



- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School Improvement Plan

School Name	Dunleith Elementary
School Year	2019-2020

Members



Ayo Richardson, Principal

Daniel Frisbie, SGT Teacher

Tiffany Moody, SGT Teacher

Angela Greer, SGT Teacher

Kara Johnson & Tarnisha Ruben
Instructional Coaches

Adrian Coetzer, SGT Community Member

Keisha Brown, SGT Parent

Jolene Istas, SGT Parent

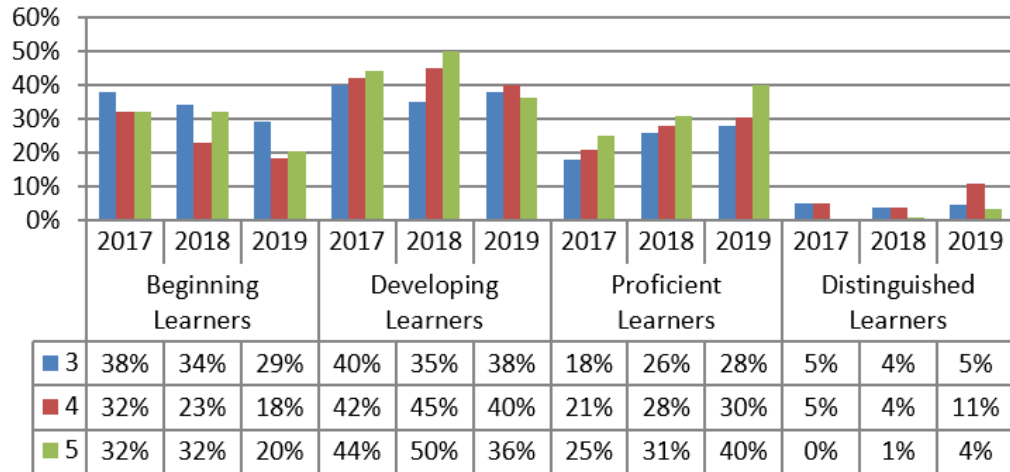
James Guthrie, Assistant Principal

Rachel Brown-Miller, Assistant Principal

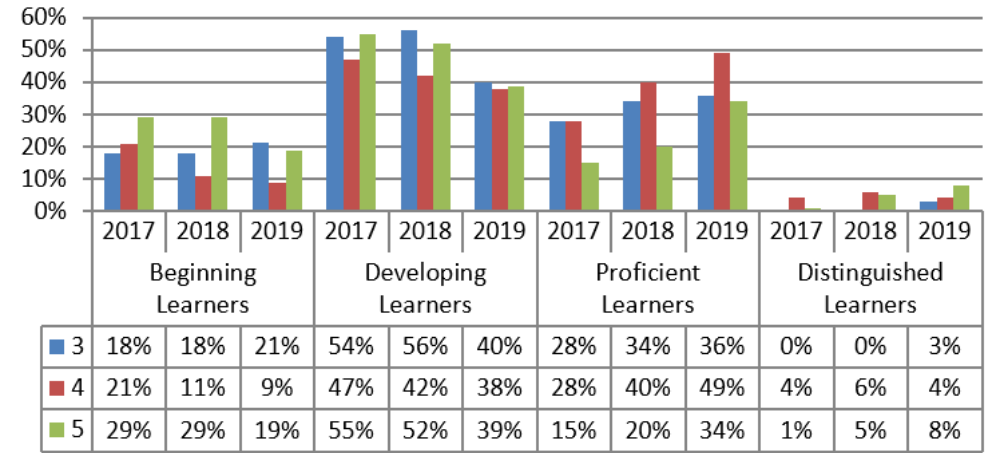
Needs Assessment



English Language Arts



Math



2019 GA Milestones	Beginning	Developing	Proficient	Distinguished
3 rd Grade ELL-ELA	43	29	29	0
3 rd Grade ELL-Math	24	33	43	0
4 th Grade ELL-ELA	35	48	13	4
4 th Grade ELL-Math	13	48	39	0
5 th Grade ELL	*subgroup size too small			

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN CAPITAL & DEVELOPMENT

Recruit and retain effective teachers and staff who meet the district's diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

At Dunleith Elementary 50% of third through fifth graders will score at the proficient and distinguished level in Mathematics as measured by the Georgia Milestones End-of-Grade Assessment.

Increase the numbers of and retain highly qualified teachers along with employing staff members with additional certifications to meet the needs of our diverse population.

Increase and develop the number of community partnerships to provide services, support and establish opportunities to build a culture of collaboration and community between home and school.

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.

At Dunleith Elementary 50% of third through fifth graders will score at the proficient and distinguished level in ELA as measured by the Georgia Milestones End-of-Grade Assessment.

Increase professional learning opportunities for all staff members to meet the needs of all students while supporting their social and emotional needs.

Increase the attendance and number of opportunities for students, families to engage in academic and social experiences by providing community and family services.

Initiatives: What will we do to achieve success?

Provide PL for number talks, workshop model, guided math, and use of manipulatives and models
Use GloSS to identify students' strategies and provide intervention
Use Reflex Math to increase students' math fluency

Retain at least 80% of the current staff while simultaneously providing opportunities for all members of the staff to provide certification add-ons.

Increase participate in community events and increase the number of partnerships to be apart the Dunleith family.

Continue to employ tutors and purchase resources to meet the focused demands of students.

Provide PL for Writing through the Lucy Calkins Units of Study curriculum
Provide PL for Language instruction to improve the decoding and word recognition skills required for reading comprehension

Provide opportunities for teachers and staff members to attend trainings and professional development opportunities as they become available throughout the year.

Providing service providers and supports for families through parent universities, social-emotional supports and implementation of wrap-around services.

**Initiatives:
What will we
do to achieve
success?**

50% of 3rd grade students will score proficient or distinguished level in Math as measured by GA Milestones



Critical actions: What major actions will we complete and by when (student groups)?

- Provide Opportunities for on-site and off-site professional learning to support
 - Pearson Resource Implementation
 - Reflex Math
 - Number Talks
 - Guided Math & Small Group Instruction
 - Model Lessons
 - Frequent & Effective Use of Manipulatives
- Support struggling learners with tutors at each grade level (2-5)
- Support “bubble students” with afterschool tutoring (onsite & offsite)
- Increase opportunities for talent development for all students



Evidence of progress: How will we know that the initiative is working? (Timeline)

- Common assessment reviews
- Monitoring student progress through data review PLC meetings.
- MAP Assessment
- Progress Monitoring of Targeted Interventions
 - Symphony Math
 - GLoSS



Outcomes: What will success look if we provide opportunities for all children (student groups)?

- Students will meet expected growth as identified through the MAP Assessment.
- Increase number of EL students and Students with Disabilities moving from Developing to Proficient learners.



STUDENT ACHIEVEMENT
Prepare every student for college and career success.

50% of 3rd grade students will score proficient or distinguished level in ELA as measured by GA Milestones



- Provide Opportunities for on-site and off-site professional learning to support
 - Implementation of balanced literacy and guided reading
 - Writing Units of Study
 - Lexia Support for EL students
 - Leveled library resources
 - Consistent student monitoring through frequent formative assessments.
- Dual Language Immersion
- Increase opportunities for talent development for all students
- Support struggling learners with tutors at each grade level (2-5)
- Support “bubble students” with afterschool tutoring (onsite & offsite)



- Common assessment reviews
- Quarterly Writing post-assessments
- MAP Assessments
- Lexia Weekly Reports
- Progress Monitoring of Targeted Interventions
 - System 44
 - Read 180
 - GLoSS




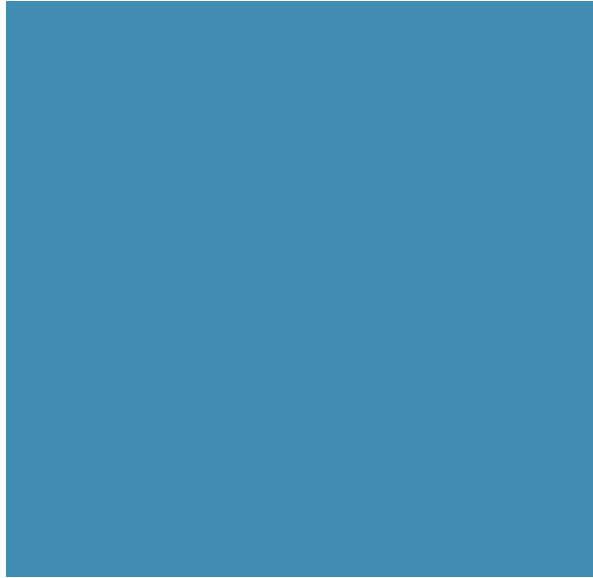
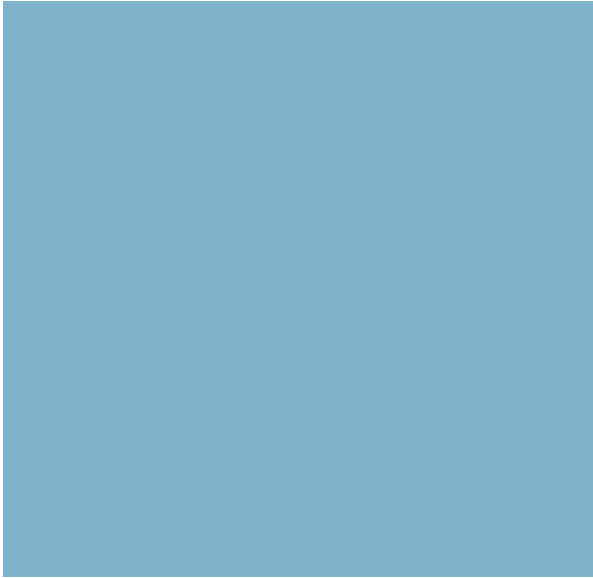
- Students will meet expected growth as identified through the MAP Assessment.
- Increase number of EL students and Students with Disabilities moving from Developing to Proficient learners.
- Students in Lexia will show continual weekly growth

Initiatives:
What will we do to achieve success?

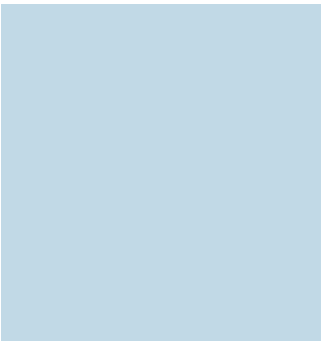
Evidence of Progress:
Impact Check #1- Fall

Evidence of Progress:
Impact Check #2- Winter

Evidence of Success:
Impact Check #3- End of Year



STUDENT ACHIEVEMENT
Prepare every student for college and career success.



**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when
(student groups)?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look like
if we provide opportunities for all
children (student groups)?**

Staff Retention



**HUMAN CAPITAL
& DEVELOPMENT**
Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.

Professional
Development

- Ensure that all staff members are highly qualified (2019-2020)
- Work to ensure that all staff members have current and valid certifications in the area that they currently serve (2019-2020)
- Exit Interviews
- Frequent Individual Check Ins with new staff and leadership team members

- Provide staff members with opportunities to take advantage of certification add on classes and endorsement classes
 - Number Talks
 - ESOL Endorsement
 - Gifted Endorsement
 - Dual Language Immersion
- Allow all staff members access to professional development and training held through the district
- Provide Personalized PD opportunities to provide teachers with voice and choice in PD opportunities

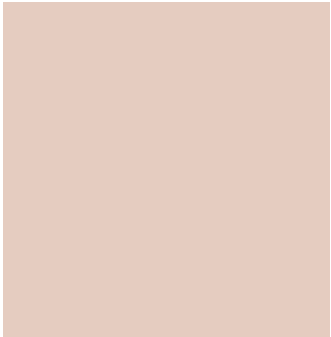
- Staff Surveys
- Professional Development
- Staff Observations
- Yearly reports of staff retention
- Human Resource Support with current certification status of all employees

- Staff members will attend trainings and begin to add on certifications
- Staff members becoming facilitators of learning for their colleagues
- Professional Development structured by needs assessment and staff survey

- Retention of staff to represent the diversity of the school and community.
- Retention of 80% of current staff

- By the end of the 2019 -2020 school year, each staff member will have met their professional goal and attended a minimum of one professional learning opportunity.

Initiatives:
What will we do to achieve success?



Evidence of Progress:
Impact Check #1- Fall



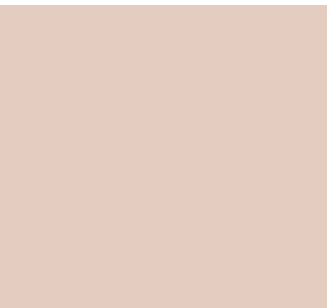
Evidence of Progress:
Impact Check #2- Winter



Evidence of Success:
Impact Check #3- End of Year



HUMAN CAPITAL & DEVELOPMENT
Recruit and retain effective teachers and staff who meet the district's diverse needs.



**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when?
(student groups)**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look if
we provide opportunities for all
children (student groups)?**

Building Partnerships

- Academic Nights
- Family Engagement Events
- Parenting Classes
- Language Classes
- Family Support Programs
- Transitioning Services
- Community Outreach
- Volunteer Events
- Attendance Incentives

- Reduced Student Mobility
- Two-Way Communication Increased
- Parent Surveys
- Student Surveys
- Event Attendance

- Maintain new partnerships fostered during the 2018-2019 school year and increase partnerships by at least 3 new partnerships to represent the diverse population at Dunleith Elementary.



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

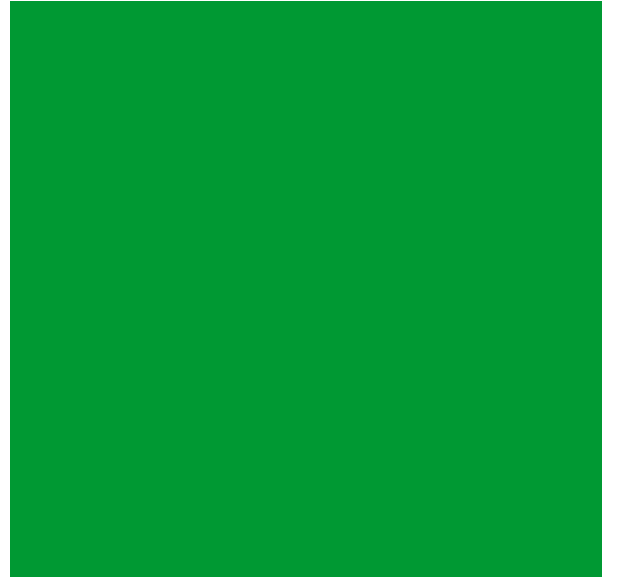
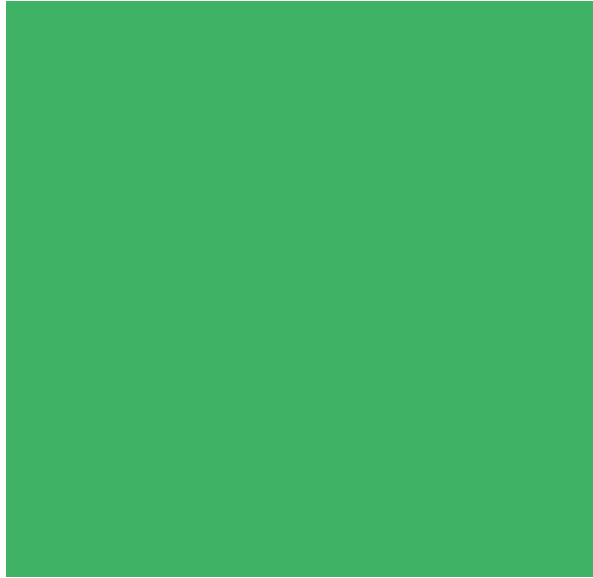
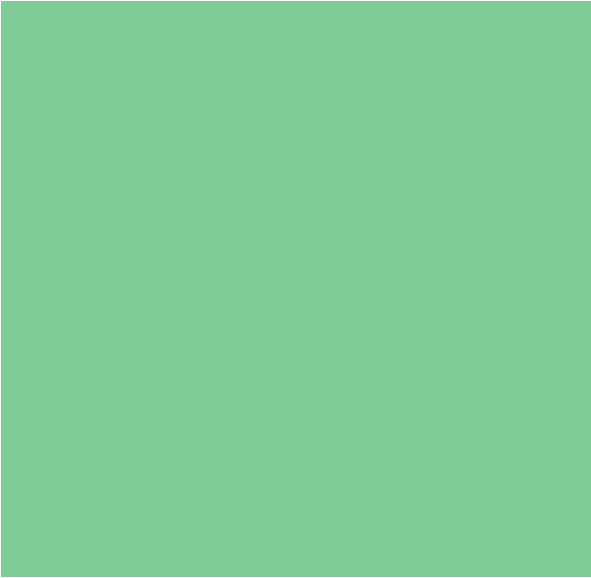
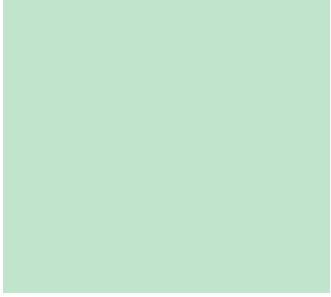
Establish Community
and Family Services

- Establish Partnerships with community based organizations to support the basic needs for families
- Social Emotional Supports
- Family Life Center
- Social Service Providers for families
- Food Pantry
- Clothes Closet
- Washer/Dryer
- Wrap Around Services

- Parent Participation
- Survey of needs
- Parent University
- Climate Survey
- Principal Parent Panel
- School Governance Team

- Ensure that all student subgroups are represented through supporting PTA and SGT membership representation and increase specific services to support the cultural needs by 25%.

**Initiatives:
What will we
do to achieve
success?**



**COMMUNITY
COLLABORATION**
Increase community
engagement across the
district.



Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when?
(student groups)

Evidence of progress: How will we know that the initiative is working?
(Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Fiscal Alignment with Critical Needs



- Tutors/Afterschool tutoring
- Supplemental Materials
- Professional Development
- Field Trips
- Book Studies
- Classroom Resources



- Lesson Plans
- Classroom Observations
- Performance Based Activities
- Formative/Summative Assessments
- Collaborative Meetings
- Teacher Talks



- Increased Student Achievement
- Increased Attendance
- Alignment of spending with student needs



FISCAL RESPONSIBILITY

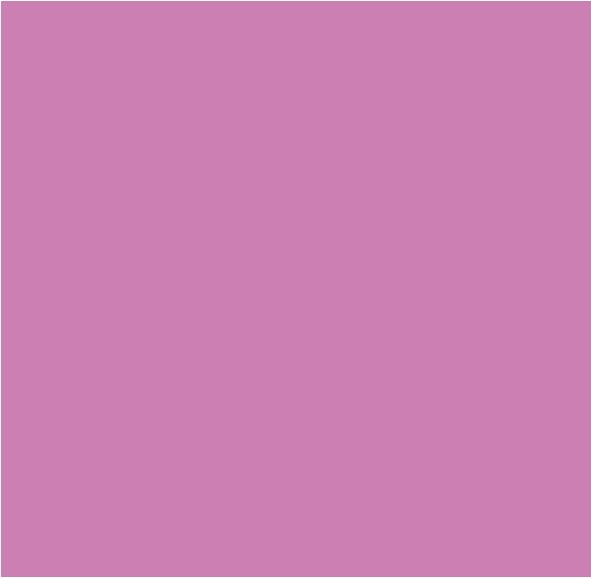
Establish fiscal processes that align to the needs of students and staff.



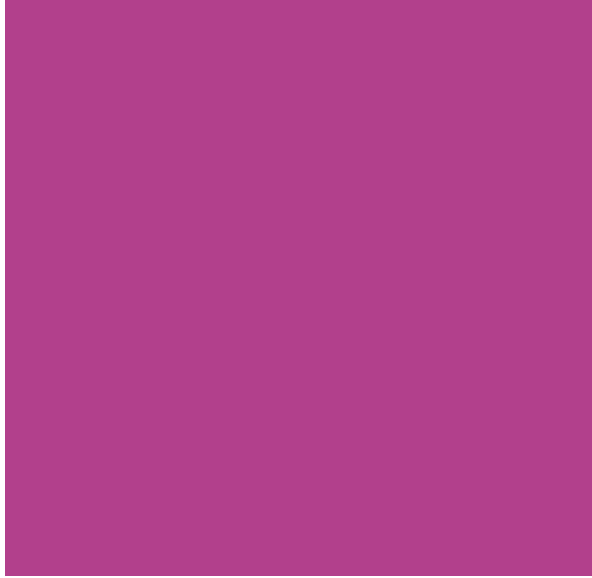
Initiatives:
What will we do to achieve success?



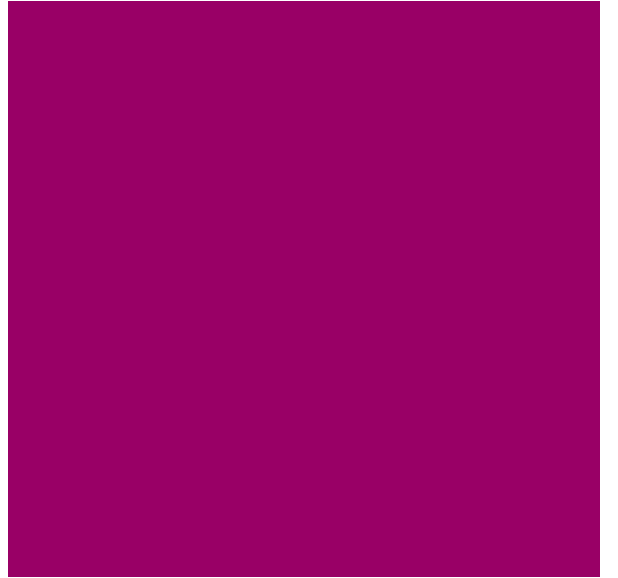
Evidence of Progress:
Impact Check #1- Fall



Evidence of Progress:
Impact Check #2- Winter

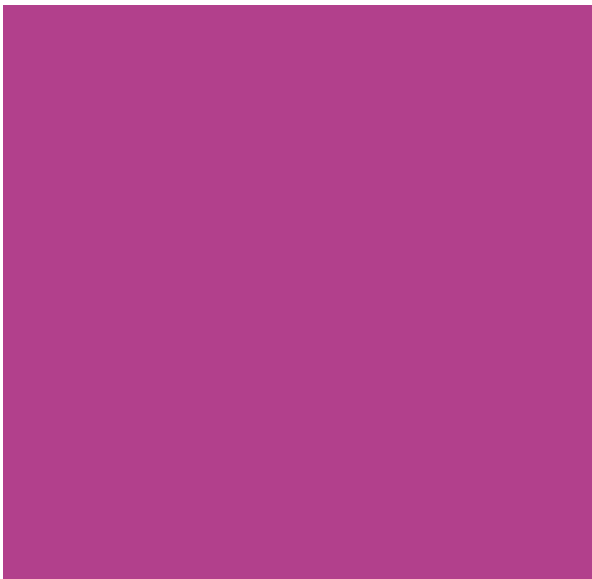
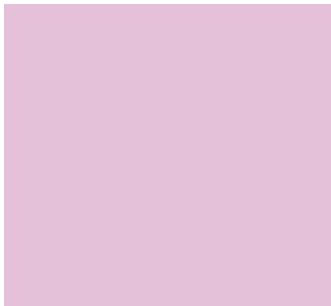


Evidence of Success:
Impact Check #3- End of Year



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.



Charter Funding - Strategic Support

-SGT Request Form-

School:	Dunleith Elementary		
Amount Requested:	35,800	Date of SGT Approval/Vote ¹ :	

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

The use of charter funds provides the leverage needed to support teachers in providing students with optimal opportunities to access their education equally. Charter Funds will assist with providing teachers with opportunities to create experiences, level the playing field and make connections that ultimately relate back to standards. Each experience will support one of not all of the core subjects of ELA, Math, Science and Social Studies coupled with a focus on mindset and social interactions.

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

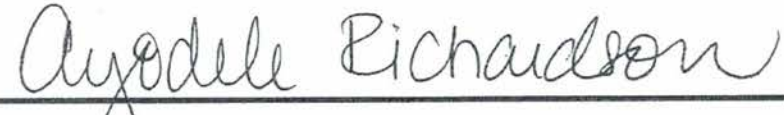
Implementation: (Project Activities – including any Enhanced Roles ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:
Dual Language Immersion	Support the academic growth and proficiency of students in all subgroups through academic instruction in English and Spanish	Increase the opportunities for students in all subgroups to engage in learning and social experience through dual language immersion	Higher proficiency rates in reading and math for students in multiple subgroups.	20,800
Teacher Grants	Increase the number of opportunities to provide students with focused instructional supports to meet their varying academic needs.	Increase the opportunities for students to engage in learning and social experiences by providing opportunities to link students learning with core academic curriculum.	Support the immediate needs of the students and teachers to ensure equal access to educational resources.	10,000
Student Social & Emotional Wellness	Increase the number of opportunities to provide students with social and emotional supports to meet varied needs, including leadership development.	Increase the opportunities for students to engage in activities that develop social and emotional awareness and supports.	Support the needs of students and teachers to ensure equal access to educational resources.	5,000

Charter Funding - Strategic Support
-SGT Request Form (continued) -

Evaluation/RO³: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.



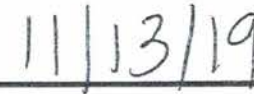
SGT Chair Signature



Principal Signature



Superintendent (or Designee) Signature



Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

~~SCHOOLWIDE SCHOOL IMPROVEMENT PLAN~~

Combining Funds

How the school will meet the Intent and Purpose of each funding source?

- Please indicate the programs and items that will be supported with your consolidated funds. Make sure the programs/items meet the intent and purpose of each program.
- Attach template for EACH school consolidating funds to the Consolidated Application.

District Name: Marietta City Schools		Fiscal Year: 2019-2020
School Name: Dunleith Elementary		Date Submitted: 9/3/2019
Grade Level: K-5		
Describe how the Intent and Purpose for each consolidated funding source will be met by the school		
Program	Intent and Purpose Statement	
Title I, Part A	Improve academic achievement through parent involvement activities, parent liaison, focused academic and behavior interventions, data driven interventions, small group instruction, writing units of study, and web-based resources to support content learning.	
Title II, Part A	Improve teacher quality through mentor/induction program, professional development in targeted instructional areas, ongoing job embedded professional development using professional learning communities and extended planning focused on curriculum design and instructional strategies.	
Title III, Part A	Improve English proficiency and achievement of English Learners through professional development on differentiation of instruction, focused intervention time, small group instruction, ACCESS data analysis, and WIDA Standards training.	
Title IV, Part A	Provide students with access to well-rounded education through technology integration, preventative truancy resources, community partnerships, PBIS framework, and social/emotional behavior support.	

Signatures:

Title I Director



Date

11/18/19

Title II Director



Date

11/18/19

Title III Director



Date

11/18/19

Superintendent



Date

12-9-19

Principal



Date

11/13/19