



School Improvement Plan 2023 - 2024



**Dalton Public Schools
City Park Elementary
School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dalton Public Schools
School Name	City Park Elementary School
Team Lead	Kim Rhyne
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	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	Increase student academic achievement in core content with a goal of scoring proficient and above on GA Milestones.
Root Cause # 1	Formative classroom assessments are not representative of higher levels of depth of knowledge.
Root Cause # 2	Inconsistent quality Tier I instruction in classrooms. Teachers need more support in understanding the need of full rigor instruction of the standards in the core content areas.
Root Cause # 3	Need for students to actively monitor their own learning progress.
Root Cause # 4	The need to implement Instructional Coaches in all content areas to support teachers in differentiating instruction, effective planning, and being effective teachers.
Goal	City Park School 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 from 2023 to 2024. We will meet these goals through the delivery of solid Tier 1 instruction, implementing phonics instruction, content integration, data analysis, intentional planning, differentiation, one-on-one/small group instruction, and other strategies that engage all students in the use of academic language and promote student-centered learning.

Action Step # 1

Action Step	Administer MAP assessments in ELA, Math, and Science (grades 4-5) three times a year. Grades Kindergarten-3 take the MAP Fluency three times a year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC agendas and minutes, conversations with teachers, data analysis, and MAP data.
Method for Monitoring Effectiveness	Grade level RIT for MAP testing and GA-Milestones predictors

Action Step # 1

Position/Role Responsible	Admin/Coaches/Teachers
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)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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Action Step # 2

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

Action Step # 2

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)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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Action Step # 3

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

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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Action Step # 4

Action Step	Review lesson plans to ensure clear lesson focus, ensure teacher is checking for student understanding and providing differentiation, and implement intentional planning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitor using walk-throughs, formal classroom observations, teachers reviewing videos of their teaching, peer observations, and planbook.
Method for Monitoring Effectiveness	Evidence of differentiation for improved student success
Position/Role Responsible	Admin/Coaches/Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Teachers who are considered year 1, 2, or 3 need strong professional learning around data analysis, district frameworks in literacy and math, phonics instruction, differentiated instruction, instructional strategies, and developing common formative assessments to guide instruction.
Root Cause # 1	Consistent training for teachers in their first three years (minimum) of teaching to develop their knowledge of the district literacy and math frameworks as well as the state teaching standards.
Root Cause # 2	Implementation of instructional coaches in all content areas to assist teachers and follow through of professional learning.
Root Cause # 3	Lack of intentional time to analyze, reflect, design, and put into practice what teachers learn from professional development.
Goal	We will participate in weekly data meetings, PLCs, and collaboration for intentional planning. During 2023-2024, in collaboration with grade-levels/departments, we will foster a positive learning environment with effective and routine communication with all stakeholders. Evidence of this will include lesson plan reviews, classroom/grade-level newsletters, communication sent home, parent conferences, and administrative observations/walk-throughs. Teachers will participate in professional development on a consistent basis to guide their classroom instruction and continue growing as effective teachers.

Action Step # 1

Action Step	In 2022-2023, City Park School will administer the MAP assessment for ELA and Math in grades K-3 and for ELA, Math, and Science in grades 4-5.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Method for Monitoring Implementation	MAP data reports
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Action Step # 1

Method for Monitoring Effectiveness	MAP grade-level RIT norm
Position/Role Responsible	Admin/Coaches/Teachers
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)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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Action Step # 2

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

Action Step # 2

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)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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Action Step # 3

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

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	City Park collaborates with Northwest GA RESA, district leadership, and other schools within our district to support in the implementation of carrying out our action steps. We also have a partnership with Dalton First United Methodist Church and host the Kid City (21st Century Grant). We also host the The Dalton Academy learning/career pathway class "Teaching as a Profession" which allows these students to participate in student teaching in our classrooms. We also host teacher candidates from the Dalton State College education program.
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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>We hold quarterly school council meetings. Our leadership team reviews the CNA and SIP. Between the school council and leadership team, there are representatives from teachers, paraprofessionals, support staff, parents, and community members. We also survey our staff, students, and parents. Feedback is always asked for from all stakeholders. The plan is also posted on the website for review.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All of our teachers are highly qualified. Our Human Resources checks certification and we check at least three references on new hires. Administration meets with all new hires on a regular basis to make sure they are clear on expectations. We use the TKES observation system to check on teacher effectiveness. Administration also conducts multiple walk-throughs every day.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Our instructional program is structured literacy and guided mathematics. Resources from our state department are used and district curriculum teams led by teacher leaders pace our work. City Park School has two Instructional Coaches, homeroom teachers, and several support staff who are trained to target our needs regarding academically at-risk students in our school.</p>
<p>4. If applicable, provide a description of how teachers, in 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.</p>	<p>N/A</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Our school houses three district preschool classes. We also house three PreK classes at our school. These classes tour the building so they are familiar and prepared for Kindergarten the following year. We also have the annual "PreK Peek" where students and families can tour the school and learn about the operations of the program.</p>
<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>We refer to excerpts from "The First Days of School" (Harry Wong) book that describes procedures which will help with discipline and classroom management. We focus on the importance of relationships so that discipline is not handled ineffectively. We celebrate successes and let our students know they are loved. We work on growth mindset to help keep discipline issues away. We also encourage and implement progressive discipline.</p>

ADDITIONAL RESPONSES