School Improvement Action Plan

School Year:	2023-2024
School Name:	Dowell Elementary School
Principal Name:	Christine Dinizio
Date Submitted:	June 1, 2023
Revision Dates:	June 21, 2023, August 15, 2023

District Name	Cobb County School District
School Name	Dowell Elementary School
Team Lead	Christine Dinizio
Position	Principal
Email	Christine.dinizio@cobbk12.org
Phone	678-594-8059

	Federal Funding Options to Be Employed (SWP Schools) in This Plan **(Select all that apply)**	
X	Traditional funding (all Federal funds budgeted separately)	
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**	
	"Fund 400" - Consolidation of Federal funds only	

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

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).
References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: The School Improvement Plan was developed through the coordinated efforts of the administration, instructional leaders, grade-level teams, and support staff. In addition, parents and community partners were involved through participation in the Principal's Advisory Committee.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required**.

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team: Christine Dinizio, Melissa Rone, Tangela Hendrix
2. Content or Grade Level Teachers
3. Local School Academic Coaches: Wendy Astin, Lisa Hendrix, Amy Riggins
4. District Academic Coaches: Kelly Bodner, Meta Rome
5. *Required:* **At least one Parent (Non CCSD Employee)**
6. School Counselors: Michelle McLane, Vanessa Wallace
7. Parent Facilitators: Esther Islam
8. Media Specialists: Julie Pszczola
9. Public Safety Officers:
10. Business Partners: Tonya Lyman
11. Social Workers: Lynette Mortensen
12. Faith Based Community Leaders:
13. School Technology Specialists: Jena Parish
14. Community Health Care Providers:
15. Universities or Institutes of Higher Education: Kennesaw State University--

COMMITTEE MEMBERS SIGNATURE PAGE

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	March 6, 2023; March 27, 2023; May 15, 2023

Position/Role	Printed Name	Signature
Principal	Christine Dinizio	
Assistant Principal	Tina Clark	
Assistant Principal	Melissa Rone	
Instructional Support Specialist	Wendy Astin	
Instructional Support Specialist	Lisa Hendrix	
Instructional Support Specialist	Amy Riggins	
Kindergarten Lead Teacher	Tina McNutt	
First Grade Lead Teacher	Patrick Ramsey	
Second Grade Lead Teacher	Mikayla Ward	
Third Grade Lead Teacher	Kristin Schell	
Fourth Grade Lead Teacher	David Parker	
Fifth Grade Lead Teacher	Nicholas Moore	
Specialist Lead Teacher	Raina Michaels	
Special Education Lead Teacher	Chelsea Doby	
Media Specialist	Julie Pszczola	

Comprehensive Needs Assessment Evaluation of Goal(s)
(References: Schoolwide Checklist 1.a.)

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY21 School Improvement Plan (SIP).

Previous Year's Goal #1	
Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	
Previous Year's Goal #2	

	Was the goal met? ☐ YES ☐ NO
What data supports the outcome of the goal?	

Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Previous Year's Goal #3	
	Was the goal met? ☐ YES ☐ NO

What data supports the outcome of the goal?	

<table>
<tr><td colspan="2" align="center">Reflecting on Outcomes</td></tr>
<tr><td>If the goal was not met, what actionable strategies could be implemented to address the area of need?</td><td></td></tr>
<tr><td>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</td><td></td></tr>
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Previous Year's Goal #4	

Was the goal met? ☐ YES ☐ NO	
What data supports the outcome of the goal?	
Reflecting on Outcomes	
If the goal was **not met**, what actionable strategies could be implemented to address the area of need?	
If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide)

Data	Strengths	Concerns	Multiple Data Sources
ELA	- Utilization of Early Literacy Framework (ELF) in Grades K-2 - Interventionist support for grades 3rd and 5th for System 44 and R180	- Inconsistent implementation of ELF strategies in grades K-2 - Limited time for teacher collaboration to align ELA strategies and to discuss ELA assessment data Limited at home resources - Limited use of digital resources such as Headsprouts at home due to lack of technology	- RI - ELF Assessments - Interim Assessment Data - EOG
Math	- Increased fact fluency in and number sense - Classrooms implementing 360 Math	- Inconsistent plan to address fact fluency in grades K-5 - Limited time for teacher collaboration to align math strategies and to discuss math assessment data - Student's inability to solve single and multi-step word problems due to lack of implementing strategies and ability to read and comprehend problem - Limited at home resources - Limited use of digital resources at home such as Dreambox due to lack of technology	- MI - Interim Assessment Data - EOG Data
Science	- Addition of Literacy Lab into the specials rotation - Fully integrated STEAM lessons focusing on problem solving, science concepts, and vocabulary - Use of Generation Genius to aid in science concepts and vocabulary	- Lack of vocabulary and background knowledge - Lack of topic expertise to create integrated classroom activities focused on priority standards	- EOG Milestones - Interim Assessments - Lesson Plans
Social Studies	Utilizing Georgia Studies Weekly	- Lack of vocabulary and background knowledge - Lack of time and topic expertise to create integrated classroom activities focused on priority standards	- EOG Milestones - Interim Assessments - Lesson Plans
Discipline / School Climate Data	- Addition of Amazing Dolphins of Dowell Student Recognition Program - Restorative Practices and Classroom Morning Meetings	Social Awareness and Social Skills	- Discipline Summary Data - Amazing Dolphins of Dowell Data

	• Implementation of Sources of Strength in select classrooms		
Professional Learning What's been provided? What is the impact?	• CTLS professional learning • Arts Integration Professional Learning through Arts Now and Arts for All (k-5) • STEAM Integration Professional Learning • LETRS (select teachers K-2, ELL, and SPED)	• Lack of funding for substitutes for teacher release for collaborative planning and professional development	• TKES • Walk Throughs and Showcases for STEAM
Other	• STEAM Integration K-5 • Arts Integration 3-5 and select K-2 classrooms • Variety of online learning tools and digital resources	• Lack of time and funding for continuous professional learning for STEAM • Lack of access to technology at home for students	

Comprehensive Needs Assessment – Summary of Findings (Student Groups)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• ELL students receive daily small-group specialized instruction in alignment with regular classroom instruction • SWD students receive System 44 and R180 intervention programs as part of their ELA curriculum • Economically Disadvantaged students receive System 44 and R 180 interventions as part of their ELA curriculum	• A large portion of ELL students have limited English and large gaps in language acquisition • Lack of availability of System 44 and R180 spaces for all students who need to receive this intervention	• RI • ELF Assessments • Interim Assessment Data • EOG Milestones • ACCESS Data

Math	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• Increase in fact fluency in lower grades with addition and subtraction	• Continued time and resources to bridge gaps in conceptual understanding, vocabulary, and fact fluency	• MI • Interim Assessments • EOG Milestones Data
Science	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• Increased use of Science/STEAM journals has improved vocabulary and content understanding	• Continued time and resources to fully integrate science content into the curriculum	• EOG Milestones (5th Grade) • Interim Assessments • Commons Assessments
Social Studies	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			
Discipline / School Climate Data	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	• Schoolwide implementation of Restorative Practices • Amazing Dolphins of Dowell Student Recognition Program	• Increase in the number of office referrals for disorderly conduct and Student Incivility during the 22-23 school year.	• Discipline Summary Data
Professional Learning	☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☐ Foster/Homeless ☒ Race / Ethnicity ☒ Migrant	• Professional learning opportunities have been provided	• Lack of funding to provide substitutes for release time for extended professional learning opportunities	• Lesson Plans • TKES • CCC Agendas and Notes
Other	☐ Econ. Disadvantaged ☐ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant			

Statement of Concern #1	Students lack basic phonemic awareness and the ability to read and understand fiction and non-fiction material at their grade level.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent implementation of reading strategies and balanced literacy throughout Kindergarten through Fifth grade classrooms. Inconsistent teaching methodology within the same grade level.
Root Cause #2 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Due to lack of knowledge and professional learning, new teachers, and teachers new to grade levels are not equipped with program knowledge and strategies for implementation in the classroom.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Family workshops and resources are needed to provide families with support on how to help their students at home with literacy skills.
Contributing Factors **(Outside of control)**	Inconsistent attendance Continued learning gaps due to the pandemic Loss of Title 1 Funding FY 2022-23 Students entering school with limited English Proficiency Students entering school with no formal Pre-K experience
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	• During the 2023-2024 school year, students in first and second grades will improve their ability to blend and decode by 10% (approximately 30) as evidenced on Early Literacy Foundation Assessments. • Students in third, fourth and fifth grade will improve their ability to read and comprehend fiction and non-fiction text on grade level by 10% (16 students for 3rd grade, 15 students for 4th grade, 13 students for 5th grade) as evidenced from the August to May Reading Inventory.

Statement of Concern #2	Students in first through fifth grade lack the ability to employ strategies to solve single and multi-step word problems using whole numbers, decimals, and fractions.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent instruction using guided math and appropriate strategies among grade level team members.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of professional learning and vertical planning among teams due to lack of resources and funding to provide release time.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Family workshops and resources are needed to provide families with support on how to help their students at home with math fluency and problem-solving skills.
Contributing Factors **(Outside of control)**	Inconsistent attendance among student groups Lack of funding to provide substitutes for math professional learning opportunities Continued Learning gaps due to Covid-19 Pandemic Students entering school with limited English Proficiency Students entering school with no formal Pre-K experience
Goal ***Specific, Measurable, Achievable, Relevant, Timebound***	During the 2023-2024 school year, students in first through fifth grades will improve their ability to solve single and multi-step word problems using whole numbers, fractions, and/or decimals by 10% (approximately 75 students) as evidenced on quarterly math interim assessments.

Statement of Concern #3	Students in second through fourth grades lack vocabulary and strategies to compose fiction and non-fiction writing pieces about a given or self-selected topic.
Root Cause #1 - (Within control) **Impacts which system(s):** ☒ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Inconsistent implementation of writing programs among teachers in each grade level.
Root Cause #2 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☒ Professional Capacity ☒ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	Lack of professional learning to provide vocabulary and writing strategies.
Root Cause #3 - (Within control) **Impacts which system(s):** ☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☒ Family Engagement	Family workshops and resources are needed to provide families with support on how to help their students at home with literacy skills.
Contributing Factors **(Outside of control)**	Inconsistent attendance among student groups Lack of funding to provide substitutes for literacy based professional learning activities Continued Learning gaps due to Covid-19 Pandemic Students entering school with limited English Proficiency and Vocabulary Students entering school with no formal Pre-K experience
Goal *Specific, Measurable, Achievable, Relevant, Timebound*	During the 2023-2024 school year, students in second, third, and fourth grades will increase their proficiency in writing fiction and non-fiction pieces by 10% (approximately 47 students) as evidenced on quarterly ELA interim assessments.

	School Improvement Goals *Include goals on the parent compacts and policy*
Goal #1	Students in first and second grades will increase their ability to blend and decode by 10% (67%-77%) as evidenced on Early Literacy Foundation Assessments from the beginning to end of year.
Goal #2	Students in third, fourth and fifth grade will improve their ability to read and comprehend fiction and non-fiction text on grade level by 10% (23%-33% for 3rd grade, 36%-46% for 4th grade, 32%-42% for 5th grade) as evidenced on the August to May Reading Inventory.
Goal #3	Students in first through fifth grades will improve their ability to solve single and multi-step word problems using whole numbers, fractions, and/or decimals by 10% (54%-64%) as evidenced on quarterly math interim assessments during the 2023-2024 school year.
Goal #4	Students in second, third, and fourth grades will increase their proficiency in writing fiction and non-fiction pieces by 10% (38%-48%) as evidenced by quarterly ELA interim assessments during the 2023-2024 school year.

Title I Personnel/Positions Hired to Support the School Improvement Goals
SWP Checklist 2.c(iv)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Title 1 Parent Facilitator	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The Title 1 Parent Facilitator will work with teachers, parents, and administrators to ensure that parents are involved in the education process. The Parent Facilitator will coordinate and collaborate with supervisors to implement Federal mandated Parent and Family Engagement activities.
Title 1 Teacher, Literacy Lab	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☒ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The Literacy Lab teacher will support students in grades K-5 by implementing best practices for teaching writing in support of increasing proficiency in writing fiction and non-fiction pieces.
Title I Teachers (2 – part time), Targeted Supported in Literacy and Math	☒ Goal 1 ☒ Goal 2 ☒ Goal 3 ☐ Goal 4	☒ Coherent Instruction ☒ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	The two (2) Title I Targeted Support Teachers will work with small groups of identified students in grades K-2 to increase phonics proficiency to support reading fluency and comprehension. The Targeted Support Teacher will also work with small groups of identified students in grade K-2 to improve their ability to solve word problems in math.
	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4	☐ Coherent Instruction ☐ Professional Capacity ☐ Effective Leadership ☐ Supportive Learning Environment ☐ Family Engagement	

GOAL #1	Students in first and second grades will increase their ability to blend and decode by 10% (67%-77%) as evidenced on Early Literacy Foundation Assessments from the beginning to end of year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Continue implementation of CCSD's Early Literacy Framework in First Grade and Second Grade by utilizing the Early Literacy Framework for instruction and assessment.	Word Work Materials	Title 1	August 2023	Implementation: • Between preplanning and mid-August, first and second-grade teachers will unpack and review ELF Cycles and standards to be assessed. • Beginning after cycle 2, instructional coaches and teachers will analyze data from ELF assessments and create next steps for student instruction and differentiating where needed. Artifacts: • Unpacked ELF Cycles • ELF Cycle Data and Next Steps	Evaluation of Impact: • First and second-grade students will be assessed after completing each cycle of ELF (typically every 10 days) • In December, a mid-year ELF data summit will be held to review overall progress of at-risk students. Evidence: • CTLS data on ELF Cycle Assessments • Grade-level spreadsheets of at-risk students by each ELF cycle	Administration Instructional Support Coaches K,1,2 Teachers Instructional Paras
Provide in school ELA/reading targeted support for identified students.	Word Work Resources Instructional Supplies Tutors	Title 1 20 Day Funds	August 2023	Implementation: • July: Targeted Support • August: Develop list of students needing support • August: Develop intervention schedule – students receive services a minimum of 2x per week. • Sept-May Tutor students Artifacts: • Student rank order list for tutoring (ELF) • Intervention Schedule	Evaluation of Impact: • By December, decrease the number of at-risk students requiring remediation in phonics by 25% per ELF Assessment • By April, decrease the number of at-risk students requiring remediation in phonics by 50% per ELF Assessment Evidence: • CTLS ELF Assessment Data Summary • ELF At Risk Data Sheets Summary	Administration Instructional Support Coaches Supplemental Certified Tutors

| Teachers will implement phonics instruction (blending and decoding) with fidelity. | Instructional Supplies

Relevant Conferences | N/A | July 2023 | Implementation:
• August: Develop walkthrough form and schedule for monthly walks
• Quarterly Walks (2x) with Instructional Coaches and Admin. Focusing on blending and decoding
• Walkthrough data analyzed quarterly to inform needed PL
• Develop quarterly training to address phonics strategies (Decoding and blending)
• Quarterly: Teachers needing additional support will be identified and provided PL.

Artifacts:
Identifiable Learning Targets
• Walkthrough forms
• Quarterly PL Agendas and Sign in Sheets | Evaluation of Impact:
• By December, 60% of teachers will use learning targets and address blending and decoding
• By April, 80% of teachers will use learning targets and address blending and decoding

Evidence:
• Classroom Walk-Through Data Summary | Administration

Instructional Support Coaches

Teachers |

GOAL #2	Students in third, fourth and fifth grade will improve their ability to read and comprehend fiction and non-fiction text on grade level by 10% (23%-33% for 3rd grade, 36%-46% for 4th grade, 32%-42% for 5th grade) as evidenced on the August to May Reading Inventory.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Implement daily small group / guided reading instruction in all 3-5 Classrooms with high-interest texts. Instruction will utilize both fiction and nonfiction materials and focus on both Fluency and Comprehension.	High Non-fiction and fiction Interest Text Next Steps in Guided Reading Relevant Conferences	Title 1	August 2023	Implementation: • August: Teachers unpack reading standards • August: Teachers will schedule and implement daily small group guided reading focusing on fluency and comprehension • Sept-Oct: Provide PL overview of Comprehension and Fluency strategies • Develop a quarterly walk schedule • Twice quarterly: Conduct classroom walks focusing on guided reading • Provide PL based upon walk data Artifacts: • Teacher daily schedules • Walk through schedule • Walk through form	Evaluation of Impact: • October: 95% of all teachers will implement guided reading with fidelity focusing on Fluency and Comprehension • Student in grades 3-5 will demonstrate consistent growth through NSGRA and ELA Interims Evidence: • Walkthrough summary data • Reading assessment summary spreadsheets	Administration Instructional Support Coaches 3-5 Teachers Instructional Parapros

GOAL #3	Students in first through fifth grades will improve their ability to solve single and multi-step word problems using whole numbers, fractions, and/or decimals by 10% (54%-64%) as evidenced on quarterly math interim assessments during the 2023-2024 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Provide in school targeted Math instruction for identified students to increase problem solving skills and strategies.	Instructional Supplies Math Manipulatives Targeted Teachers	Title 1 20 Day Funds	August 2023	Implementation: • July: Hire targeted teachers • August: Develop list of students needing support • August: Develop intervention schedule – students receive services a minimum of 2x per week. • Sept-May provide targeted instruction to students Artifacts: • Student rank order list for tutoring • Intervention Schedule	Evaluation of Impact: • By December, decrease the number of at-risk students requiring remediation in math by 25% as identified by common tutoring assessments • By April, decrease the number of at-risk students requiring remediation in math by 50% as identified by common tutoring assessments Evidence: • Grade Level Common Assessment Data	Administration Instructional Support Coaches Supplemental Certified Tutors
Teachers will implement small flexible guided math groups with fidelity to teach single and multistep word problem strategies.	Instructional Resources Manipulatives Relevant conferences	Title 1	August 2023	Implementation: • August: Develop a math walkthrough form focused on multi-step problem solving and implementing guided math groups and unpack standards. • August: Develop quarterly math walk schedule • Quarterly: Walk math classes • Quarterly: Teachers will unpack the new math standards and prepare for instruction. • Quarterly: Provide PL on:	Evaluation of Impact: • 90% of teachers will implement guided math groups effectively and with fidelity per walk through data. • Students will increase single and multistep word problem skills as evidenced by common assessment provided every other week.	Administration Instructional Coaches 1-5 Teachers Instructional Paraprofessionals

				o Solving single and multi-step word problems o Using small flexible guided math groups to instruct o Walk through data Artifacts: • Unpacked standards • Walkthrough form and schedule • PL Agendas and sign in sheets	Evidence: • Quarterly walk-through data summary • Student problem solving assessment data summary	

GOAL #4	Students in second, third, and fourth grades will increase their proficiency in writing fiction and non-fiction pieces by 10% (38%-48%) as evidenced by quarterly ELA interim assessments during the 2023-2024 school year.					
Action Step(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)*	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Start Date**	**How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?** *SWP Checklist 3.a*	**How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?** *SWP Checklist 3.a*	**People Responsible**
Implement common graphic organizers to address vocabulary acquisition and cross-curricular writing.	Instructional Resources Writing Lab and Teacher Journals Writing Conferences	N/A	July 2023	Implementation: • August-September: Grade levels create a common graphic organizer to support: 　○ Pre-writing 　○ Vocabulary 　○ Outlining the writing process • September – October: Writing best practices PL with graphic organizers and the writing process • October – May: Grade levels implement developed graphic organizers weekly through journals Artifacts: • Graphic Organizers • Student Work Artifacts • PL artifacts and schedules	Evaluation of Impact: • By April 80% of teacher will implement common graphic organizers during the writing block as evidenced by walkthrough data • Student writing will improve as evidenced by writing samples from student journals. Evidence: Scored student writing assessment summaries	Administration Instructional Support Coaches Grade Level Teachers Literacy Lab Teacher

Actions to Support Student Groups in Meeting School Improvement Goals			
Student Group(s) *SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)*	**Action steps to improve/support achievement of student groups**	**Resources**	**Funding Source**
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☒ Migrant	• Provide reading and math resources for at-home use for students and families.	Take home instructional resources for math and literacy	Title 1 District
☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☐ Migrant	• Increase the use of journals in both literacy and math areas with a focus on learning targets and vocabulary strategies across all grade levels	Composition Notebooks	Title 1 District
☐ Econ. Disadvantaged ☐ English Learners ☒ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• Special Education teachers will consistently collaborate with their co-teachers to ensure students' instructional needs are being addressed. • Special Education Case Managers will meet with families a minimum of once during the school year to provide learning progress on IEP Goals and to provide strategies for academic success. • SSA will develop a process to ensure the creation and implementation of effective IEPs to address the learning needs of students with disabilities.	N/A	N/A
☐ Econ. Disadvantaged ☒ English Learners ☐ Special Ed. ☐ Foster/Homeless ☐ Race / Ethnicity ☐ Migrant	• ELL Teachers will collaborate with classroom teachers on specific research based best practices to support ELL students. • Classroom teachers will provide visual and language supports consistently across all content areas for ELL students as well as consult and use Can-Do descriptors in planning instruction for ELL students. • Parent facilitator school contact will request assistance from the International Welcome Center to assist in translating communication from the school to families. Interpreters will be scheduled for school events such as: parent/teacher conferences, PTA Meetings, RTI Meetings and Academic Nights. • ELL Teacher will implement Imagine Learning for identified ELL students to increase language acquisition.	Imagine Learning	District

☒ Econ. Disadvantaged ☒ English Learners ☒ Special Ed. ☒ Foster/Homeless ☒ Race / Ethnicity ☒ Migrant	• Continue to work with school social workers, administration, grade-level counselors, and teachers to monitor and provide strategies to address student absenteeism. • Begin the implementation in pilot classrooms for Sources of Strength to address student social/emotional behavior	Sources of Strength Program Materials	District

Family Engagement Plan to Support School Improvement *(Required Components)*			
Family Engagement Activities (Must be listed in the school policy)	**Date(s) Scheduled**	**Date Completed**	**"Shall" Standard(s) Addressed**
1. Required Annual Title I Meeting – **Deadline September 29, 2023** Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.	September 14, 2023		☒ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6
2. Required Fall Input Survey/ Evaluation (secondary method) – **Deadline October 31, 2023** Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	ThFall Conference Week October 17-20		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
3. Required Spring Input Meeting and Survey (primary method) – **Deadline April 29, 2024** Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.	March 14, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☐ 3 ☒ 6
4. Required FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy) Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school Deadlines: PL#1 **9/22/23** | PL#2 **12/8/23** | PL#3 **2/16/24** | PL#4 **4/29/24**	September 13, 2023 November 8, 2023 January 24, 2024 March 20, 2024		☐ 1 ☐ 4 ☐ 2 ☐ 5 ☒ 3 ☐ 6
5. Required Transition Activities for students entering or exiting our school (Multiple options, not just visit the school) Parents will have an opportunity to learn about the next grade level in their child's education. **Briefly describe the transition activities here:** Dowell Elementary provides support for preschool children in the transition from early childhood programs to local elementary school programs and for students entering middle school. The transition of preschool students to kindergarten consists of a workshop for parents and incoming kindergarten students. During the workshop the parents and incoming kindergarten students take a tour of the school, visit a kindergarten classroom, have story time in the Learning Commons, meet our school mascot, and enjoy a snack in our school cafeteria. Parents are invited to sign-up to have their incoming students complete a baseline kindergarten assessment. Assessment results are shared with parents along with tips on how to prepare for kindergarten. Our rising 6th-grade students and parents participate in middle school parent night and a day tour of middle school for students at their feeder pattern school. Both students and parents interact with the	Kindergarten Orientation: May 2024 Transition to Lovinggood: TBD Transition to Tapp: TBD Transition to Smitha: TBD		☐ 1 ☒ 4 ☐ 2 ☐ 5 ☐ 3 ☐ 6

middle school staff and learn ways to support a smooth transition. Questions are answered that support students and parents in feeling more comfortable about transitioning to middle school.			
6. *Required*: Provide information related to school and parent/programs meetings in a format and language parents can understand. *SWP Checklist 5.d* The Parent Facilitator as well as Instructional Support Coaches work directly with the International Welcome Center to have pertinent information translated for parents and stakeholders. Interpreters are scheduled for PTA meetings, RTI Meetings, and Parent Conferences.	*List documents translated for parents:* School Web site Communication through CTLS Parent Flyers Compact Policy	☐ 1 ☐ 4 ☐ 2 ☒ 5 ☐ 3 ☐ 6	

School Developed Family Engagement Activities *(Required for "Shall's" 2 and 6)*							
School Developed Family Engagement Activities (Must be listed in the school policy)	**"Shall" Addressed**	**Goal(s) Addressed**	**Resources**	**Funding Source(s)** *SWP Checklist 5.e*	**Date**	**How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.**	**Team Lead**
Family Math and Science Night	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☐ Goal 2 ☒ Goal 3 ☐ Goal 4	Civil Air Patrol Prizes Math Game Bags Pencils	Title 1 Delta Community Credit Union Grant	January 2024	Sign in Sheets Parent Surveys Math Game Bags	Administration STEAM Team Instructional Coaches Parent Facilitator
Fall Family Literacy Night and Read Across Dowell	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☒ Goal 1 ☒ Goal 2 ☐ Goal 3 ☐ Goal 4	Reading Resources/Texts Volunteer Reader Snacks	Title 1	Fall 2023 March 2024	Sign in Sheets Parent Surveys	Administration Instructional Coaches Event Committee Members
Fall Family STEAM Showcase (Reading, Writing, and Art Focus)	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6	☐ Goal 1 ☒ Goal 2 ☐ Goal 3 ☒ Goal 4	Reading Resources Pencils Prizes	Title 1	September 2023	Sign In Sheets Parent Surveys	Administration STEAM Team Instructional Coaches Parent Facilitator

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input.
   (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions
Schoolwide Plan Development – *Section 1114(2)(B) (i-iv)*
1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*
2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings**. *Schoolwide Checklist 5(b)*
3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*
4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE: The Title I School Improvement Plan is developed in coordination with the additional services and resources we have at Dowell ES. These services and resources include the state-funded Early Intervention Program, the Food and Nutrition program, and district-funded instructional money.

ESSA Requirements to Include in the Schoolwide Plan – *Section 1116(B)(1)*

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school's parent policy on the school's website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school's parent policy, compact and parent engagement budget.**
SWP Checklist 4

Evaluation of the Schoolwide Plan - *34 CFR § 200.26*

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE: At Dowell Elementary School, data is collected and analyzed on a monthly basis during CCC Meetings that include administration, teachers and instructional support staff.

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: At Dowell Elementary School, students who are at risk of not achieving standards are monitored and supported through targeted interventions based on analysis of data. This includes grade-level intervention groups and targeted intervention groups through the RTI process.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: The school leadership team will meet monthly to review and analyze data and revisit the needs assessment. Based on ongoing data and monitoring, modifications to interventions and resources will be made.

Schoolwide Plan Reform Strategies – *Section 1114(b)(7)(A)(i-iii)(I-V)*

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State's challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State's challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: At Dowell Elementary, the staff utilizes a Multi-Tiered System of Support (MTSS). It is a multi-tiered system of academic and behavioral support. MTSS builds on our commitment for teaching and learning beginning with high-quality, differentiated instruction throughout the day and emphasizing early intervention when students first experience academic or behavioral struggles. The staff considers multiple factors including testing data, academic performance, attendance data, social participation, school connectedness, externalizing behaviors, and internalizing behaviors to identify students to receive multi-tiered system of academic and behavioral support (MTSS).

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: Professional development is provided to support increasing teacher and paraprofessional effectiveness in reading, writing, and math in support of our school improvement goals. In addition, teachers new to Dowell will be supported through Dowell's New Teacher Institute.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE: At Dowell Elementary, we provide a "kindergarten camp" as a transition activity for our rising kindergartners. Students are exposed to the routines and environment in kindergarten. Students are prescreened for kindergarten readiness skills.

Our 5th graders participate in middle school visits at their feeder schools. There are also opportunities for vertical collaboration between 5th grade and 6th grade teachers to identify priority standards for rising 6th graders.

16. **ONLY HIGH SCHOOL RESPONSE REQUIRED** Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – *Section 1114(b)(1)(A)*

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*