

School Improvement Plan 2018-2019



City Park School

Dalton Public Schools



SCHOOL IMPROVEMENT PLAN



Richard Woods, State School Superintendent
“Educating Georgia’s Future.”

205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(404) 657-4209
www.gadoe.org
askdoe@gadoe.org

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

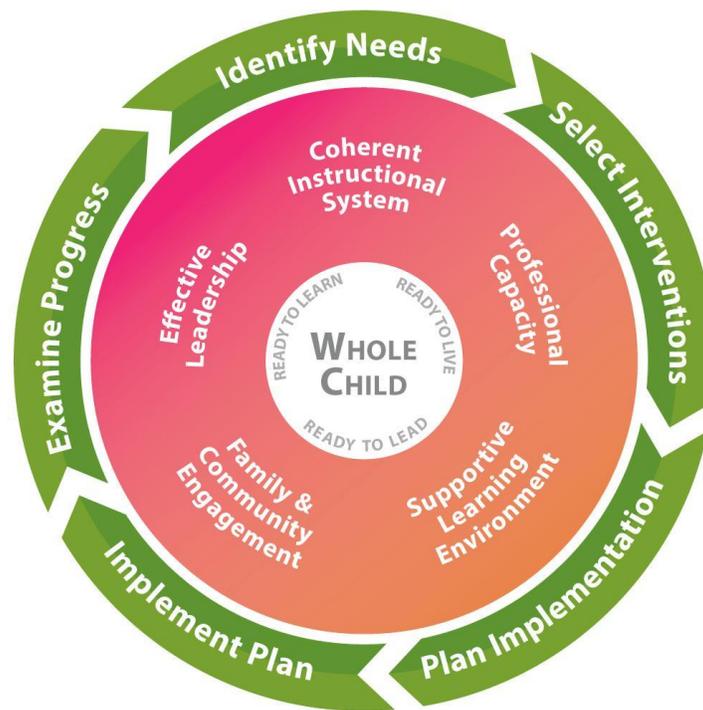
The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- | | |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview | February 10, 2017 |
| • Planning and Preparation | February 17, 2017 |
| • Coherent Instructional System | February 24, 2017 |
| • Effective Leadership | March 3, 2017 |
| • Professional Capacity | March 10, 2017 |
| • Family and Community Engagement | March 17, 2017 |
| • Supportive Learning Environment | March 24, 2017 |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017 |
| • Problem Solving Process and Selecting Interventions | April 7, 2017 |
| • Improvement Planning - Systems and Processes | April 21, 2017 |
| • Planning - Budgeting | April 28, 2017 |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP) | May 5, 2017 |

To contact the Department with any questions related to this plan, please email federalprograms@doe.k12.ga.us and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at nhandville@doe.k12.ga.us.

GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

SCHOOL IMPROVEMENT PLAN

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Dalton Public Schools
<i>School Name</i>	City Park School
<i>Team Lead</i>	Jason Brock
<i>Position</i>	Principal
<i>Email</i>	jason.brock@dalton.k12.ga.us
<i>Phone</i>	(706) 876-4500

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	“Fund 400” - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal applications
<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 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific *Measurable* *Attainable* *Relevant* *Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System CIS-1

Planning for quality instruction CIS-2

Delivering quality instruction CIS-3

Monitoring student progress CIS-4

Refining the instructional system

Effective Leadership

EL-1 Creating and maintaining a climate and culture conducive to learning

EL-2 Cultivating and distributing leadership

EL-3 Ensuring high quality instruction in all classrooms

EL-4 Managing the school and its resources

EL-5 Driving improvement efforts

Professional Capacity

PC-1 Attracting staff

PC-2 Developing staff

PC-3 Retaining staff

PC-4 Ensuring staff collaboration

Family and Community Engagement

FCE-1 Welcoming all families and the community

FCE-2 Communicating effectively with all families and the community

FCE-3 Supporting student success

FCE-4 Empowering families

FCE-5 Sharing leadership with families and the community

FCE-6 Collaborating with the community

Supportive Learning Environment

SLE-1 Maintaining order and safety

SLE-2 Developing and monitoring a system of supports

SLE-3 Ensuring a student learning community

SCHOOL IMPROVEMENT PLAN

2.2 OVERARCHING NEED #1

Overarching Need	
Increase students who score proficient and above on required assessments	
Root Cause #1	Interim and formative assessment items are not representative of higher levels of depth of knowledge
Root Cause #2	Students are not fluent in academic language
Root Cause #3	Teachers need more support in unpacking, deconstructing, and understanding the full rigor of standards in the four content areas
Root Cause #4	Progress monitoring and academic interventions for struggling students are not consistently implemented
Root Cause #5	Lack of benchmarks and common assessments
GOAL	Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019. Noted as Content Mastery on CCRPI

COHERENT INSTRUCTIONAL SYSTEM

GOAL	Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019.
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Structure(s)	CIS-1, CIS-2, CIS-3, CIS-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Review curriculum documents to ensure alignment with the cognitive demands of standards	General Budget	a. Completed by June 30, 2019	Grade Level
		b. Monitored quarterly by Chief Learning Officer	Reps
2. Administer MAP assessments in ELA, Math, and Fluency	General Budget	a. Administer August, November, and March	Grade Level
		b. Rollout plan; Benchmark data	Reps/APs
3. Provide ongoing embedded coaching support for teachers in all content areas	Title I Part A; General Budget	a. July to June annually	Admin/Academic Coaches
		b. Coaching notebooks and schedules/PLC Notes	
4. Provide training/materials on new SS and Science standards and methodologies	General Budget; Title II Part A	a. June 2018 to June 2019	Select Grade Level
		b. Monitored quarterly by Chief Learning Officer	Team Members
5. Identify and provide instructional resources needed to support core content instruction	General Budget; Title I Part A;	a. August to June	Admin
		b. Monitor through budget process	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Ensure incorporation of time in schedules to provide interventions to address gaps resulting from poverty	Ensure incorporation of time in schedules to provide interventions to address gaps resulting from mobility
English Learners	Migrant
Teachers of EL students will participate in prof learning in various learning opportunities for learning strategies	Ensure time in students' schedules for instructional interventions to address gaps resulting from mobility
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps above	Special ed staff training in differentiation using Leveled Literacy Intervention and targeted math intervention (implementation of pilot of Early Footsteps literacy)

EFFECTIVE LEADERSHIP

GOAL | Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019.

Structure(s) | EL-1, EL-3, EL-4, EL-5

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Build leadership capacity to recognize structures through content area Rigor Redefined courses provided through NWGA RESA	General Budget	a. Six meetings throughout year	Admin Team/ Leadership Team
		b. RESA training schedule, training materials	
2. Train leaders and teachers in the analysis of assessment data and the use of electronic data warehouses	General Budget; Title I	a. July thru December	Leadership/Admin Team(s)
		b. Training agendas and sign in sheets	
3. School leaders will allocate the use of time, materials, and fiscal resources for progress monitoring of achievement through RTI	General Budget; Title I	a. August thru June	Administrative Team
		b. Progress monitoring schedules	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Leaders will participate in a series of RESA led training in content areas Rigor Redefined	Addressed in Action Steps above
English Learners	Migrant
Addressed in Action Steps above	Addressed in Action Steps above
Race/Ethnicity/Minority	Students with Disabilities
Methods will be developed to disaggregate data to ensure that subgroup performance is monitored and analyzed.	Addressed in Action Steps above

PROFESSIONAL CAPACITY

GOAL | Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019.

Structure(s) | PC-2, PC-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Conduct professional learning in academic language and depth of knowledge	General Budget	a. Ongoing PLC training monthly b. Training Agendas and follow up training plan	Admin Team
2. Engage collaborative learning teams in PLCs to study GaDOE curriculum, instruction, and assessment resource	N/A	a. August to May b. PLC agendas and sign in sheets	Admin Team DRT, LeadershipTeam
3. Provide ongoing embedded coaching support for teachers in ELA and math	Title I Part A; General Budget	a. August to May b. Coaching notebooks, Coaching schedules	LC Coaches Math Lead, District C&E Support
4. Continue to build teacher and leader capacity in the providing of quality and engaging work for students	Title I and Title II, Part A	a. July thru June b. District and school agendas, notes, sign in sheets	Principal
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Leaders will participate in a series of RESA led training in content areas Rigor Redefined	Addressed in Action Step 1.
English Learners	Migrant
Addressed in Action Step 1.	Addressed in Action Step 1.
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Step 1.	Staff are building out the state's math Foundation curriculum with district math coordinators

FAMILY and COMMUNITY ENGAGEMENT

GOAL | Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019.

Structure(s) | FCE-2, FCE-3, FCE-4

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Inform and educate parents/guardians about effective balanced literacy instruction	N/A	a. August to May	Academic Coaches, Admin Leadership Team
		b. Meeting agendas/feedback	
2. Use Family Engagement Coordinators to build capacity for parent involvement in academic achievement	N/A	a. August thru June	Family Engage.Coor.
		b. Parent class and meeting schedules; agendas, sign in sheets	
3. Use Family Engagement Coordinators to build capacity for staff to understand and value parent contributions	N/A	a. August thru June	Family Engage.Coor.
		b. Staff meeting schedules, agendas, sign in sheets	
4. Provide teacher induction class with cultural awareness training and tools for parent communication	General Budget	a. July and August	District Director of School Suppo
		b. Induction agenda, materials, sign in sheets	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps 1-4	The foster and homeless liaison (social worker) will partner with school leaders and family engagement coordinators for parent support and communication.
English Learners	Migrant
School provides literacy classes for parents to build capacity for parent involvement in academic achievement of students	Addressed in Action Steps 1-4
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps 1-4	ESS staff will work to help parents understand the curriculum and identify student strengths

SUPPORTIVE LEARNING ENVIRONMENT

GOAL | Increase the percentage of students performing at levels 3 & 4 on GMAS in ELA, math for grades 3-5 and in social studies and science for grade 5 by 6% in 2019.

Structure(s) | SLE-2

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. RTI teams will monitor student support systems and service/progress monitoring	N/A	a. August thru June	Assistant
		b. RTI agendas, notes, sign in sheets	Principal
2. School Admin will meet with District Student Success Team to assist in development of workable RTI plan	General Budget, Title I Part A	a. September thru November	Assistant
		b. RTI agendas, notes, sign in sheets	Principal
3. RTI teams will capture baseline data and information related to progress monitoring	N/A	a. September thru November	Assistant
		b. Collected data, RTI agendas, notes, sign in sheets	Principal
4. Identify and implement effective and consistent instructional intervention strategies	General Budget, Title I Part A	a. August thru June	Admin Team,
		b. Interventions program data	LC and Math Ca
5. Identify ways of embedding academic support within the school day	General Budget, Title I Part A	a. August thru June	Admin Team
		b. Schedule	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps 1-5 Above	Addressed in Action Steps 1-5 Above
English Learners	Migrant
Addressed in Action Steps 1-5 Above	Addressed in Action Steps 1-5 Above
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps 1-5 Above	Addressed in Action Step 1 along with student IEP teams

SCHOOL IMPROVEMENT PLAN

2.3 OVERARCHING NEED #2

Overarching Need	
Monitoring of program effectiveness	
Root Cause #1	RTI process not being used consistently
Root Cause #2	Progress monitoring not being used consistently
Root Cause #3	Lack of benchmark assessments
Root Cause #4	Lack of consistent and frequent interim assessments
Root Cause #5	
GOAL	By 2018-2019, the school will implement NWEA's Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness

COHERENT INSTRUCTIONAL SYSTEM

GOAL	By 2018-2019, the school will implement NWEA’s Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness
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Structure(s)	CIS-3
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. In 2018-2019, the school will administer MAP assessment in ELA, Math and Fluency	General Budget Title I	a. August thru March	Assistant
		b. Finished Assessments and results	Principal(s)
2. The school will use MAP assessment results for progress monitoring of student mastery of standards	N/A	a. August thru May	Admin Team
		b. Assessment results and progress monitoring records	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
MAP results will assist teachers in progress monitoring and identifying ED students for tutoring and other instructional interventions.	MAP results will assist teachers in progress monitoring and identifying foster and homeless students for tutoring and other instructional interventions.
English Learners	Migrant
MAP results will assist teachers in progress monitoring and identifying EL students for tutoring and other instructional interventions.	MAP results will assist teachers in progress monitoring and identifying migrant students for tutoring and other instructional interventions.
Race/Ethnicity/Minority	Students with Disabilities
MAP results will assist teachers in progress monitoring and identifying subgroup students for tutoring and other instructional interventions.	SIP plan includes scheduled progress monitoring and analysis with identification of action steps and target students

EFFECTIVE LEADERSHIP

GOAL	By 2018-2019, the school will implement NWEA’s Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness
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Structure(s)	EL-3, EL-4, EL-5
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Admin Team, district trainers/coaches and teachers will develop MAP assessment process and analysis	General Budget	a. August	Directors of School Support
		b. Completed assessments, meeting notes	
2. District Literacy and Math trainers will develop strategies for MAP	N/A	a. August	District Literacy/ Math Trainers
		b. Completed blueprints	
3. School leaders will allocate the use of time, materials, and fiscal resources for progress monitoring of achievement	General Budget; Title I	a. August thru May	Assistant Principal
		b. Progress monitoring schedules	
4. District and school leaders will analyze data to identify gaps and inform instruction.	N/A	a. July thru December	District and school leaders
		b. Data analysis documents, meeting agendas, sign in sheets	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
District and school leaders will consider the unique needs of ED students when identifying gaps and considering possible barriers to student achievement.	District/school leaders will consider the unique needs of foster/homeless students when identifying gaps and considering possible barriers to student achievement.
English Learners	Migrant
ESOL certified staff will participate in the creation of the MAP analysis	District/school leaders will consider the unique needs of migrant students when identifying gaps and considering possible barriers to student achievement.
Race/Ethnicity/Minority	Students with Disabilities
District and school leaders will develop methods to disaggregate data to ensure that subgroup performance is monitored and analyzed.	ESS learning specialists will participate in the creation of the analysis of MAP

PROFESSIONAL CAPACITY

GOAL	By 2018-2019, the school will implement NWEA’s Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness
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Structure(s)	PC-2, PC-4
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Train leaders and teachers in the effective use of electronic testing platforms	General Budget; Title I	a. July thru June	Assistant
		b. Training schedules and sign in sheets	Principal
2. Train leaders and teachers in the analysis of assessment data and the use of electronic data warehouses (SLDS, OTISED, RESA, etc.)	General Budget; Title I	a. July thru December	Admin Team
		b. Training schedules and sign in sheets	
3. Conduct professional learning in academic language and depth of knowledge	General Budget; Title I	a. August thru May	Admin Team
		b. Training agendas and follow up training plan	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps 1-3 Above	Foster/Homeless liaison will receive training in the analysis of assessment data and the use of the electronic data warehouse.
English Learners	Migrant
ESOL teachers will participate in the academic language and depth of knowledge trainings	Addressed in Action Steps 1-3 Above
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps 1-3 Above	SIP capacity building grant funds district coach to lead in creating a process of progress monitoring and effective implementation

FAMILY and COMMUNITY ENGAGEMENT

GOAL By 2018-2019, the school will implement NWEA’s Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness

Structure(s) FCE-2, FCE-3, FCE-4,

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Inform parents about new benchmark assessments/purpose/implementation plan	N/A	a. September and February	Admin Team
		b. Evidence of parent communications	
2. Family engagement coordinators build parent capacity to understand district assessment plan and uses	N/A	a. September thru December	Family Engage.Coor.
		b. Meeting agendas, sign in sheets and notes	
3. Benchmark assessment results will be used to inform grade reporting to parents	N/A	a. August thru June	Admin Team
		b. Report cards	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps 1-3 above	The foster and homeless liaison will partner with school leaders and family engagement coordinators for parent support and communication.
English Learners	Migrant
Parent communications will be available in Spanish and other languages as needed and feasible. Parent Engagement Coordinators are bilingual.	Addressed in Action Steps 1-3 above
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps 1-3 above	Alternate curriculum benchmarks utilized to monitor student progress, inform IEP goals, and help parents understand the needs of their children

SUPPORTIVE LEARNING ENVIRONMENT

GOAL By 2018-2019, the school will implement NWEA’s Measurement of Academic Progress (MAP) assessment in the areas of ELA, Math, and Fluency to monitor instructional program effectiveness

Structure(s) SLE-2

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. RTI teams will monitor student support systems and services/progress monitoring and RTI	N/A	a. August thru June	Assistant
		b. RTI agendas, notes, sign in sheets	Principal
2. RTI teams will meet with school leaders to develop a workable plan	N/A	a. September thru November	Assistant
		b. RTI agendas, notes, sign in sheets	Principal
3. RTI teams will capture baseline data and information related to progress monitoring and RTI	N/A	a. September thru May	Assistant
		b. RTI agendas, notes, sign in sheets, collected data	Principal
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Addressed in Action Steps 1-3 above	Addressed in Action Steps 1-3 above
English Learners	Migrant
Addressed in Action Steps 1-3 above	Addressed in Action Steps 1-3 above
Race/Ethnicity/Minority	Students with Disabilities
Addressed in Action Steps 1-3 above	ESS learning specialists will participate in the creation of the district benchmark and interim assessments.

2.4 OVERARCHING NEED #3

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

SUPPORTIVE LEARNING ENVIRONMENT

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

EFFECTIVE LEADERSHIP

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

PROFESSIONAL CAPACITY

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

FAMILY and COMMUNITY ENGAGEMENT

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

SUPPORTIVE LEARNING ENVIRONMENT

GOAL

Structure(s)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.

[Sec. 2103(b)(2)]

The school seeks input from many stakeholders through formal and informal settings, including school cross-functional team meetings, family nights, PTO meetings, School Council Meetings, RESA meetings with various job-alike or program specific meetings, public feedback surveys, non-profit agency administrators and volunteers that partner with the school (City of Refuge, United Way, Dalton First United Methodist Church, etc.).

4.b - 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. [Sec. 1111(g)(1)(B)]

As a Title I school with high levels of minority and economically disadvantaged students, City Park Administration, with support from human resources and district directors, seek to recruit, select and retain the best possible professional educators to provide instruction to students. Human resources reviews district and CPI data through locally developed reports and reports provided by the Georgia Professional Standards Commission and the Georgia Department of Education.

4.c - 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). [Sec. 1114(b)(7)(ii)]

All schools in Dalton Public Schools are Title I School wide programs and all have a major focus on core content instruction and student achievement. Here are instructional initiatives to be used to address the overarching need to raise student achievement: At elementary and middle, there are major initiatives being implemented including Literacy Collaborative, Reading Recovery, and a math framework modeled around the New Zealand math model (NZ Math) and Number Talks with Sherry Parrish. Literacy coaches and Reading Recovery teachers continue to be provided using Title I monies. Ongoing professional learning is provided for these specialized teachers so that the integrity of the framework is maintained and new ways of thinking about literacy instruction are consistently sought after and explored. New teachers receive a 40 hour training course during their first year of implementation. City Park utilizes our STEM lab and instructional activities to boost core content instruction. All teachers rely heavily on the Georgia Standards of Excellence to plan instruction in all content areas. Unpacking, deconstructing and understanding the rigor of standards, academic language, literacy, math, science, and social studies content and pedagogy, and the use of technology to support instruction are focus areas for professional learning. Additionally, teachers work in PLC/design teams and embed design qualities when designing work for students, especially around the hardest to teach/hardest to learn content standards. Inside the tiered support for ELs (resource/pull-out, push-in/inclusion, language academy, sheltered instruction, etc.), research-based frameworks are used for instruction such as: SIOP, Working on the Work Framework. Art, Music, Physical Education, and Guidance using Character Education are also offered to all students. The programs listed are integrated into the regular curricular offerings. All student progress is reviewed through progress monitoring. Students who are most academically at-risk receive interventions through the RTI program. Students in grades 3 - 5 have 1:1 technology devices provided for them. Students in grades K-2 have technology devices available to them at school. Canvas, a learning management platform, is becoming increasingly integrated into content instruction . Parents can also monitor student assignments and grades through Canvas.

SCHOOL IMPROVEMENT PLAN

4.d - 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.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

N/A

4.e - 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.

[Sec. 1114(b)(7)(V)]

Little Cats is a district initiative to assist parents in working with their preschool age (3 and 4 year olds) on basic literacy skills to be ready to transition into PreK and Kindergarten programs. Children and their parents attend Little Cats classes together to build both child and parent capacity to successfully transition to the school setting and increase the probability of school success in the very earliest grades. Although this is a district initiative, City Park staff and future students/parents are involved and influenced through the program.

The school coordinates and integrates parental involvement programs and activities with other programs (e.g. Big Red Reads) including other activities that encourages and supports parents to increased participation. Parental involvement programs for Title I, EIP, ESS, Bright from the Start, Migrant, Homeless, Reading Recovery, Literacy Collaborative, are all integrated. School based and district programs plan together, provide services together, and evaluate program effectiveness together. The City Park Social Worker serves as a representative on the Community Collaborative Team. The team consists of representatives from community agencies who provide services for community families. Their main goal is to collaborate and coordinate services so that these are received seamlessly by families. Sharing is Caring Christmas initiative, The Parent University and the district's coordinated parent workshops for Sharing is Caring are two examples of coordinated efforts in the district in which the school has direct influence and programs that impact current students and potential students.

City Park School has one (1) Inclusion PreK classrooms. This provides an extra level of support to PreK students with disabilities. Dalton Public Schools hosts four BFTS Summer Transition classrooms. Three classes are Dual Language Rising PreK, to support the high percentage of English Language Learner students in the district. The fourth class is an Inclusion Rising Kindergarten class to provide additional support to ESS students as they transition into the school setting. City Park staff members are involved with this program as teachers and support. All summer programs are intended to support our students and families who are most at-risk.

SCHOOL IMPROVEMENT PLAN

4.f - 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.

[Se. 1114(b)(7)(II)]

N/A

4.g - 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. [Sec. 1114(b)(7)(III)]

The school believes that, if students are provided with quality and engaging work, they will do the work and be less likely to misbehave. The school has supports in place to reduce the overuse of discipline practices that remove students from the classroom. These supports include:

1. A fulltime district BCBA behavior specialist is employed to work with teachers and students. The specialist has certification in administering a functional behavior assessment.
2. City Park has a certified counselor and school social worker available to serve students and their families.
3. Our BCBA Behavior Specialist and district ESS staff will review data reports monthly to inform ISS and OSS events for SWDs. Results will be analyzed to determine which students need increased support. Collaboration with school administrators and teachers will be sought to develop a plan to decrease ISS/OSS events.

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).