist, a school counselor, and speech and occupational therapists. All of our pre-school programs are supported by a bilingual paraprofessional with the exception of Headstart. All PK teachers offer an orientation in May as well as in August. The students meet their teachers, tour the school, sit on a bus, and teachers communicate readiness skills to parents. In addition, a minimum of two conferences are held throughout the school year. Daily folders and a monthly calendar of events are sent home with students as well. Preschool students can participate in readiness programs prior to kindergarten such as the Dalton Public Schools Little Cats and PK summer school. All PK classes at Park Creek receive Music, Art, PE, Computers, etc. which provides them with the opportunity to adjust and experience these additional special classes similar to what they will receive in kindergarten.</p>
--	---

<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>
---	------------

<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>Discipline efforts at the school are distributed across all staff through positive behavior intervention strategies (ROAR). Discipline issues that extend beyond regular classroom intervention strategies are handled by administrators. At the beginning of each school year, every student receives a code of conduct which is signed by both parents and students. Additionally, new students are provided the code of conduct as they enroll throughout the school year. At the beginning of each year and as needed throughout the year, teachers address processes and procedures in classrooms to establish a positive learning environment. As needs arise, a team including teachers, administrators, the counselor, and the social worker seeks to identify and address underlying causes for the behavior in an effort to have students remain at school for learning to continue. In early stages of intervention strategies, parents are called to discuss behavioral incidents or asked to come in for a conference with school staff. Although the RTI process is primarily intended for academic interventions, behavioral needs are also addressed when necessary. Behavior plans are used in circumstances of chronic behavioral issues. Additionally, a behavior specialist monitors behavior and develops specialized intervention strategies as needed for specific students. Because every disciplinary incident is handled in a way to address underlying causes that are specific to each child, preventative and reactionary efforts are specific to each student needing support. Interventions to address categories of subgroups are too broad for our needs.</p>
---	---

ADDITIONAL RESPONSES

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