



School Improvement Plan 2023 - 2024



**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)	Traditional funding (Federal funds budgeted separately)

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 and hunger related to the circumstances of poverty and familial citizenship status. It is reasonable to assume that this has increased as a result of difficulties initially 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. Additionally, poverty levels cause hunger for many students.
Goal	Increase student resilience

Action Step # 1

Action Step	Staff review of trauma-skilled schools practices
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	Ongoing data collection and monitoring as outlined in the TSS model
Method for Monitoring Effectiveness	Increased awareness of the impacts of trauma
Position/Role Responsible	Principal/Assistant Principal/TSS Leadership Team
Timeline for Implementation	Yearly

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)?	National Drop-out Prevention Center
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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	Ongoing data collection and monitoring as outlined in the TSS model
Method for Monitoring Effectiveness	Increased implementation of TSS strategies to improve student resilience
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
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Action Step # 3

Action Step	Continue implementation of Helping Hands Ending Hunger to address student hunger
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing collection and monitoring of data as gathered via Helping Hands Ending Hunger requirements
Method for Monitoring Effectiveness	Decrease food waste from the school cafeteria
Position/Role Responsible	Principal/Assistant Principal
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)?	Initial partnerships include other schools in the district, faith-based organizations, and Helping Hands Ending Hunger. Future plans include increased engagement for families and businesses as the program grows.
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Action Step # 4

Action Step	Enhance food production through school gardening efforts
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Ongoing frequency of families picking up fresh vegetables from the garden
Method for Monitoring Effectiveness	Amount of food grown and distributed
Position/Role Responsible	Grant Staff / School Gardener and Intern
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)?	Limestone Valley Conservation and Dalton State College
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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	Goal sheets by grade
Method for Monitoring Effectiveness	Completed goal sheets with follow-up by students to develop ownership of learning
Position/Role Responsible	Grade Chairs / Leadership Team
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)?	
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Action Step # 2

Action Step	Implement new curricula and Canvas courses for 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	Routine PLCs
Method for Monitoring Effectiveness	Courses and Curricula available for staff implementation
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)?	
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Action Step # 3

Action Step	Implement a common phonics program to improve learning across all subject areas.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	A common phonics program across the school
Method for Monitoring Effectiveness	Student learning increases across subjects
Position/Role Responsible	Principal/Assistant Principal/Instructional Coach
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)?

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	finished assessments and results
Method for Monitoring Effectiveness	improved academic 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
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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	Assessment results, Progress Monitoring Records
Method for Monitoring Effectiveness	improved academic results
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
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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	PL sign-in sheets, meeting notes,
Method for Monitoring Effectiveness	improved academic results
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
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and 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).</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 90% 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 Dropout Prevention Center with a focus on purposeful practices to increase resiliency and to be implemented in the classroom.</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 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) and English Speakers of other Languages (ELL) with eleven full time teachers serving a combination of EIP and EL segments. 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, 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</p>

	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) Student Assistance Program (SAP) Positive Behavior Team ELL services Exceptional Student Services EIP (math/reading) Guidance services Speech services STEM 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 2022-2023 academic school year.
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4. If applicable, provide a description of how teachers, in consultation 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.	n/a
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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>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 three Bright From the Start PK classes, including one PK ESS classroom. 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. The pre-school program is supported by a bilingual paraprofessionals. All PK teachers offer an orientation in May as well as in August. The students meet their teachers and tour the school. 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</p>

	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.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.

Park Creek Elementary
School-Level
Parent and Family Engagement Plan
2023-2024
Revised July 25, 2023

In support of strengthening student academic achievement, PARK CREEK ELEMENTARY receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA). Acting parents/guardians of students residing in institutions designated as neglected or delinquent are included in all plans and communications.

PARK CREEK ELEMENTARY agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

PARK CREEK ELEMENTARY will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- An annual parent survey is conducted each year in order to gain input from parents on all parts of our parent and family engagement programming, including this plan.

- An annual stakeholder feedback meeting is held each year in the spring in order to gain input from parents on the revision of this plan for the upcoming school year.
- A feedback form is posted online as well as available in our front office in order to gain input from parents year-round on all parts of our parent and family programming, including this plan.

ANNUAL TITLE I MEETING

PARK CREEK ELEMENTARY will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

Our annual meeting is conducted annually in the fall, no later than October 31st. Please review the school calendar for the exact date, time, and location. This meeting is our annual opportunity to provide parents with information about our school, programs, and accountability results.

COMMUNICATIONS

PARK CREEK ELEMENTARY will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

The parent and family engagement plan will be distributed for each student and family at the beginning of the year or when enrolled through the student agenda. Our parent and family program is described in this plan. Additional information on our program and dates will be distributed to parents via the school calendar, school/class newsletters, the school website and social media. Communications will be translated into Spanish and can be translated into other languages within multiple platforms and upon request with Google Translate.

SCHOOL-PARENT COMPACT

PARK CREEK ELEMENTARY will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

An annual parent survey is conducted each year in order to gain input from parents on the school-parent compact. The survey results, input from the spring meeting, and any additional feedback is considered when revising the compact in the spring.

RESERVATION OF FUNDS

If applicable, PARK CREEK ELEMENTARY will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

An annual parent survey is conducted each year in order to gain input from parents on the use of the school's portion of the district's 1% Parent Engagement funds. The survey results, input from the spring meeting, and any additional feedback is considered when revising the compact in the spring. The annual budget and expenditures are shared annually at the fall Annual Title I Meeting.

COORDINATION OF SERVICES

PARK CREEK ELEMENTARY will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public

preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Our school counselor, the district social worker, and parent educators help collaborate with essential partners in the community to provide activities, funding, and other reasonable supports to our parent and family engagement program.

We coordinate with area PK/Headstart organizations to ensure an effective PK to Kindergarten transition training. We coordinate with Bright from the Start for PK classrooms and additional summer opportunities for students who have not been in PK.

BUILDING CAPACITY OF PARENTS

PARK CREEK ELEMENTARY will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

BUILDING CAPACITY OF SCHOOL STAFF

PARK CREEK ELEMENTARY will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

School staff will be trained on helping parents by participating in two face-to-face meetings that contain a focus on working with parents. School staff will additionally participate in two informational opportunities to gain professional knowledge on working with parents. Parents may provide input or assist in these opportunities by becoming a district PAC member, providing feedback on the annual survey or feedback form, or by contacting the school Title I Coordinator.

PARK CREEK ELEMENTARY will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

Our school counselor collaborates with the district social worker and parent educators to ensure that parents and families who request help have the support needed to help each child be academically successful.

Any parent or family member may request support, and we will meet with appropriate personnel as needed to assist where we can or to refer families to community organizations.

Park Creek Elementary
Plan de participación de padres y familias
2023-2024
Revisado el 25 de julio de 2023

En apoyo al fortalecimiento de los logros académicos de los estudiantes, PARK CREEK ELEMENTARY recibe fondos del Título I, Parte A y, por lo tanto, debe desarrollar, acordar y distribuir conjuntamente a los padres y miembros de la familia de los niños participantes una política escrita de participación de los padres y la familia que contiene la información

requerida por la sección 1116 (b) y (c) de la Ley Every Student Succeeds (ESSA). La política establece las expectativas de la escuela para la participación de los padres y la familia y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres y la familia, y se incorpora al plan de la escuela presentado a la agencia educativa local (LEA). Los padres/tutores en funciones de estudiantes que residen en instituciones designadas como descuidadas o delincuentes están incluidos en todos los planes y comunicaciones.

PARK CREEK ELEMENTARY acuerda implementar los siguientes requisitos como se describe en la Sección 1116:

- Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluida la planificación, revisión y mejora de la política de participación de los padres y la familia de la escuela y el desarrollo conjunto del plan del programa para toda la escuela según la Sección 1114(b) de la Ley Every Student Succeeds (ESSA).
- Actualice periódicamente la política de participación de padres y familias de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela, distribuya a los padres de los niños participantes y ponga la política de participación de padres y familias a disposición de la comunidad local.
- Proporcionar todas las oportunidades, en la medida de lo posible, para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluido el suministro de información e informes escolares requeridos por la Sección 1111 de la ESSA en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si el plan del programa para toda la escuela según la Sección 1114(b) de la ESSA no es satisfactorio para los padres de los niños participantes, presente los comentarios de los padres sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local.
- Se regirá por la siguiente definición legal de participación de los padres y la familia y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

Participación de los padres y la familia significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- (A) Los padres juegan un papel integral en ayudar al aprendizaje de sus hijos
- (B) Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela.
- (C) Los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) Se realizan otras actividades, como las descritas en la Sección 1116 de la ESSA

DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES ESCOLARES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES

DESARROLLADO CONJUNTAMENTE

PARK CREEK ELEMENTARY tomará las siguientes medidas para involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, incluidas las oportunidades para reuniones periódicas, si así lo solicitan los padres, para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de su hijo y responder a dichas sugerencias tan pronto como sea posible.

- Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre todas las partes de nuestro programa de participación de padres y familias, incluido este plan.
- Cada año en la primavera se lleva a cabo una reunión anual de comentarios de las partes interesadas para obtener información de los padres sobre la revisión de este plan para el próximo año escolar.
- Se publica un formulario de comentarios en línea y también está disponible en nuestra oficina principal para obtener información de los padres durante todo el año sobre todas las partes de nuestra programación para padres y familias, incluido este plan.

REUNIÓN ANUAL TÍTULO I

PARK CREEK ELEMENTARY tomará las siguientes medidas para llevar a cabo una reunión anual, en un momento conveniente, y alentará e invitará a todos los padres de los niños participantes a asistir para informarles sobre el programa Título I de la escuela, la naturaleza del programa Título I, los requisitos de los padres, la política de participación de padres y familias de la escuela, el plan escolar y el pacto escuela-padres.

Nuestra reunión anual se lleva a cabo anualmente en el otoño, a más tardar el 31 de octubre. Por favor revise el calendario escolar para la fecha, hora y lugar exactos. Esta reunión es nuestra oportunidad anual para brindarles a los padres información sobre nuestra escuela, programas y resultados de rendición de cuentas.

COMUNICACIONES

PARK CREEK ELEMENTARY tomará las siguientes medidas para proporcionar a los padres de los niños participantes lo siguiente:

- Información oportuna sobre los programas de Título I
- Número flexible de reuniones, como reuniones por la mañana o por la noche, y puede proporcionar fondos del Título I, transporte, cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres y la familia.
- La información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

El plan de participación de los padres y la familia se distribuirá para cada estudiante y su familia al comienzo del año o cuando se inscriba a través de la agenda del estudiante. Nuestro programa para padres y familias se describe en este plan. Se distribuirá información adicional sobre nuestro programa y las fechas a los padres a través del calendario escolar, los boletines de la escuela/clase, el sitio web de la escuela y las redes sociales. Las comunicaciones se traducirán al español y se pueden traducir a otros idiomas dentro de múltiples plataformas y previa solicitud con Google Translate.

PACTO ESCUELA-PADRES

PARK CREEK ELEMENTARY tomará las siguientes medidas para desarrollar conjuntamente con los padres de los niños participantes un pacto entre la escuela y los padres que describa cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares del estado.

Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre el pacto entre la escuela y los padres. Los resultados de la encuesta, los aportes de la reunión de primavera y cualquier comentario adicional se consideran al revisar el pacto en la primavera.

RESERVA DE FONDOS

Si es aplicable, PARK CREEK ELEMENTARY tomará las siguientes medidas para involucrar a los padres de los niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres y la familia:

Cada año se lleva a cabo una encuesta de padres para obtener información de los padres sobre el uso de la parte de la escuela del 1% de los fondos de participación de los padres del distrito. Los resultados de la encuesta, los aportes de la reunión de primavera y cualquier comentario adicional se consideran al revisar el pacto en la primavera. El presupuesto anual y los gastos se comparten anualmente en la reunión anual del Título I de otoño.

COORDINACIÓN DE SERVICIOS

PARK CREEK ELEMENTARY coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres, que animen y apoyen a los padres a participar más plenamente en la educación de sus hijos al:

Nuestro consejero escolar, el trabajador social del distrito y los educadores de padres ayudan a colaborar con socios esenciales en la comunidad para brindar actividades, financiamiento y otros apoyos razonables a nuestro

programa de participación de padres y familias.

Nos coordinamos con las organizaciones de PK/Headstart del área para garantizar una capacitación efectiva de transición de PK a kindergarten. Coordinamos con Bright from the Start para aulas de PK y oportunidades adicionales de verano para estudiantes que no han estado en PK.

DESARROLLO DE LA CAPACIDAD DE LOS PADRES

PARK CREEK ELEMENTARY desarrollará la capacidad de los padres para una fuerte participación de los padres y la familia para garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela y la comunidad para mejorar el rendimiento académico de los estudiantes a través de lo siguiente:

- Proporcionar a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los exigentes estándares académicos estatales; y
- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como alfabetización y uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres y la familia.
- Brindar asistencia a los padres de los niños participantes, según corresponda, para comprender temas como los siguientes:
 - Los exigentes estándares académicos del Estado
 - Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas.
 - Los requisitos del Título I, Parte A
 - Cómo monitorear el progreso de su hijo
 - Cómo trabajar con los educadores para mejorar el rendimiento de sus hijos

DESARROLLO DE LA CAPACIDAD DEL PERSONAL ESCOLAR

PARK CREEK ELEMENTARY proporcionará capacitación para educar a los maestros, personal de apoyo educativo especializado, directores y otros líderes escolares y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo acercarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres, y construir vínculos entre los padres y la escuela al:

Se capacitará al personal de la escuela para ayudar a los padres participando en dos reuniones presenciales que se enfocan en trabajar con los padres. El personal de la escuela participará además en dos oportunidades informativas para adquirir conocimientos profesionales sobre cómo trabajar con los padres. Los padres pueden brindar su opinión o ayudar en estas oportunidades convirtiéndose en miembros del PAC del distrito, brindando comentarios en la encuesta anual o formulario de comentarios, o comunicándose con el Coordinador de Título I de la escuela.

PARK CREEK ELEMENTARY proporcionará otro apoyo razonable para las actividades de participación de los padres y la familia en virtud de la Sección 1116, según lo soliciten los padres:

Nuestro consejero escolar colabora con el trabajador social del distrito y los educadores de padres para garantizar que los padres y las familias que solicitan ayuda tengan el apoyo necesario para ayudar a cada niño a tener éxito académico.

Cualquier parent o miembro de la familia puede solicitar apoyo, y nos reuniremos con el personal apropiado según sea necesario para ayudar en lo que podamos o para referir a las familias a organizaciones comunitarias.

Park Creek Elementary
School-Parent Compact
2023-2024
Revised: 7/28/23

Dear Parent/Guardian,

PARK CREEK ELEMENTARY students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

The parents, students, and staff of PARK CREEK ELEMENTARY partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held each spring to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Dalton Public School GOAL:

Dalton Public Schools will increase the percentage of students scoring proficient or above in the core content areas (English Language Arts, Math, Science, Social Studies) by 6% as measured by Georgia Milestones Assessment from 2023 to 2024.

PARK CREEK ELEMENTARY GOALS:

*PARK CREEK ELEMENTARY will improve academic achievement in **the core content areas** by increasing the percentage of students who score proficient or above by 6% as measured by the Georgia Milestones Assessment (GMA) from 2023 to 2024.*

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

PARK CREEK ELEMENTARY will:

1. *Provide regular communication to offer additional resources for parents and students to utilize in preparation for mastering the content standards.*
2. *Provide regular communication to parents and students about their progress on mastering the content standards.*
3. *Provide regular trainings to assist parents and families with how to help their child at home.*

PARENT RESPONSIBILITIES:

We, as parents, will:

1. *Utilize the extra resources to prepare my child for mastering the content standards.*
2. *Check on my student's progress on mastering the content standards and communicate with school personnel about any concerns.*
3. *Attend trainings to learn about helping my child at home.*

STUDENT RESPONSIBILITIES:

We, as students, will:

1. Utilize the extra resources to prepare for mastering the content standards.
2. Understand my progress mastering the content standards and communicate with my teacher about any concerns.
3. Take my schoolwork home, complete homework, and talk to my family about what I don't understand.

COMMUNICATION ABOUT STUDENT LEARNING:

PARK CREEK ELEMENTARY is committed to frequent two-way communication with families about children's learning.

Some of the ways you can expect us to reach you are:

- Remind app (Phone Calls, Text Messaging)
- Monthly School Newsletter to parents
- Parent Infinite Campus Portal
- School website / School Facebook Page
- Parent-Teacher conferences
- Weekly Progress folders

ACTIVITIES TO BUILD PARTNERSHIPS:

PARK CREEK ELEMENTARY offers ongoing events and programs to build partnerships with families.

- Parent-Teacher Conferences
- Parent Workshops/Trainings
- Volunteering /Observing
- Open House / Meet the Teacher
- Online/virtual activities (Parent resource page, webinars)
- Multimedia activities (podcasts, teacher-created videos)

Principal, PARK CREEK ELEMENTARY

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return to your child's teacher. We look forward to our school-parent partnership!

School Representative Signature: _____

Date: _____

Parent / Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

Park Creek Elementary
Pacto entre la escuela y los padres de familia
2023-2024
Revisado: 25/7/23

Estimado Padre / Tutor,

PARK CREEK ELEMENTARY, los estudiantes que participan en el programa Título I, Parte A, y sus familias, están de

acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el desempeño académico de los estudiantes, así como también describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del Estado.

DESARROLLADO CONJUNTAMENTE

Los padres, estudiantes y personal de PARK CREEK ELEMENTARY se asociaron para desarrollar este pacto entre la escuela y los padres para el logro. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron información sobre los tipos de apoyo que necesitaban y los estudiantes nos dijeron qué les ayudaría a aprender.

Queremos animar a los padres que asistan a las reuniones anuales de revisión que se llevan a cabo cada primavera para revisar el pacto y hacer sugerencias basadas en las necesidades de los estudiantes y las metas de mejora de la escuela. También se anima a los padres a participar en la encuesta anual para padres de Título I que también se utiliza como una herramienta para recopilar comentarios de los padres sobre los programas y políticas actuales de Título I.

Para comprender cómo trabajar juntos puede beneficiar a su hijo, primero es importante comprender las metas del distrito y de la escuela para el rendimiento académico de los estudiantes.

Metas de Dalton Public Schools:

Las Escuelas Públicas de Dalton aumentarán el porcentaje de estudiantes con calificaciones competentes o superiores en las áreas de contenido básico (artes de lenguaje y literatura, matemáticas, ciencias, ciencias sociales) en un 6 %, según lo medido por la Evaluación Georgia Milestones de 2023 a 2024.

Metas de Park Creek Elementary:

*EL PARK CREEK ELEMENTARY mejorará el rendimiento académico en las **áreas de contenido básico** al aumentar el porcentaje de estudiantes que obtienen un puntaje competente o superior en un 6 %, según lo medido por la Evaluación de hitos de Georgia (GMA) de 2023 a 2024.*

Para ayudar a su hijo a alcanzar las metas escolares, del distrito, y la escuela, usted y su hijo trabajarán juntos para:

RESPONSABILIDADES DE LA ESCUELA/MAESTRO:

PARK CREEK ELEMENTARY :

1. Proporcionar comunicación regular para ofrecer recursos adicionales para que los padres y los estudiantes los utilicen en preparación para dominar los estándares de contenido.
2. Proporcionar comunicación regular a los padres y estudiantes sobre su progreso y dominio de los estándares de contenido.
3. Brindar capacitaciones regulares para ayudar a los padres y las familias a ayudar a sus hijos en el hogar.

RESPONSABILIDADES DE LOS PADRES:

Nosotros, como padres, vamos a:

1. Utilizar los recursos adicionales para preparar a mi hijo para dominar los estándares de contenido.
2. Verificar el progreso de mi estudiante en el dominio de los estándares de contenido y comunicarse con el personal de la escuela sobre cualquier inquietud.
3. Asistir a capacitaciones para aprender a ayudar a mi hijo en casa.

RESPONSABILIDADES DEL ESTUDIANTE:

Nosotros, como estudiantes, vamos a:

1. Utilice los recursos adicionales para prepararse para dominar los estándares de contenido.
2. Comprender mi progreso en el dominio de los estándares de contenido y comunicarme con mi maestro sobre cualquier inquietud.
3. Llevar mi trabajo escolar a casa, completar la tarea y hablar con mi familia sobre lo que no entiendo.

COMUNICACIÓN SOBRE EL APRENDIZAJE DE LOS ESTUDIANTES:

PARK CREEK ELEMENTARY se compromete a una comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Aplicación de recordatorios (llamadas telefónicas, mensajes de texto)
- Boletín escolar mensual para padres
- Portal del campus infinito para padres
- Sitio web de la escuela / Página de Facebook de la escuela
- Conferencias de padres y profesores
- Carpetas de progreso semanal

ACTIVIDADES PARA CONSTRUIR ALIANZAS:

PARK CREEK ELEMENTARY ofrece eventos y programas continuos para crear asociaciones con las familias.

- Conferencias de padres y profesores
- Talleres/capacitaciones para padres
- Voluntariado/Observación
- Casa Abierta / Conozca al Maestro
- Actividades en línea/virtuales (página de recursos para padres, seminarios web)
- Actividades multimedia (podcasts, videos creados por maestros)

Principal, **PARK CREEK ELEMENTARY**

Firme y ponga la fecha a continuación para reconocer que ha leído, recibido y está de acuerdo con este Acuerdo entre la escuela y los padres. Una vez firmado, devuélvalo al maestro de su hijo. ¡Esperamos con ansias nuestra asociación escuela-padres!

Firma del representante de la escuela: _____

Fecha: _____

Firma del Padre / Tutor: _____

Fecha: _____

Firma del alumno: _____

Fecha: _____