



# School Improvement Plan 2021 - 2022



**Dalton Public Schools  
The Dalton Academy**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	The Dalton Academy
Team Lead	Matthew Mederios

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	Overarching need: Increased student achievement in core content
Root Cause # 1	Challenge in offering a guaranteed and viable curriculum for all students; Continued need to support the unpacking, deconstructing, and understanding of the full rigor of the standards in the four content areas and aligning standards across grade levels; Challenges of addressing the needs of a diverse population of learners and learners new to the country; Challenges of integrating and updating technology to support instruction and student achievement; Challenges in improving the district graduation rate for all students.
Goal	Increase the total weighted percentage of students performing at levels 3 and 4 on the GMAS in ELA, Math, Science, and Social Studies by six percent in the 2021-2022 school year.

## Action Step # 1

Action Step	Review curriculum documents to ensure alignment with cognitive demand of standards
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC/Content collaboration minutes/agendas
Position/Role Responsible	Administrators, Instructional Coaches, Lead Teachers
Timeline for Implementation	Weekly

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)?	
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Action Step # 2

Action Step	Develop, revise, and administer common assessment in all content areas
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Assessment data
Position/Role Responsible	Teachers, Administrators, Instructional 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)?	
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Action Step # 3

Action Step	Provide ongoing collaboration opportunities for all teachers to study GADOE curriculum, instruction, pacing, and assessments, and assessment/data results
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
Method for Monitoring Implementation and Effectiveness	Agendas, Meeting minutes, Collaboration schedules
Position/Role Responsible	Administrators, Instructional Coaches, Lead 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)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Overarching need: Consistently engage students in work with high levels of cognitive demand
Root Cause # 1	Challenges in offering a guaranteed and viable curriculum for all students; DPS offers a wide variety of program options to meet the needs of all levels of students such as: Newcomer Academy, Dual Language Immersion, International Baccalaureate, and Translation Academy. Continued improvement of the PLC process for data analysis and curriculum/vertical alignment; Continued need to build capacity of teachers in the areas of tier 1 instruction, depth of knowledge and effective interventions; Challenges in improving the district graduation rate for all students.
Goal	Implement a common lesson plan template that will be utilized by all classroom teachers and posted on the teacher’s Canvas home page for students and parents to review

#### Action Step # 1

Action Step	Provide ongoing embedded instructional coaching and professional learning support for teachers to strengthen Tier 1 instruction
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review professional learning and coaching feedback, observations; PLC meeting minutes and agendas; Analyze teacher feedback
Position/Role Responsible	Administrators, Lead Teachers
Timeline for Implementation	Weekly

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)?	
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Action Step # 2

Action Step	Conduct professional learning with a focus on depth of knowledge, academic language, learning intentions, success criteria, and Tier 1 instructional strategies
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC minutes/agendas, PLC modules, classroom walkthroughs and observations
Position/Role Responsible	Administrators, Lead 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)?	
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Action Step # 3

Action Step	Common lesson plan templates will be developed, improved, and implemented by teachers on the Canvas home page to clearly communicate learning intentions and expectations with instructional activities that align to our vision of rigorous, relevant, and engaging learning.
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 Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Reviewing Canvas home page of each classroom instructor
Position/Role Responsible	Administrators
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)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

Required Questions

<p><b>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.</b></p>	<p>The School Improvement Plan was written, reviewed and revised by the same committee that worked on the Comprehensive Needs Assessment. The principal and assistant principals worked together to make sure that the plan adequately focuses on specific areas of need within the school. Once the committee reviewed the document, the plan was shared with all staff members for feedback. Teachers, paraprofessionals, school leaders, and support staff were asked to read the plan and provide feedback to the SIP team leader. After those revisions were made, the School Improvement Plan was posted on the school website. Parents and community members were provided the opportunity to make comments and suggestions before the final draft of the plan was completed. The plan will be reviewed and revised annually based on data analysis of the impact of the schoolwide program actions on student growth and achievement.</p> <p>Throughout the school year, data is regularly reviewed in weekly PLCs and through professional development with the Deputy Superintendent for Assessment and Accountability. Stated actions may be amended in response to the real time data that is reviewed. The plan will be reviewed and revised annually based on the analysis of data collected as to the effectiveness of the schoolwide program and the needs of students for the upcoming school year.</p> <p>The plan is shared with local education agencies, parents and the public in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand.</p> <p>The district's strategic plan and the school's SIP drive the discussion about a comprehensive plan of support for the whole school. The district partners with other federal programs, outside agencies such as adult education programs, Georgia Northwestern Technical College, and other schools implementing comprehensive support and improvement activities to gather information and understand the needs of students and the greater community. Through the district's extensive and inclusive budget process, needs are identified and funds are allocated in appropriate budgets based on federal and state guidelines.</p>
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<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 Dalton Public Schools are Title I schools with high levels of minority and economically disadvantaged students. Principals, with support from human resources and district directors, seek to recruit, select and retain the best possible professional educators to provide instruction to students. Human Resources reviews district and CPI data through locally developed reports and reports provided by the Georgia Professional Standards Commission and the Georgia Department of Education.</p>
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<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>The Dalton Academy will be assessing students' longitudinal data, as well as internal data to determine areas of need. However, it is evident from last year's data that the lowest areas of performance are in the academic areas of math as well as in literacy across the curriculum. Literacy across the curriculum is now included in the Georgia Standards of Excellence. Under this program model, The Dalton Academy will maintain the work started at other secondary schools in the district. Thus, there will be a strong focus on math and literacy for all students as well as work in all content areas to improve students achievement on the Georgia Milestones End of Course assessments for the FY22 school year.</p> <p>Possible strategies for implementation:</p> <ol style="list-style-type: none"> <li>1. USA Test Prep software for Georgia Milestone Examinations. This is online software that allows for individualized remediation and practice for Georgia Milestones in all content areas.</li> <li>2. Possible flexible learning time (FLT) built into the schedule 4-5 days per week in which students receive targeted remediation in all academic areas.</li> <li>3. Co-teaching and resource classes for special education students and English Language Learners who qualify for the services.</li> <li>4. Increase of effective use of technology to support classroom and student needs.</li> <li>5. Differentiation of instruction.</li> <li>6. Hands-on and applied activities, which allow students to make connections and apply the math skills to real-world scenarios.</li> <li>7. Counselors and teachers, in conjunction with parents, will determine interventions for struggling students and follow-up on those interventions.</li> <li>8. Professional Learning Communities led by lead teachers to discuss healthy PLCs and to focus on learning intentions, success criteria, and strategies to support our students in their learning.</li> <li>9. Instructional coaches will collaborate with teachers during PLCs to design classroom strategies that will support at-risk students in all academic areas.</li> <li>10. 1:1 devices – All students have a laptop for use in all classes.</li> <li>11. MAP assessments administered to students in Reading and Math for identifying areas of weakness. Assessment results will help administrators support students and teachers in setting goals for individual students. The MAP Reading assessment will also provide Lexile scores for students.</li> <li>12. Turnitin.com could be a resource for ELA teachers to provide feedback to students on all writing assignments to improve grammar and sentence structure and to improve achievement on ELA portion of the Georgia Milestones Assessment.</li> <li>13. Noredink.com could be a resource for ELA teachers to provide support in grammar and mechanics to improve achievement on ELA end-of-course tests</li> <li>14. IXL Math may be used by teachers to target areas of weakness in math to</li> </ol>
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	<p>improve performance on math common assessments and math EOG and EOCs.                  15. Additional purchases may include instructional software to help support teachers in providing digital instruction to their students.</p>
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<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 mtiple (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>Not applicable. The Dalton Academy will implement a school-wide plan.</p>
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### 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>Not applicable</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>The Dalton Academy will:</p> <ul style="list-style-type: none"> <li>● Offer information meetings for parents about The Dalton Academy and the instructional program</li> <li>● Offer an orientation for all students in the Fall of 2021</li> <li>● Employ a post-secondary transition coach to support students in the process of applying to college, earning college acceptance and/or pursuing other post-secondary opportunities</li> <li>● Hold a FAFSA day every school year</li> <li>● Host a financial aid information night for students/families</li> <li>● Offer multiple opportunities for college visits</li> <li>● Offer an Apply to College day for students</li> <li>● Plan for members of the Armed Forces to come to campus to speak with students about the opportunity for military service</li> <li>● Provide the ASVAB and YouScience career assessments</li> <li>● Offer a work-based learning program</li> <li>● Assist students with Dual Enrollment at Dalton State College and Georgia Northwestern Technical College</li> <li>● Offer SAT prep courses</li> <li>● Offer AP courses where student may earn college credit for receiving high scores on the course exams</li> <li>● Pursue the opportunity for industry certifications where appropriate for career pathway offerings</li> </ul>
<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>The Dalton Academy administrators will review student referral data from Infinite Campus to determine trends and patterns for subgroups. When, and if, any trends are determined, the administration will work with the School Counselors to determine strategies for working with students who do not follow the guidelines in the student code of conduct. The administrative team contacts parents of students when it becomes evident that the students need behavioral support. Parent meetings with administrators will be held and a Student Performance Agreement is completed for the students. Behavior issues are addressed in this agreement. Future consequences are detailed, and</p>

	<p>strategies are created to help support the student. The administrative team works with the School Counselors to create behavior intervention strategies for our students. School Counselors work with individual students to manage their behavior in an effort to keep students in class.</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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