# School Improvement Plan
# 2020 - 2021

**Identify Needs**

**Select Interventions**

**Plan Implementation**

**Implement Plan**

**Examine Progress**

Coherent Instruction

Effective Leadership

Professional Capacity

Family & Community Engagement

Supportive Learning Environment

READY TO LEARN

READY TO LIVE

READY TO LEAD

WHOLE CHILD

# Dalton Public Schools
# Brookwood Elementary School

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

General Improvement Plan Information

| District | Dalton Public Schools |
|---|---|
| School Name | Brookwood Elementary School |
| Team Lead | Meleia Bridenstine |

| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | |
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| ✓ | Traditional funding (all Federal funds budgeted separately) |
| | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| | 'FUND 400' - Consolidation of Federal funds only |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) | |
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| ✓ | Free/Reduced meal application |
| | Community Eligibility Program (CEP) - Direct Certification ONLY |
| | Other (if selected, please describe below) |

# 2. SCHOOL IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Students need quality time on task to productively struggle while being supported. |
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| Root Cause # 1 | Classroom behavior interferes with learning. |
| Root Cause # 2 | Lack of clear connection between Professional Learning and student progress. |
| Root Cause # 3 | Lack of parental strategies and resources to support at home. |
| Root Cause # 4 | Lack of student self-monitoring of progress and reflection on work. |
| Root Cause # 5 | Lack of sufficient instructional resources to address changing academic needs of students that align with testing requirements and STEM. |
| Goal | Increase the total weighted percentage of students scoring at Levels 3 and 4 on the GMAS ELA, Math, Science, and Social Studies in grades 3-5 by 3% in 2021. |

Action Step # 1

| Action Step | Establish digital student portfolios for students to create opportunity for evidence of learning and self-reflection. |
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| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems | Coherent Instruction<br>Family and Community Engagement |
| Method for Monitoring Implementation and Effectiveness | Monitored by term by SeeSaw analytics. |
| Position/Role Responsible | Admin/Coach/Teachers/Students |
| Timeline for Implementation | Weekly |

**Action Step # 1**

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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**Action Step # 2**

| Action Step | Identify and provide additional instructional resources needed to support core content and STEM research. |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Monitor needs and uses monthly in grade-level meetings. |
| Position/Role Responsible | Admin/Teachers |
| Timeline for Implementation | Monthly |

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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**Action Step # 3**

| Action Step | Administer MAP Growth and analyze individual student results to guide instruction. |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation and Effectiveness | Monitor review of data during quarterly data meetings. |
| Position/Role Responsible | Teachers/Admin/Students |
| Timeline for Implementation | Quarterly |

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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**Action Step # 4**

| Action Step | Review classroom lessons to ensure clear lesson focus and teacher checking for student understanding. |
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| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A |
| Systems | Coherent Instruction<br>Professional Capacity |

**Action Step # 4**

| Systems | Supportive Learning Environment |
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| Method for Monitoring Implementation and Effectiveness | Monitor using walk-throughs and formal classroom observations. |
| Position/Role Responsible | Teachers/Admin. |
| Timeline for Implementation | Weekly |

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |
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# 3. REQUIRED QUESTIONS

## 3.1 Stakeholders, Serving Children, PQ

Required Questions

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| 1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished. | We have held quarterly school council meetings, have a functioning PTO group that we have met with on Zoom, surveyed our staff and interviewed our students. With the pandemic closing our schools in March and through the summer, it has been tough to do as much in person input as we are accustomed to doing. |

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| 2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. | We have a website gapsc.org where we check all certifications to be sure that teachers are highly qualified. We are doubled checked by our Human Resources Department. Our TKES rating system also allows for teacher effectiveness to be calibrated in an ongoing fashion. Lastly, our superintendent has required ten walk throughs a day of our classrooms to assure effective practices. |

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| 3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). | Our instructional program is balanced literacy and guided mathematics. Resources from our state department are used and district curriculum teams led by teacher leaders pace our work. Brookwood School has a literacy and math instructional coach, Reading Recovery and EdGenuity which target our needs regarding academically at-risk students in our school. |

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| 4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. | Not Applicable as we are not Targeted Assisted. |

# 3. REQUIRED QUESTIONS

## 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

| 5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. | Our district has a program called Little Cats that supports transition from home to Kindergarten for students not served in Pre Kindergarten. Little Cats shows parents how to help their children with various readiness skills, helps children make friends and alleviates anxiety related to starting school for the families. Several of our local early childhood centers take tours of our school to bridge daycare to "big school". We also have Big Red Reads that is a bus of books children can check out through the summer to alleviate gaps. This is a service offered to all children, not just PK-5. |
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| 6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. | Our fifth graders have several spring meeting options with the administrator, teachers and lead students where they show students entering middle school "the ropes." Parents are also included in this process. The process is called "Cougar Launch" and has the focus of facilitating effective transition for students from elementary school to high school.<br><br>Regarding the transition from middle to high school, that is not applicable to Brookwood Elementary School. |
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| 7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. | Our school is a PBIS school and we have set, taught procedures our students use where we emphasize the positive behaviors and have interventions for students when their behavior is not positive. We use "Love and Logic" methods from the administrative side of student conferencing when acitions call for that intervention. |
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ADDITIONAL RESPONSES

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