



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan... Those individuals and teams who were involved were the:

Principal, Assistant Principals, Primary Literacy Coordinator, Intermediate Literacy Coordinator, Design Team, Evidence and Assessment Team, Leadership Team, Support Teachers, parents, and PTO.

The *principal, assistant principals*, and four (4) *teachers* serve on the school *Evidence and Assessment Team*. Each grade level along with assigned support teachers, work through a collaborative framework to design units, plan for instruction, and analyze assessment data. The Evidence and Assessment Team assess longitudinal performance and demographic data to assist in developing academic performance and achievement goals. The Design Team composed six (6) teachers and the principal reviews data and information to design learning opportunities for both students and staff that will result in improved performance and support a quality learning environment for children. Grade levels develop specific grade level performance goals that have been identified based on the assessment of needs. The school's needs assessment is made available to *district office staff* for input and recommendations. *Parent groups* are provided with opportunities for feedback and input relative to the needs assessment. Their feedback provides us with a home perspective on the social, emotional, and physical needs of our children beyond the classroom.

The ways they were involved...

- Gather and analyze data and information
- Administer common and formative assessments
- Analyze survey results (Perception data based on student and parent feedback)
- Design professional learning experiences for staff around content
- Design work for students based on identified needs
- Determine best instructional strategies
- Determine school and grade level focus areas and performance goals
- Design specific components of the Continuous Innovation Plan

B. We have used the following instruments, procedures, or processes to obtain this information . . .

(Longitudinal student performance data is located within Component 12)

- Brainstorming is used as a strategy to share ideas and gather information for determining the needs assessment



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- Administer as appropriate parent, student, and staff surveys to determine needs assessments
 - (TKES, LKES)
- Formative and longitudinal assessment data is collected and analyzed from sources such as:
 - Georgia Milestones (Grades 3-5); GKIDS (Kindergarten); Student Learning Objective pre and post assessments; Pre-K Bright From The Start Assessments; English Language Learner ACCESS Assessments (ELL); Literacy Collaborative Benchmarks; Grade level common formative content assessments; EIP Teacher Placement Recommendations, Individualized Education Plans (ESS); RTI data; Reading Recovery assessment; Challenge assessments; Promotion Retention Data, Teacher assessments
- Use of attendance data
- Student demographic data

C. **We have taken into account the needs of migrant children by...** providing additional services as needed including access to the after school WIZ Kids program, social services; free meal programs; support services for academic support as identified, summer reading and lunch programs, and the availability of a district level Migrant worker. These students are also served through ELL, EIP, ELL, and gifted based on individual qualifications.

D. **We have reflected upon current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .**

(Longitudinal student performance data is located within Component 11)

2015 and 2016 GA Milestones Assessment Data, Student Learning Objective Pre-test results; Literacy benchmark data; Math fluency and numeracy assessments; literacy benchmarks; and common assessment results.

E. **We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including *(Longitudinal student performance data is located within Component 11)***

Economically disadvantaged students: During the 2016-2017 School year City Park qualified as a Provisional 2 school. All students, based on our high percentage of economically disadvantaged children qualify for the free breakfast and lunch programs. (*see Free and Reduced Lunch Chart below*)



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Free and Reduced Lunch		
School Year	Number of Students	Percent of Student Population
2016-2017	803	100%
2015-2016	819	100%
2014-2015	819	100%
2013-2014	783	100%
2012-2013	809	88.75%

Students from major racial and ethnic groups: City Park has a highly diverse student population with the majority of students from Hispanic origins followed by White. There are a significant number of mixed race students also enrolled. (*see Enrollment Ethnic Gender Chart & Ethnic Enrollment by Grade charts below*)

Enrollment Ethnic and Gender										
School Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female	% Migrant
2016-2017	803	7.3	18.8	68.2	2.1	.2	3.2	48.4	51.6	
2015-2016	819	6.9	16.5	69.6	2.6	.5	3.9	48.96	51.03	2/2
2014-2015 FTE Count Day	819	6.0	19.0	68.25	2.5	.4	4.0	49.5	50.5	1/.001
2013-2014 10th Day	783	7.4	19.8	64.4	3.2	.1	5.1	49.6	50.4	3/3
2012-2013	809	7.5	17.9	65.8	3.5	.1	5.2	50.06	49.4	1/.01

Ethnic Enrollment By Grade 2016-2017									
	Total Enrollment	Grade	PK	K	1st	2nd	3rd	4th	5th
		Total	64	105	130	133	120	119	132
			#/%	#/%	#/%	#/%	#/%	#/%	#/%
Asian	17		3/4.7	2/1.9	2/1.5	1/7.5	4/3.3	3/2.5	2/1.5
Am. Indian	2		0/0	2/1.9	0/0	0/0	0/0	0/0	0/0
Hispanic	548		45/70.3	67/63.8	90/69.2	95/71.4	80/66.7	74/62.2	97/73.5
Multi	26		1/1.6	5/4.8	2/1.5	2/1.5	3/2.5	7/5.9	6/4.5
Black	59		3/4.7	10/9.5	10/7.7	7/5.3	9/7.5	14/11.8	6/4.5
White	151		12/18.8	19/18.1	26/20	21/28	24/20	21/17.6	21/15.9



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Students with disabilities: The self-contained special education programs previously housed at City Park were closed in during the 2012-2013 school year. These children were placed in base classrooms with service being provided through an inclusion/resource model of services. (See *Special Education & Special Education by Grade charts below*)

Special Education		
School Year	Program Enrollment	Percent of Student Population
2016-2017	59	7.33%
2015-2016	66	8.05%
2014-2015	51	6.22%
2013-2014	32	4.08%
2012-2013	43	5.31%

Year	Total	PK	K	1st	2nd	3rd	4th	5th
2016-2017	59	3	6	4	10	14	13	9
2015-2016	66	0	4	12	18	14	5	12
2014-2015 <i>Based on FTE Count Day</i>	51	0	(PK/2)5	9	10	10	6	9
2013-2014 <i>Based on 10 day</i>	32	0	7	2	5	5	5	8
2012-2013	43	0	(PK/3) 5	8	6	7	7	7



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Students with limited English proficiency: A significant percentage of students qualify for ELL services with over 21% of children enrolled qualifying. (*see English Language Learners & English Language Learners by Grade charts below*)

English Language Learners				
School Year	Total ELL	% of Total Student Population	ESOL program enrollment	% of Total student population
2016-2017	173	21.51%	173	21.51
2015-2016	173	21.12%	173	21.12
2014-2015 <i>Based on FTE Count Day</i>	193	23.35%	193	23.35
2013-2014	132	16.86%	132	16.86
2012-2013	231	28.55%	231	28.55

Year	Total	K	1st	2nd	3rd	4th	5th
2016-2017	173	27	46	45	28	16	11
2015-2016	173	45	41	31	28	17	11
2014-2015 <i>Based on FTE Count Day</i>	193	52	33	33	41	15	19
2013-2014	132	13	30	43	25	14	7
2012-2013	231	29	48	36	53	38	27

Early Intervention Program (EIP)		
School Year	Program Enrollment	Percent of Student Population
2016-2017	271	33.7%
2015-2016	374	45.66%
2014-2015	199	24.29%
2013-2014	412	52.6%
2012-2013	267	33.00%



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Early Intervention Program (EIP) By Grade							
Year	Total	K	1 st	2 nd	3 rd	4 th	5 th
2016-2017	271	69	56	39	31	40	36
2015-2016	374	94	61	39	65	67	51
2014-2015	199	0	53	52	44	20	27
2013-2014	412	87	65	102	54	42	62
2012-2013	267	48	50	36	57	29	47

Gifted Education		
School Year	Program Enrollment	Percent of Student Population
2016-2017	12	1.49%
2015-2016	20	2.44%
2014-2015 <i>FTE Count Day</i>	27	3.29%
2013-2014 <i>10 day enrollment</i>	24	3.06%
2012-2013	23	2.84%

Gifted Education Program (Challenge) By Grade							
Year	Total	K	1 st	2 nd	3 rd	4 th	5 th
2016-2017	12	0	0	0	3	3	6
2015-2016	20	0	0	3	3	5	9
2014-2015	27	0	2	5	5	5	10
2013-2014	24	0	0	4	1	8	11
2012-2013	23	0	0	2	5	8	9

F. The data (found within component II) has helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our program were . . . Extensive services are provided for our students who have been identified as struggling learners and student in most need of assistance including EL, impoverished, etc. In addition continuous and ongoing professional learning for teachers is provided around content, the creation of a learning environment with high expectations, collaboration around the design of work for children, assessment practices and analyzing data. Literacy coaches are provided to support and facilitate the work of children in and around these content areas.



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The major needs we discovered were . . . students in all grade continue to struggle in the area of mathematics based on assessment results. Writing across genre has also been determine as an area for needs improvement for our students along with increasing literacy achievement in accordance with GA Milestones Lexile rating.

The needs we will address are . . . The literacy coaches will work closely with teachers and students during the year to address the needs area in writing through training and classroom support along with additional guided reading support. In addition, staff will focus on the development of commons assessments and assessing data results to inform instruction in the various content areas. The school will focus on the Georgia Math frameworks in all grades, using the process as a resource for instruction in math. Identifying student mastery is a critical element and will serve as the basis for decisions to differentiate instruction.

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . . Our special needs students continue to be our lowest performing subgroup. ELL students and second language learners make up a high percentage of the student population and we continue to focus on the improvement of these students across content areas.

- Improve reading skills
- Develop writing skills around conventions
- Develop writing skills around informational writing and argumentative
- Math number sense
- Problem solving

The ROOTCAUSE/s that we discovered for each of the needs were . . .

- Lack of time for teachers to adequately prepare for instruction across each academic discipline
- Pacing time for all students to meet and exceed standards is different due to varying maturation rates.
- The need for more individualized instruction for some children
- The need to develop and implement common assessments to inform instruction.
- The need for more professional learning opportunities in the area of literacy and mathematics
- The need integrate content across the school day
- Lack of focus on the specific areas of need in writing, reading and mathematics



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G. The measurable goals/benchmarks we have established to address the needs were (Based on the new Georgia Milestones and SLO's assessments Kindergarten- Grade 5):

Teacher Areas of Focus

Mathematics Focus - Based on Pre and Post Student Learning Objectives (SLO) and GLOSS assessments in math, students in grades Kindergarten - 3 will show a minimum of 35% growth as indicated on the spring 2017 Student Growth Percentile (SGP)

Based on the 2015 and 2016 Milestones assessment results in math, students in grades 4 - 5 will show 35% growth as indicated on the spring 2017 Student Growth Percentile (SGP)

Reading Focus - Based on Pre and Post Student Learning Objectives (SLO) reading and guided reading data, students in grades Kindergarten - 3 will show 35% growth as indicated on the spring 2017 Student Growth Percentile (SGP)

Based on the 2015 and 2016 Milestones assessment results in reading, students in grades 4 - 5 will show 35% growth as indicated on the spring 2017 Student Growth Percentile (SGP)

Technology Focus - Student access to and use of technology to support learning will be enhanced by increasing the number of devices available for Kindergarten – 2 grade students.

Students in grades 3-5 will have individual technology devices (1to1)

All students in Grades Kindergarten - 5 will have access to and develop skills in keyboarding

A minimum of three parent information/communication sessions will be conducted during the course of the 2015-2016 school year

Professional Learning Focus - Staff will participate in ongoing training around content unit design and the development of common assessments to inform learning

Staff will participate in experiences designed to transform the school to a learning centered environment for children within a Professional Learning Community



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Background and Demographics

City Park enters its twelfth year as an elementary (grades PK-5) school in 2016-2017. Two Pre-K classrooms were added in 2009-2010 and a third classroom was added, fall 2013. Student enrollment has decreased slightly from 2015-2016.

Enrollment for **2015-2016** was **819** as compared to **2016-2017** count of **804**. There were **824** students enrolled on the last day of school in May 2016. The overall decrease in enrollment from the previous year is **20** students. During the current year there are six kindergarten classrooms (decrease of 1), six first grade (decrease of 1), seven second grade (increase of 1), six third grade, five fourth grade and five fifth grade (increase of 1) classrooms. Overall, City Park has increased classrooms by one from 2015 -2016.

City Park continues to have an extremely diverse ethnic population with the majority of students coming from Hispanic backgrounds. Students come from a wide range of socioeconomic backgrounds, as well. Based on the significant percentage of poverty students at City Park, the School was placed on Provision 2 status in October 2011. All students qualify for the free meal programs. This trend continues for 2016-2017.

A number of programs and services are provided for students that extend beyond basic classroom instruction. These programs include the Early Intervention Program (EIP) with 3 teachers serving children during the 2015-2016 school year. Four Reading Recovery teachers provide services for identified first grade students while combining roles with EIP. The Literacy coordinators also serve as EIP teachers for half the day. Additionally, students in the Challenge Program (gifted) receive content instruction in math (Grade 5 students receive services in science and social studies). Grade 5 Challenge students are also provided enrichment instruction one day per week at the district's C3 Center. The Dalton Public Schools C3 Center is located on the City Park campus. Challenge students are served through a pull-out model. English to Speakers of Other Languages (ELL), exceptional student services, resource classes, art, music, physical education, computer lab, guidance, and media are also important programs provided for a diverse student population.

Programs included in the 2016-2017 school year to support student success include A STEM lab (staffed by a certified teacher through Title I allocations), computer lab focusing on developing keyboarding skills and academic remediation software for students in grades K-5.

City Park met the requirements for Adequate Yearly Progress for seven years. The school made AYP in each subsequent year and was awarded Distinguished Title I School status throughout the final years of AYP determination in Georgia. A high percentage of poverty level and special needs students continue to challenge the staff in meeting the requirements and standards for high performing schools in Georgia. In



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%2012, Georgia was granted a waiver from the NCLB requirements and has introduced the College and Career Readiness Performance Index (CCRPI). The index assesses school performance base on a determination of multiple indicators of performance. Final performance data for the 2015-2016 school year are available on the Georgia Department of Education website. The staff remains committed to working toward high standards of performance for each child as we move forward as a learning organization.

Additional Demographic Data Utilized for Comprehensive Needs Assessment

Demographic data for 2016-2017 is based on student enrollment on the 10th Day of School. Additional information is based on the last day of the school year student enrollment data.

Enrollment By Grade								
Year	Total	PK	K	1st	2nd	3rd	4th	5th
2016-2017	803	64	105	130	133	120	119	132
2015-2016	819	64	120	145	121	124	133	112
2014-2015	819	66	148	121	131	126	107	120
2013-2014	783	44	128	129	134	109	109	130
2012-2013	809	44	140	141	110	123	129	122

School Data

Classrooms by Grade								
Year	Total	PK	K	1st	2nd	3rd	4th	5th
2016-2017	38	3	6	6	7	6	5	5
2015-2016	38	3	7	7	6	6	5	4
2014-2015	35	3	6	6	6	6	4	4
2013-2014	38	2	7	7	7	5	5	5
2012-2013	37	2	7	7	5	6	5	5

Average Daily Attendance	
Year	% Attendance
2015-2016	96.1
2014-2015	96.50
2013-2014	97.02
2012-2013	96.82



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Mobility* Rate of Students				
School Year	Enrollment on Last day	Students Entered After Day 1	Students Withdrawn After Day 1	Mobility Rate
2015-2016	824	127	89	26.21%
2014-2015	822	124	98	27.00%
2013-2014	808	88	113	24.49%
2012-2013	801	113	94	25.84%
2011-2012	793	123	88	26.61%

**For the purpose of this document, mobility rate for students is defined as the percentage of students who enter or leave school between the first day of school and the last day of the school year (withdrawal and reentry of the same child counts once). Add all students in "mobility status" and divide by the total number of students enrolled on the last day of school. This is your mobility percent.*

Homeless Children and Youth		
School Year	Number	Percent of Student Population
2016-2017	11/803	1.4%
2015-2016	36/819	4.4%
2014-2015 <i>FTE Count Day</i>	26/819	3.17%
2013-2014 <i>Day 10 Enrollment</i>	29/783	3.70%
2012-2013	18/809	2.22%

Retention Rate BY Grade							
Retention Rates	Total Number	% in K	% in 1 st	% in 2 nd	% in 3 rd	% in 4 th	% in 5 th
2015-2016	1/12%	1/08%	0/0	0/0	0/0	0/0	0/0
2014-2015	15/1.9%	6/4.1%	5/4.1%	1/8%	2/1.6%	1/9%	0/0%
2013-2014	11/1.4%	9/7.0%	1/1.0%	1/1.0%	0/0%	0/0%	0/0%
2012-2013	17/2.10%	5/3.457%	5/3.54%	3/2.72%	2/1.62%	2/1.33%	0/0%



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Demographic indicators show that our Hispanic students at City Park continue to be the majority population served. Significant numbers of parents are unable to speak English which poses a challenge in terms of home school communication and in parent involvement within the school. There are a number of staff members who are fluent in Spanish and assist with translation and interpretation needs. A partnership with Morris High School also provides student translators as support. Demographics and student assessment data indicate that there is a wide range of performance in terms of student mastery and achievement levels, based on identified subgroups. The data indicates the need to continue to provide learning opportunities to address a wide range of abilities and learning styles.

With the implementation of the Common Core Performance Standards, new technologies, and the development and integration of new teaching and learning processes, ongoing professional learning experiences are required. The school continues to focus professional learning for staff around providing engaging work for students through collaborative design. The focus has narrowed to the design of math units and the development of common formative assessments in math. The Primary and Intermediate Literacy Collaborative frameworks along with Reading Recovery staff in grade 1 are a resource in providing students with sound instructional processes to support both reading and writing development. Leveled Literacy Intervention, which is also provided as an instructional support for students who are challenged in the area of reading, is offered as an instructional strategy. The staff continues to work with district level math personnel along with various professional learning opportunities in order to strengthen math competency. In addition, A STEM lab, computer lab, and the use of 1 to 1 devices have been created to support students in the areas of math, technology, the sciences, and in writing.

Technology assisted instruction has become a significant component of the teaching and learning process at City Park. Building capacity in the area of technology continues to be a high priority. The capacity to support technology assisted instruction for our students is not currently available, but is essential to providing children with the tools they need to perform in the 21st century. Providing students and staff with access to the latest in technology hardware and software will be an ongoing focus for school improvement.

Disaggregated data for City Park students is provided in a longitudinal format in Component 11. Refer to Section XI for specific data on each of the subgroups served at City Park. City Park serves students in the following subgroups; English Language Learners (ELL), Students With Disabilities (ESS), Gifted (Challenge) Early Intervention Program (EIP) and, Economically Disadvantaged. The primary ethnicity served is Hispanic followed in order by White, Black, Multiracial, and Asian.



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2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: See below. Each student at City Park School is afforded access to any program or service that will enable the individual to achieve academic success. This includes services through the regular classroom environment or participation in qualifying programs such as Early Intervention, Exceptional Student Services, English Language Learners, Gifted, or Early Childhood Pre-Kindergarten. Students in Kindergarten through third grade will be given locally created common assessments in order to assist in the design of lessons based on data informed instruction. . Students in Grades three through five will be administered the Georgia Milestones assessments in the spring of each year. These assessments will be used to determine a student growth measure in Math, Language Arts (including reading proficiency and writing), Science, Social Studies.

B. Use effective methods and instructional strategies that are based on scientifically based research that:

- 1.) strengthen the core academic program in the school.
- 2.) increase the amount and quality of learning time, such as providing extended school year and before- or after- school and summer program opportunities, and help provide an enriched and accelerated curriculum.
- 3.) include strategies for meeting the educational needs of historically underserved populations

The strategies which we will utilize to address the needs of **all** children in the school so that each demonstrates proficiency related to the State’s academic content and student academic achievement standards:

- Literacy Collaborative Framework
- Georgia Mathematics Frameworks
- Common Core Georgia Performance Standards or Georgia Performance Standards for Literacy, Mathematics, Science, Social Studies
- Reading Recovery and Literacy Lessons
- Leveled Literacy Intervention program
- Individual Education Plans for ESS students



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2. Schoolwide reform strategies that:

- Response to Intervention for identified students who are struggling
- ELL program for second language learners
- Early Intervention Program for academically challenged students
- Challenge and Bridges programs for students performing beyond grade level
- Migrant Student Services
- Morris High School student tutors
- Computer lab for writing and Keyboarding
- STEM Lab
- Before school morning reading program Grades 1-5
- Summer literacy tutoring for struggling learners
- Ongoing formative Common Assessments to inform instruction and differentiate learning

The school provides programs that are based upon effective means of raising student achievement.

Following are examples of the scientifically based research supporting our effective methods and instructional practices strategies (*cite research to support selected strategies*):

- The **Literacy Collaborative** framework has been adopted by the district as an instructional delivery model based on continuous work with Lesley University. Instructional strategies and implementation of components are research based and ongoing support provided by literacy trainers.
- The **Georgia Frameworks for Math** have been adopted by the State of Georgia based on extensive research and work on the national common core curriculum for math. Best practices continue to be embedded through the work of math consultants.
- **Common Core Georgia Performance Standards** are being implemented over time based on research and work conducted through the Department of Education
- **Reading Recovery, LLI, and Literacy Lessons** are researched based foundational programs supporting the development of reading skills with struggling readers
- **IEP's** are mandated through IDEA and provide identifies special needs children with individual plans that accommodate learning needs; accommodations are based on best practice
- **RTI** identifies students who are at risk academically and prescribes research based strategies to support academic performance
- **ELL** services are provided for second language learners in an effort to develop English language skills and provide opportunities for the student to access the same curriculum as other students
- **EIP** program services are provided at all grade levels to struggling learners



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2. Schoolwide reform strategies that:
<p>performing below academic performance standards. Research based on smaller class sizes for struggling students is a foundation for the program</p> <ul style="list-style-type: none">• Challenge and Bridges affords opportunities for those students performing beyond expectations. Smaller groupings allow these students to work beyond normal classroom parameters• The Migrant program addressed the needs of students who do not have firm foundation due to continuous mobility• After School Tutoring provides students with additional exposure to content based on research indicating that students learn at their own rate and on their own time.• Computer Lab experiences allow students to access content based on individual needs that support learning of skill s and concepts in specific content areas.• Summer literacy tutoring provides students with additional exposure to content based on research indicating that students learn at their own rate and on their own time. <p>The school utilizes effective instructional practices that increase the quality and amount of learning time. We will increase the amount and quality of learning time by</p> <ul style="list-style-type: none">• Increased Instruction time for mathematics (1.5 hour daily block)• Extended time for literacy (3 hour daily block)• Integration of all content areas through literacy• Emphasis on an inclusion model of services for student support in (EI, ESS, ELL)• Master schedule modification to incorporate intervention within the regular classroom instructional day• Provide for more individualized instructional needs through Reading Recovery, Literacy Lessons, and LLI• Offer after school tutorial programs for students in grades 3-5, ELL, and migrant• Concentrate grade level collaboration to development of units and common assessments in math <p>C. Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:</p> <ol style="list-style-type: none">1.) counseling, pupil services, and mentoring services2.) college and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may



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2. Schoolwide reform strategies that:

include applied learning and team –teaching strategies; and

3.) the integration of vocational and technical education programs

- Establish annual teacher academic focus criteria resulting in the establishment of academic performance goals for all students and grade levels (from needs assessment).
- Provide for both a primary and intermediate literacy coordinator to train and coach teachers in the development and implementation of a literacy framework
- Continuous professional development in the area of literacy
- Provide for a math coach to support and coach teachers in the implementation of the math frameworks.
- Through Literacy lesson, Leveled Literacy Intervention and Reading recovery address the needs of individual students identified as struggling in the development of reading skills
- Develop a focus on math training and implementation in grades K-5
- ESS teachers are provided continuous support for addressing the individualized needs of exceptional students.
- Maintain high performance expectations for all students around the adopted core curriculum
- Research the feasibility of the development and implementation of a math/science lab experience for students (STEM LAB)
- Computer Coding for students
- Keyboarding Lab for K-5
- Continue training staff in (SIOP) Sheltered Instruction Observation Protocol
- Work with all Support staff to align student work to the mastery of performance content standards
- Focus on an inclusive model of support services meeting the needs of students within the regular classroom setting
- Teacher plans reflect differentiation and intervention practices to provide students with opportunities to master content
- Work with grade levels to develop, administer, and analyze common assessments around content to inform practice
- Guidance and counseling services through a full time position
- Career education experience for students in grade 5
- Big Brothers Big Sisters Buddy/Mentoring program



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2. Schoolwide reform strategies that:

D. Address how the school will determine if such needs have been met; and 1.) are consistent with, and are designed to implement, the state and local improvement plans, if any.

Determinations will be made regarding meeting the needs of all children at City Park based on the analysis of results from common formative assessment and academic performance assessments such as SLO's and Milestones. In addition surveys by students in grades 3-5 and perception surveys by parents and staff will be used to determine the effectiveness of academic and support programs for all children.

3. Instruction by highly qualified professional staff

Response:
City Park Elementary School has a highly qualified professional staff. Mr. Jason E. Brock serves as the principal. Dr. Tammy Gomez serves as Assistant Principal along with Mrs. Amie Gabriel). City Park has a total of **65** certified staff members and **14** classified staff members that provide quality instruction for our children. The background of the staff is diversified, unique, and filled with rich experiences. Several staff members are bi-lingual and assist with translation between staff, parents, and students. Many colleges and universities are represented within our staff, with a large majority of staff holding advanced degrees. A number of teachers are currently working on advanced degrees while paraprofessionals have/are seeking teaching credentials. In addition, all staff members participate in continuous learning provided through system wide staff development sessions and site based professional development. Veteran teachers serve as mentors for our new teaching staff and meet regularly to collaborate and refine lessons. A team of auxiliary staff that includes the paraprofessionals, secretaries, media specialist, guidance counselor, social worker, cafeteria personnel, and custodial staff enhance a quality instructional staff that supports teaching and learning within our school. A school nurse is also on staff working under the direction of the Whitfield County Health Department. Currently, as a school, we do not directly recruit teachers. The Human Resources Department completes the recruiting process and applicants are screened before interviewing with the principal, assistant principal, and members of the faculty/staff. We do, however, indirectly have strategies in place to assist in recruitment and build relationships with prospective teachers. **Fourteen** new teachers joined the instructional staff in **August 2016**. As a result, teacher induction continues to be a priority. The administration continues to work with Dalton State, Kennesaw State, Lee University, and Covenant College staff to place students within our building to complete their intern and student teaching assignments. We also have asked for prospective teachers to be allowed to complete their student teaching at City Park and have worked with our HR department to issue contracts to these teachers early in the hiring process as positions become available.

All City Park teachers are highly qualified and certified for the content areas they are responsible.



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Title I funds are allocated to provide continuous professional learning experiences for teachers and staff that are specific to the areas of identified need. The current focus is on implementation of CCGPS and common formative assessment of performance within a professional learning community.

Examples of Professional Development Experiences provided at City Park:

- 40 hour Literacy Collaborative training for year 1 teacher
- 10 hours continuous learning experience for teachers around Literacy Collaborative implementation
- Literacy coordinators provide coaching and facilitate regular conversations around implementation of LC
- Literacy collaborative components training for support staff and paraprofessionals
- Ongoing training with teachers around the CCGPS Math standards and frameworks with a math coach and consultant
- Grade level collaborative work and unit design focus on CCGPS Math standards and frameworks
- Teachers participate in District teams to address assessment, mapping and rubrics for standards based instruction and reporting
- Technology training
- Training for Pre-K provided by Bright from the Start for Building leaders, teachers and paraprofessionals
- District provides ESS staff with ongoing training to support implementation of content standards with identified students
- Weekly collaborative grade level sessions focused implementation and assessment of performance based on state standards
- WOW sessions with staff, conducted by administrators and coaches, focused on data analysis and informing instruction
- Vertical Content and Assessment Team works specifically with math and Literacy implementation from a schoolwide perspective based on identified needs
- Reading Recovery training & Literacy Lessons
- Leveled Literacy Intervention and Literacy Lessons training



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- ESS Teacher participate in intermediate LC certification training through Lesley University
- SIOP training for selected staff
- WO W Framework induction on Design and engagement with Sandy Jenkins
- District and School Design Teams

B. We have aligned professional development with the State's academic content and student achievement standards:

All professional learning experiences provided through the school and district are embedded in increasing knowledge and awareness of the State CCGPS in the areas of Literacy, Math, Social Studies, and Science. Standardized assessment results are analyzed and used to determine the focus of work with children and to drive the development of professional learning for staff based on identified needs.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

Significant resources are allocated annually to provide for professional learning around identified target areas. These include:

- A Primary and Intermediate Literacy coordinator
- Full time teacher to develop STEM learning experiences
- Master schedule provides for common plan time for grade level and support teachers to work together on content design, and development of common assessments
- Title I allocations for professional learning experiences specific to identified needs
- Reading Recovery positions to support struggling readers (ongoing training at district level)
- SIOP Training for ELL and classroom teachers to embed effective teaching strategies
- Content specific materials and supplies purchased to support professional learning and training
- Funding provided to provide for a partially staffing and resourcing a mathematics Lab

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- WOW sessions on Assessment and Analysis of Data
- LC coaching and conferencing sessions on benchmarks, running records, assessments, etc.
- WOW induction
- SIOP training
- Math Frameworks training
- School administration and coaches meet with teachers to discuss data, determine needs, and set goals
- RTI sessions
- IEP meetings

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

Highly Qualified Instructional Staff

The City Park staff works within a professional learning community that focuses on collaboration and teamwork. Our expectation is that staff will dedicate themselves to the core business of providing students with quality engaging work that will result in each individual learning what he/she needs to know and becoming a contributing citizen of the world. In addition we expect staff to put students at the forefront of their work, be instructional leaders, embrace change, maintain a sense of flexibility, and be a continuous learner. These expectations are instilled at all levels from administration, teachers, paraprofessionals, custodial, and cafeteria staff. Currently, all City Park School certified staff members are highly qualified based on certification requirements. A number of teachers are currently working on advanced degrees. Also, a number of our paraprofessionals have/are working toward teacher certification.

Strategies to Attract High Quality Teachers

Dalton Public Schools makes every effort to attract highly qualified and quality teachers who share the vision and beliefs of the school system. Human resources personnel and certified staff members seek quality applicants through job fairs hosted by colleges and universities around the Southeast. Prospective graduates from area degree programs are afforded the opportunity to observe, intern, and student teach within the school system, providing another avenue for targeting quality applicants.

The Dalton Public Schools website provides prospective applicants with exciting details about the system in general while the school site provides school specific information. DPS will continue to offer an intense but informative new teacher induction and City Park will further induct new staff on site through the WOW Induction process and utilization of mentor teachers. The district continues to attract teachers from surrounding communities and states by offering on-going professional learning opportunities, clean and attractive buildings, competitive salaries



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and benefits, high academic standards for all students, and an opportunity to work in a culturally diverse community.

Recruitment/Induction of Highly Qualified Staff - Professional Staff Qualifications

The Human Resources Department completes the recruiting process and applicants are screened before interviewing with principals. We do, however, indirectly have strategies in place to assist in recruitment and build relationships with prospective teachers. Our administration works with Dalton State staff to place students within our building to complete their intern and student teaching assignments. We also have asked for prospective teachers to be allowed to complete their student teaching at City Park and have worked with our HR department to issue contracts to these teachers early in the hiring process if vacancies exist. City Park does have an induction and mentor program for new teachers.

City Park seeks highly qualified candidates to fill prospective teaching vacancies. Criteria for recommending individuals for employment at City Park include knowledge and expertise in field, willingness to participate in continuous professional growth activities, commitment beyond the classroom, interactions with colleagues, rapport with children and parents, and focus on high standards for academic performance. Candidates for employment are carefully screened before recommendations are made through the human resources department. New staff members are provided with ongoing induction type activities and are paired with a mentor teacher to provide support during the critical transition period. The district further supports securing the best possible instructional staff by providing significant resources for professional growth and development.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by:

Parents are invited to attend a session at the school to review the Title I Plan, The Parent Compact, The Parent Involvement Policy, and the Title I Budget. This session is conducted annually. A power point presentation is utilized to provide information to parents regarding the plan. The meeting is conducted in Spanish and English as needed. Formal invitations are sent home, it is posted on the school website, published in the school newsletter, announced through the school message center, and displayed on the school's digital sign. Parents are afforded an opportunity to provide input and make suggestions that will assist in the annual revision and update. In addition the Title I program is explained to parents at the open house conducted at the beginning of each school year. The timeline for input and review is as follows:

- Annual Needs Assessment: May - September
- Parent Compact reviewed and modified: April - May
- Parent Compact provided to parents, staff, and students: October
- Parent Involvement Plan reviewed and modified: April - May
- Parent Involvement Plan provided to parents: August - September



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- Title I Budget prepared and submitted: August - September
- Parent Meeting to review and provide input for Title I documents: September
- Carry Over Budget developed: October - February

B. We have developed a parent involvement policy that is included in our appendices that:

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive program plan available to the LEA, parents, and the public (internet, newspaper, newsletter)
- The Parent, Student, Teacher, Principal Compact as required is included with the Parent Involvement Policy
- Parent Involvement Checklist included

Involving parents in the education of each child is an important aspect of the work of the school. The staff continues to address the need to both encourage and involve parents in school events and activities. Examples of ways in which the school is involving parent in the home school partnership are;

- A Family Liaison position has been developed and the coordinator is housed at City Park.
- A Family Resource Room has been established to provide parents a comfortable environment for conferencing, working on the computer, or obtaining information regarding school and the classroom.
- A series of parenting skills classes are provided at the school and are open to parents of students from across the district.
- The Family Liaison offers weekly courses for parents in computer skills and English language immersion.
- Volunteer opportunities are made available for parents to support and assist in classrooms, school activities, and other events such as field trips.
- A school store (Panther Mart) is opening during the 2014-2015 school year and will be run by parents and students.
- PTO
- ELL Parent Meeting
- City Park Caravan
- Coffee and Conversation
- Family Nights (content related)
- Fall Festival and Spring Fun Day
- Grade level parent meetings and awareness sessions
- Parent informational meetings



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Attached to this Section is: *The Parent Involvement Policy* and the *School Compact*.

- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

City Park School implemented a Pre-K program for the first time in 2009-2010 with the opening of two classrooms. A third classroom was added in the fall of 2013. Three classrooms currently feed seven existing kindergarten classrooms. Other children zoned to attend City Park may receive Pre-K services at one of the other elementary schools in the district, attend community based preschool program, or receive no services. The addition of the PK program has provided these children with the opportunity to learn the school and become adapted to the learning environment in preparation for their entry into the Kindergarten program. City Park serves 64 Pre-K children.

During the spring local preschool programs are given the opportunity to bring children to the school for an orientation and tour of the school facility. Children learn about the cafeteria, riding the school bus, and familiarize themselves with the kindergarten classrooms. In addition, they meet teachers, and see the music room, art room, media center, and gymnasium.

An orientation program for children and their parents who are entering the PK program is provided in the spring (Pre-K Peek). Individual tours are also provided for parents who are interested in learning more about the school prior to their child's enrollment in the program. The administration also takes the opportunity to visit local preschool programs that extend invitations to meet the children who will be attending City Park in the fall.

City Park Teachers and paraprofessionals who work with kindergarten students are involved in the student registration that takes place each spring. This allows these individuals an opportunity to meet children who will be enrolling in the school. During this time, readiness assessments are administered to provide the school with information that will facilitate placement in kindergarten classrooms.

Pre-K teachers and the administration work closely with Bright from the Start staff and our district Pre-K liaison to ensure that the Pre-K classrooms are functioning properly and meeting the needs of the children. Training on working with Pre-K children and establishing effective classrooms and services is provided for both teachers, paraprofessionals, and administrators annually. System level training is also provided for both teachers and paraprofessionals assigned to the Pre-K program.

An orientation for students and their parents enrolling at City Park is conducted at the beginning of each year. Pre-Kindergarten registration is conducted by the district in April while Kindergarten registration is conducted in March, annually. Students who enter during the year are processed through the district enrollment center with documentation and individual services



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provided on site. Students withdrawing during the year are processed through the school office with records request documentation completed so that the receiving school will have information on the student. Pre-K vacancies due to student withdrawal are filled immediately to maintain the mandated class size of 22 children per classroom. New student registration is conducted by the Pre-K coordinator.

Each spring an orientation is provided by Dalton Middle School for the fifth grade class. This gives them an opportunity to become familiar with the facility and to meet staff and administrators. Parent orientations for rising sixth grade students are conducted by Dalton Middle School staff. Records and documents are forwarded to the middle school to provide for a smooth transition. City Park conducts a fifth grade graduation ceremony each year to recognize our students moving on to the middle school.

Students entering the school during the course of the school year are processed through the office with records being attained from the former school. Each new student is assigned to a House made up of K-5 students. This is an effort to build a sense of ownership and commitment to the school. Parents are introduced to the new teacher and the student is assigned a class buddy to assist in the transitions process. Students requiring special services are determined by records provided by the former school.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The ways that we include teachers in decisions regarding use of academic assessments are...

City Park will adhere to state standards and federal guidelines regarding the assessment of students for the purpose of attaining achievement data and determining school improvement initiatives. The City Park staff will determine assessments to be utilized in the evaluation of student performance within individual classrooms. Goals and objectives will be adjusted and or modified as specific needs arise. Changes will be made within the academic program to accommodate the identified needs.

The Georgia Milestones will be administered in the spring of 2017 to students in grades 3-5. The writing component required for third and fifth grade students will be embedded within the Milestones. With the assessment up to 30% (increasing yearly until 100%) of students will be required to participate in the assessment online. Literacy Collaborative benchmark assessments, ACCESS Testing (ELL), common assessments, and any additional system mandated measures will be used to assess the performance of City Park students.

A standards based report will be used to determine student progress toward mastery of standards. Progress and quarterly reports will be based on the Common Core Georgia Performance Standards. Student assessments will be used to determine each individual's progress and his/her present level of performance. Teachers will conduct an on-going process of evaluation to determine what revisions are needed so



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the students will meet the goals and objectives. Other indicators that will be used in addition to the test data include: parent input, projects, written reports, rubrics, and participation in instructional activities.

Procedures to include teachers and staff in the decision making process regarding the use of assessment include, but are not limited to, the Design Team, Leadership Team, WOW, Grade Level Teams, grade level unit design experiences, analysis of test data, individual test results with teachers/parents, grade level meetings, and leadership/staff retreats. The following organizational format and procedures will ensure staff involvement in the decision making and assessment processes of City Park:

- Design Team
- Leadership Team
- Evidence and Assessment Team
- Design Resources Team
- Professional Learning Communities
- School Committees
- School Council
- Grade Level Collaborative Planning
- Shared Decision Making Process
- Inquiry Based Learning
- Curriculum Mapping/ Alignment
- Standardized Test Analysis Sessions
- Six Social Systems
- School Transformation Model
- Perception Surveys

School Planning Teams

School Design Team

The Design Team functions as a school think tank to share ideas and design experiences for staff that will result in engaging work for students. The team is made up of the Principal and six (6) teachers including classroom and support. This team utilizes the needs assessment as a means of establishing areas of focus for professional development and goal setting around identified needs. The purpose of the team is to build the professional learning community to establish a conducive and productive learning environment for children and to bring focus to the areas of academic need that, as a result of professional development and critical work, will result in students achieving at higher levels. The team analyzes a variety of data and assessments to drive decision making.

Leadership Team

The Leadership Team is composed of one representative from each grade level and support area as selected by members of that team. Sessions are conducted on a monthly basis and are facilitated by administration. The Leadership Team is a platform to conduct operational business and review data and needs of the school.



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Evidence and Assessment Team

Evidence and Assessment team is comprised of the principal, two assistant principals, and four teachers. The purpose of the team is to analyze data and design experiences for teachers to assist in data analysis.

Design Resource Team

The Design Resource Team is comprised of the principal and eight teachers. The purpose of the DRT is to evaluate resources and design specific manners in which to better utilize them to improve student outcomes.

Grade Level Team Collaboration

Each grade level meets a minimum of twice per week during a common plan time to collaborate. Grade level collaboration is specific to the design of content including common assessment and analysis of student performance. The intent of collaboration is to analyze assessment data and inform instruction decisions for students. Data is also used to determine placement of students in intervention.

Design Days

Grade levels have the option of designing work, developing common assessments and embedding data analysis process through voluntary design days. This affords grade levels with an extended time to work collaboratively in assessing data and designing work for students based on informed decisions.

- | | |
|----|--|
| 9. | Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. |
|----|--|

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

The staff of City Park School has planned activities 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 will be immersed with effective and timely assistance in order to see that goals are met. Each teacher will maintain formative records of student performance and will provide current data showing work and deficiencies. For those students who are having difficulties the following programs and services are available and will be utilized:

- Response to Intervention
- Differentiation of instruction though intervention based on common assessment results



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- ELL services
- EIP (math/literacy)
- Exceptional Student Services
- Speech services
- Literacy Collaborative
- Leveled Literacy Intervention
- Literacy Lessons
- Math Frameworks
- WHIZ Kids tutoring program
- Inclusion model for support services
- Writing/Keyboarding Computer Lab
- Reading Recovery
- Challenge Program with C3 for Grade 5
- Stem Lab
- Summer reading program *Big Red Reads*

B. Measures to ensure that student's difficulties are identified on a timely basis.

- Literacy coordinator facilitate benchmarking to identify individual students needs relative to reading, writing, and language
- ELL teachers administer ACCESS assessments to determine services for second language learners
- ESS staff assess and progress monitor students to determine specific academic needs resulting in the development of the IEP
- Reading Recovery teachers assess first grade students in the fall to identify struggling readers
- Common formative assessment in math and reading

C. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

- Literacy Collaborative training for benchmarking
- Ongoing Reading Recovery training on assessment and progress monitoring
- District level testing and assessment training sessions
- ELL staff training on use of ACCESS assessments
- ELL staff training on benchmarks, progress monitoring, and testing modifications
- RTI training with teachers around identification and Tiers of intervention
- Grade level work with administration around assessment, analysis of data, and common formative assessments
- Teacher training on standards based reporting, assessment rubrics



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- Teacher team participates in the Assessment Institute

D. Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and the additional assistance available to the student at the school or in the community

- Student early release days provided for parent conferencing
- ELL annual parent meeting with ELL staff
- EIP parent meetings conducted by ESS staff
- Parent support for 1st grade students participating in Reading Recovery
- Teacher-parent conferences regarding standards based reporting, the CCGPS, and rubrics for assessment of student performance
- Social worker parent conferences to provide student and family support beyond the classroom addressing social and emotional needs; connections with community and social service agencies to support the child and family
- Counselor parent conferences to address and support needs of the child and family from a social, emotional, and behavioral perspective

Implementation of Programs and Services to Support Student Learning

- Implementation of the CATS Character Education Program
- Implement student recognition programs (including Academic Pep Sessions)
- Provide for the development and operation of a student leadership council
- Implementation of a Student Design Team
- Emphasis will be placed on providing instructional opportunities that will assist ELL students in exiting the program within two years of entry
- Utilize Moby Max along with other web based support to reinforce school/home instructional needs
- Provide for student use of iPad technologies to support learning
- Development of common assessments to inform instruction
- Design of units around identified tough to teach concepts
- Beta Club
- Community service programs and events (Pennies for Presents, City Of Refuge, etc.)
- Intervention and differentiation of instruction within the classroom
- Computer assisted individualized web based learning
- Whiz Kids after school intervention program (individual tutoring)



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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

A. List of state and local educational agency programs and other federal programs that will be included

City Park will utilize a variety of programs available to create a high quality comprehensive educational program for its students. With a diverse population of students, a variety of specialized programs are needed to provide for and support significant academic growth. The various programs will be coordinated within the school day so that resources can be shared to benefit all students.

Migrant Program - Extended day services are provided for migrant education qualifying students in the Academy City Park. Students in grades 1-5 participating in this tutorial program are provided transportation. Funding is provided through the migrant program. Migrant program services are also extended to families of qualifying students.

Whiz Kids - a one on one tutoring program is provided for third grade students one day per week at the Dalton Presbyterian Church. The church provides transportation from school and parents transport their children home following the tutoring session.

First Methodist Church - An established partnership with the school that will result in providing social services, tutoring, volunteerism, and programs directly impacting children

Reading Recovery - Reading Recovery is a district funded literacy program serving the lowest percentile of students in grade 1 with significant delays in reading ability; there are four Reading Recovery Teachers on staff.

Leveled Literacy Intervention and Literacy Lessons - A district funded program providing ongoing support for identified students who are significantly delayed in reading ability

ELL - A federal program providing support for children who are second language learners; City Park employs three ELL teacher full time and teacher who provides one additional ELL segment daily.

Exceptional Student Services (ESS) - A federally and state funded program providing services for special needs students; City Park houses those students, across the district, who have been considered as self-contained moderately impaired. These students are now served through a regular classroom placement with a modified resource model. The majority of ESS students are served through an inclusion model. Five teachers are



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on staff in this program along with a speech and language pathologist.

Home Depot - Providing support for STEM lab projects including human resources, supplies, and materials

Shaw Industries- Building a partnership to support engineering programs through the STEM lab

Truancy Treatment Team - Partnership with the local judicial system providing intervention services for families whose children have significant school attendance issues

Northwest Georgia Health Care Partnership - Local agency partnership providing health and nutrition education for schools; partnership assist in sponsoring health fairs for 2nd grade children annually

Challenge Program - Instructional support for those students achieving above expectations; the program provides extended service in math for grade 1-4 identified students and math, science, and social studies for identified fifth graders

Early Intervention Program - Instructional assistance in the area of literacy and math for children in grades 1-5 who have been identified as being below grade level in one or more content areas; inclusive instructional services are provided by one full time EIP teachers, Reading Recovery Teachers, and Literacy Coordinators

Big Brothers/Big Sisters - Community based program providing adult role models for students from single parent homes

Social Services - Provides support for students and their families based on individual needs; social Services works on housing issues, food needs, clothing, medical care etc.

CATTITUDE- School wide character education program used by classrooms in grades K-5

Provisional II Program - all students at City Park qualify for free meals including breakfast and lunch. Due to the high percentage of students in poverty, all children qualify for the federally funded program

Junior Achievement - Local program bringing business and community stakeholders into the classroom to support instruction; Model lessons on provided for participating classrooms sharing authentic, real world learning experiences=

Creative Arts Guild - Provides the school with fine arts programs to enhance the instructional curriculum

Schlechty Center - The Center for Leadership in School Reform provides professional learning experiences that enable teachers to engage children in meaningful engaging work; The Center also conducts a district Leadership Academy

Dalton Education Foundation - community based foundation that support the educational programs of the district and schools

High School Buddy Program - High school students work with elementary students to reinforce and motivate children to build on their learning experiences and embrace a vision of high school completion

Dalton State College, Lee University, Covenant College, Kennesaw State University -



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Partnership with the local college providing observation experiences, internships, and student teaching practicums for individuals moving into the teaching profession; Tutorial sessions are also provided college students working with second language learners

Northwest Georgia RESA - State education agency that provides professional training opportunities for staff, supplies at low costs, and repair services for equipment

National Association of Elementary School Principals - Organization supporting the work of the school through recognition programs and services designed for the elementary school

Bright From the Start - Georgia based program providing support for the implementation of Pre-Kindergarten programs in the school

Georgia Highlands - a state agency providing counseling services for students experiencing mental or social issues

DFACS - This department works with children and families in crisis, particularly those students in danger of physical or emotional abuse

Boys and Girls Club - A United Way agency providing after school programs for students; a bus is made available to transport students to the center daily

Gingerbread House - A local day care providing after school care for students along with daily transportation

Community Resources - The school calls upon a variety of local businesses and agencies to support ongoing programs and activities to support student and family based services.

Whitfield County Health Department- Provides for a school nurse and ongoing health screening for students; the dental program also provides on sit dental screenings for students at the request of parents

City of Refuge - A local agency providing meals and primary care needs for homeless families; the school has a partnership with the agency and provides meals for clients during the course of the year

Title I, Title III - Federal programs providing support and services for students

Dalton High School and Morris Innovative High School - provide programs and translation services for students and their families

B. Description of how resources from Title I and other sources will be used

The *Title I Budget* for City Park School along with the *Carryover Budget* is included as an attachment in component 8. In addition the school's FTE Budget allocation work sheet is included. Any purchases directly supporting the school through Title IIA and Title III are made at the district level. ESPLOST allocations that would support the school are also determined at the district level. Available resources are utilized to support student achievement and enhance the curriculum, specifically, math, literacy, science, and social studies.



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C. Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National Community Service Act of 1990

The school plan is developed in conjunction with all federal and state programs relative to school to work, vocational, or community service requirements for public schools. The school is working to meet the standards established by the state for the College and Career Readiness Performance Index being implemented through the Department of Education.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

Through a variety of sources, data is analyzed to determine student achievement. Considering the ethnic diversity and socioeconomic status of the student population, it is essential to disaggregate data in a manner that allows for an accurate analysis of individual student growth and achievement within specific groups. A data warehouse is utilized by the district and a district coordinator is dedicated to keeping the information current and supplying school administrators with disaggregated data as requested. Standardized test data from the state is already disaggregated by subgroup when received. This data is posted in Sharepoint, a secure intradistrict website, and is available to each principal and assistant principal. Hardcopies of test data are provided to principals and assistant principals. Additionally, the state maintains the SLDS (Student Longitudinal Data System). The school and individual teachers can access performance data and information for each student. The system houses student data for each year the child has been enrolled in a Georgia school.

Provisions for Collection and Disaggregation of Data

A variety of data sources will be utilized to determine student achievement. Data will be analyzed through formative evaluation procedures as well as summative year end assessment. Utilization of Infinite Campus along with the SLDS will provide teachers with historical test data and information on each student in the classroom. The program will enable school staff to assess performance trends and determine necessary improvements in instructional practice. With this information the school can develop sound instructional goals for children across the curriculum. Teachers play an important role in the development and use of academic assessments. Utilization of common formative assessments in Math and ELA provides ongoing performance results for individual students, classrooms, and grade levels. Teachers are using data from these assessments to inform instruction. Members of the Design Team along with the Evidence and Assessment Team work through the school improvement process in determining data and assessments needed to measure progress. Considering the extreme diversity and socioeconomic status of the student population, it will be essential to disaggregate data in a manner that will allow for an accurate analysis of individual student growth and achievement within specific groups.



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Writing skills have been incorporated into the Georgia Milestones. The assessment data for writing skills will be evaluated as information is released. Although assessment methods have changed, it is important to utilize longitudinal data to evaluate instructional practice.

Benchmark assessments in literacy are used to determine guided reading levels. Formative assessment in literacy is conducted throughout the year to determine student progress. Georgia Milestones are used to identify instructional needs relative to reading and language arts, math, social studies, and science. Data is used to determine achievement for specific subgroups of children.

Students in grades 1-5 will also have access to the GOFAR benchmark assessments in Math and ELA. This tool will be used to familiarize children with the test taking genre and to reinforce academic skills.



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Longitudinal Student Assessment Results

School Year	Subject	Grade Level	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	
2015-2016	Mathematics	03	34.7 %	44.4 %	16.9 %	4.0 %	
		04	39.6 %	46.3 %	12.7 %	1.5 %	
		05	31.0 %	38.8 %	25.9 %	4.3 %	
		Combined	35.3 %	43.3 %	18.2 %	3.2 %	
	Science	03	33.9 %	48.4 %	15.3 %	2.4 %	
		04	59.7 %	29.9 %	9.7 %	0.7 %	
		05	37.9 %	35.3 %	25.0 %	1.7 %	
		Combined	44.4 %	37.7 %	16.3 %	1.6 %	
	Social Studies	03	35.0 %	50.4 %	11.4 %	3.3 %	
		04	58.3 %	31.8 %	9.8 %		
		05	24.6 %	50.0 %	21.9 %	3.5 %	
		Combined	40.1 %	43.6 %	14.1 %	2.2 %	
	ELA	03	51.2 %	33.3 %	14.6 %	0.8 %	
		04	48.5 %	38.6 %	12.1 %	0.8 %	
		05	29.8 %	43.0 %	25.4 %	1.8 %	
		Combined	43.6 %	38.2 %	17.1 %	1.1 %	
	2014-2015	Mathematics	03	31.3 %	46.1 %	22.7 %	
			04	33.9 %	40.0 %	22.6 %	3.5 %
			05	32.2 %	46.6 %	17.8 %	3.4 %
			Combined	32.4 %	44.3 %	21.1 %	2.2 %
		Science	03	36.7 %	49.2 %	12.5 %	1.6 %
04			48.7 %	34.8 %	14.8 %	1.7 %	
05			47.0 %	31.6 %	20.5 %	0.9 %	
Combined			43.9 %	38.9 %	15.8 %	1.4 %	
Social Studies		03	30.7 %	55.9 %	11.8 %	1.6 %	
		04	44.7 %	37.7 %	14.9 %	2.6 %	
		05	22.4 %	51.7 %	21.6 %	4.3 %	
		Combined	32.5 %	48.7 %	16.0 %	2.8 %	
ELA		03	40.9 %	40.9 %	16.5 %	1.6 %	
		04	31.6 %	42.1 %	19.3 %	7.0 %	
		05	38.5 %	36.8 %	22.2 %	2.6 %	
		Combined	37.2 %	39.9 %	19.3 %	3.6 %	



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13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

Both state mandated and other formative assessments that are given have reliability and validity and have been predetermined either by the state or by the program specific organizations through which the assessment is obtained. Locally developed assessments are created with fidelity and with alignment to the CCGPS standards. These are regularly reviewed for effectiveness regarding the information that is obtained and the usefulness of specific test questions.

Students in grades 3-5 are administered the Georgia Milestones in the spring. Students in K-2 are administered a locally developed assessments. Disaggregated data is provided by the testing company for state assessments and reviewed by staff. Student Growth Percentiles will be calculated and provided for review based on Milestones results. Results are also sent to parents with explanations as to the interpretation of results.

Primary level data is provided through the GKIDS assessment for Kindergarten, and Bright from the Start data for Pre-Kindergarten.

Students in grades three through five are administered the Georgia state assessment during the spring each year. Statistical significance relative to validity and reliability for The Milestones will be determined by the testing company. This information will be shared as it is made available. Disaggregated results for subgroups are studied by individual grade level. Student assessment data is uploaded to the Student Longitudinal Data System (SLDS). Student assessment results are also compiled and reported as part of the (CCRPI) College and Career Readiness Performance Index. Assessment data from national or state assessments are utilized to make instructional decisions.

The district has developed formative assessments in math and literacy to assist teachers in informing instruction. Teachers also develop common formative assessments based on standards and the curriculum map for the grade level.

14. Provisions for public reporting of disaggregated data.

Response:

Provisions are made for public reporting of disaggregated data. Individual student results are shared with students' parents through conferences and mailings of assessment result forms. Additionally, schoolwide performance data is shared with parents and the general community via parent information sessions, PTO meetings, through report cards, and web-based content. Longitudinal student data is posted for students through the Student Longitudinal Data System (SLDS). School performance data is made available through the College and Career Readiness Performance Index (CCRPI).

Assessment data results are shared with stakeholders as they are submitted to the school. Parents will be provided with assessment results for the new Sate testing system along with interpretation guides as they are made available to the school. Results from these assessments are reviewed by individual teachers and grade levels. Sessions are conducted by the



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administration to review performance results and trends with each grade level. Determinations are made regarding instructional priorities using the data. In addition, decisions relative to RTI for individual students are made using disaggregated assessment data. Individual student, classroom, and subgroup data is provided to each teacher so that they can be informed of specific student needs. Copies of student data reports are placed in the individual cumulative folder and used for conferencing and/or reporting to receiving schools. Historical assessment data is maintained in a notebook in the principal's office and is available for teachers and parents upon request.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

The Title I plan is developed and implemented on an annual basis. The needs assessment is conducted in the fall of the year following the first ten day count. The data contained in the 2016-2017 plan is based on information available from the day 10 student count. This allows for an accurate comparison of data indicators from year to year providing longitudinal data trends for both demographics and academic performance. The Plan is reviewed by staff and parents and submitted to the Title I Director at the Dalton Public Schools central office. Revisions are made throughout the year as needed.

- Annual Needs Assessment: May - September
- Parent Compact reviewed and modified: April - May
- Parent Compact provided to parents, staff, and students: October
- Parent Involvement Plan Reviewed and modified: April - May
- Parent Involvement Plan Provided to parents: August - September
- Title I Budget prepared and submitted: August - September
- Parent Meeting to review and provide input for Title I documents: October
- Carry Over Budget developed: October - February

Copies of the current plan are available online and in the school office for staff or parent review at any time.



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16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

The Title I plan is developed each year with the input of City Park School stakeholders. parents, teachers, and/or PTO. The plan is reviewed and revised annually. The Title I Plan, the Parent Compact, the Parent Involvement Policy, and Title I budget are each included in the process of developing the Title I plan. Parents and staff are provided and opportunity for input into the development of the plan during an annual meeting. The meeting is posted on the school website, announced through a communique sent home, and advertised on the digital sign. The plan is available to parents, staff and the community at any time during the year for review and/or additional input.

17. Plan available to the LEA, parents, and the public.

Response:

The City Park Title I Plan is available for review by parents and the community at any time. Hard copies of the plan, the compact, and the parent involvement policy are available in the business office upon request. The compact is provided for parents at the beginning of each school year. Copies of all Title I Plan documents are provided to staff online as a reference for planning and data analysis. In addition electronic and hard copies of the document are available at the Dalton Public School central office. Components of the plan are posted on the school website. These are maintained by the Title I director.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language..

Response:

This plan is translated to the extent feasible into Spanish, due to the significant percentage of parents of participating students in the school who speak Spanish as their primary language. Therefore, anyone needing access to the plan through Spanish can schedule an appointment the school to have a staff member translate the plan document.

Although copies of the Title I Plan and Parent Policy are not directly translated into Spanish, any parent or community member seeking information on the program is provided a translator to interpret the information and answer specific questions relative to content. The Parent, Student, Teacher, Principal compact is translated and sent home to each parent annually. The Title I information session for parents and the community is conducted in both Spanish and English. With the addition of a parent resource room and parent liaison position, the school is able to provide better services for our Spanish speaking parents. Documents in the resource room are in both English and Spanish. All communications sent home are provided in both English and Spanish. Phone calls, conferences and other face to face communications are done through translators for those individuals unable to speak English.



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19. Plan is subject to the school improvement provisions of Section 1116.

Response:

The school develops a continuous improvement plan based on a needs assessment, taking into consideration student performance and achievement along with needs for professional development and growth of staff. Based on the College and Career Readiness Performance Index for schools in Georgia, City Park is not currently under a mandated school improvement plan based on school performance.