





# School Improvement Action Plan



School Year:	2024 - 2025
School Name:	Dowell Elementary
Principal Name:	Christine Dinizio
Date Submitted:	June 15, 2024
Revision Dates:	

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Dowell Elementary
<i>Team Lead</i>	Christine Dinizio
<i>Position</i>	Principal
<i>Email</i>	christine.dinizio@cobbk12.org
<i>Phone</i>	(678) 594-8059
<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only
<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	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. Grade level teams participated in Root Cause Analysis studies for ELA and Math. 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 perspectives who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet the 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
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

## 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 25,2024; April 22, 2024; May 13, 2024	
Position/Role	Printed Name	Signature	
Principal	Christine Dinizio		
Assistant Principal	Tina Clark		
Assistant Principal	Amy Riggins		
Instructional Support Specialist	Wendy Astin		
Instructional Support Specialist	Lisa Hendrix		
Media Specialist	Julie Pszczola		
Parent Facilitator	Esther Islam		
Kindergarten Lead Teacher	Tina McNutt		
1 <sup>st</sup> Grade Lead Teacher	Brooke Duggan		
2 <sup>nd</sup> Grade Lead Teacher	Yiandria Boswell		
3 <sup>rd</sup> Grade Lead Teacher	Kristen Schell		
4 <sup>th</sup> Grade Lead Teacher	Emily Moon		
5 <sup>th</sup> Grade Lead Teacher	Marlo Williams, Jr.		
Specialist Lead Teacher	Raina Michaels		
Special Education Lead Teacher	Chelsea Doby		

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## Comprehensive Needs Assessment Evaluation of Goal(s)

*(References: Schoolwide Checklist Section 1114(b)(1)(A))*

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

<b>Previous Year's Goal #1</b>	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 the end of the year.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	Data from Walk Throughs and data from ELF Formative and End of Quarter Assessments were reviewed. Walk through data indicated that 100% of teachers in Grades 1 and 2 were executing ELF curriculum as presented in district level resources, but it was evident in some classrooms that learning targets were not present and that not all teachers are using a variety of strategies to remediate student difficulties with blending and decoding. First and second grade ELF at-risk monitoring sheets also indicate that 30% of students (ELL, SWD, and EIP) are scoring below 60% on end of quarter ELF Assessments at the end of the school year. However, assessment data collected from ELF Assessments indicate that students in Grades 1 and 2 are at a 63% proficiency level with blending and decoding standards.
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>• Dedicated teacher planning in unpacking Phonics standards with a focus on learning targets and priority standards.</li> <li>• Ensuring all teachers are using Science of Reading strategies within their phonics instruction and supplementing District ELF resources to reteach concepts that are unclear for students</li> <li>• Ensure all staff members are trained and can implement blending and decoding strategies in their classroom</li> <li>• Provide additional professional learning on concepts that were presented in LETRS to staff that were not a part of LETRS co-horts.</li> </ul>

If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	
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<b>Previous Year's Goal #2</b>	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 3 <sup>rd</sup> grade, 36%-46% for 4 <sup>th</sup> grade, 32%-42% for 5 <sup>th</sup> grade) as evidenced on the August to May Reading Inventory.
<b>Was the goal met?</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>	
What data supports the outcome of the goal?	As indicated by the year-end Dowell Reading Inventory Data, students in grades 3-5 exceeded their reading goal. Proficient and Advanced percentages are as follows: Third Grade: 57% Fourth Grade: 52% Fifth Grade: 53%
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	
If the goal was <b>met or exceeded</b> , what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?	<ol style="list-style-type: none"> <li>1. Effective Utilization of System 44 and Read 180 Interventions. 127 students were celebrated for either making 100+ points growth on the RI or exiting the program.</li> <li>2. Part-Time Title 1 teachers: The part-time Title 1 teachers concentrated heavily in 3<sup>rd</sup> and 4<sup>th</sup> grades to provide student support in the area of literacy.</li> <li>3. After-School Tutoring: Small groups of students in grades 3-5 participated in before/after school tutoring over the course of October -March focusing heavily on reading comprehension strategies.</li> </ol>

<b>Previous Year's Goal #3</b>	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.
<b>Was the goal met?</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	<p>Data that supported the problem solving goal was obtained from classroom walkthroughs as well as student scores on the Math Interims given by unit. Classroom walkthroughs indicated that all teachers across grade levels were not using problem solving strategies within their math lessons. Data taken from the Math interims indicate that students are performing at the following proficiency levels:</p> <p>1<sup>st</sup> Grade: 63.43%  2<sup>nd</sup> Grade: 49.9%  3<sup>rd</sup> Grade: 43.9%  4<sup>th</sup> Grade: 55.18%  5<sup>th</sup> Grade: 57.5%  Grades 1-5 Average Proficiency: 54%</p>
<b>Reflecting on Outcomes</b>	
If the goal was <b>not met</b> , what actionable strategies could be implemented to address the area of need?	<ul style="list-style-type: none"> <li>• A direct focus in CCCs on math problem solving and ensuring that Math CCC reps are redelivering quarterly trainings to grade level teammates</li> <li>• A direct focus on using the three read protocol for problem solving in all grade levels as well as defined problems solving strategies using Arts Integration methodology</li> <li>• Offering more opportunities for students to practice problem solving daily/weekly with a problem of the day or week</li> <li>• A dedicated use of common assessments to monitor student progress with math problem solving</li> <li>• Refined professional learning focusing on problem solving strategies and using manipulatives in math instruction</li> </ul>



<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	
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<p><b>Previous Year's Goal #4</b></p>	<p>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.</p>
<p><b>Was the goal met?</b>      <input type="checkbox"/> YES      <input checked="" type="checkbox"/> NO</p>	
<p>What data supports the outcome of the goal?</p>	<p>Data for the writing goal was collected from the quarterly ELA interims with a specific focus on writing/constructed response items. The grade level yearly averages are:  2<sup>nd</sup> Grade: 26%  3<sup>rd</sup> Grade: 27.5%  4<sup>th</sup> Grade: 54%</p>
<p style="text-align: center;"><b>Reflecting on Outcomes</b></p>	

<p>If the goal was <b>not met</b>, what actionable strategies could be implemented to address the area of need?</p>	<ul style="list-style-type: none"> <li>• Monitor writing instruction more frequently by conducting walk-throughs focused on writing instruction</li> <li>• Offer more student writing opportunities with structured writing prompts</li> <li>• Add professional opportunities centered around the writing process and writing strategies</li> </ul>
<p>If the goal was <b>met or exceeded</b>, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

**Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)**

Data	Strengths	Concerns	Multiple Data Sources
<p align="center"><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Consistent utilization of Early Literacy Framework (ELF) in Grades K-2</li> <li>• Interventionist support for grades 3<sup>rd</sup> and 5<sup>th</sup> for System 44 and R180</li> <li>• Teachers completing LETRS training, and more teachers involved in LETRS cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• Not observing Guided Reading being done with fidelity across all classrooms and grade levels</li> <li>• Limited time for teacher collaboration to align ELA strategies and to discuss ELA assessment data</li> <li>• Limited at-home resources</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Walk Throughs</li> <li>• CTLS ELF Data</li> <li>• ELA Root Cause Analysis</li> <li>• RI Data</li> <li>• Amira Data</li> </ul>

		<ul style="list-style-type: none"> <li>Limited use of digital resources such as Headsprouts at home due to lack of technology</li> </ul>	
<b>Math</b>	<ul style="list-style-type: none"> <li>Increased fact fluency in and number sense</li> <li>Classrooms implementing 360 Math</li> <li>Dedicated PL for Problem Solving Strategies in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Lack of consistent manipulative use in all classrooms</li> <li>Student's inability to solve single and multi-step word problems due to lack of consistent implementation of problem-solving strategies and ability to read and comprehend problem</li> <li>Limited at home resources</li> <li>Limited use of digital resources at home such as Dreambox and Zearn due to lack of technology</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Walk Throughs</li> <li>Math Root Cause Analysis</li> <li>MI Data</li> <li>Math Interim Data</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Continuation of Literacy Lab in the Specials Rotation</li> <li>Fully integrated STEAM lessons focusing on problem-solving, science concepts, and vocabulary</li> <li>Use of Generation Genius to aid in science concepts and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Lack of vocabulary and background knowledge</li> <li>Lack of topic expertise to create integrated classroom activities focused on priority standards</li> <li>Lack of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Interim Assessments</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Utilizing Georgia Studies Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Lack of vocabulary and background knowledge</li> <li>Lack of time and topic expertise to create integrated classroom activities focused on priority standards</li> <li>Lack of Instructional Time</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Interim Assessments</li> </ul>
<b>Discipline / School Climate Data</b>	<ul style="list-style-type: none"> <li>Continuation of Amazing Dolphins of Dowell Student Recognition Program</li> <li>Restorative Practices and Classroom Morning Meetings</li> <li>Implementation of Sources of Strength in select classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Social Awareness and Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Summary Data</li> <li>Amazing Dolphins of Dowell Data</li> </ul>
<b>Professional Learning</b> What's been provided? What is the impact?	<ul style="list-style-type: none"> <li>CTLS professional learning</li> <li>Arts Integration Professional Learning through Arts Now and Arts for All (K-5)</li> <li>Local PL for Arts Integration focusing on writing</li> <li>STEAM Integration Professional Learning</li> <li>LETRS (select teachers K-2, ELL, and SPED)</li> </ul>	<ul style="list-style-type: none"> <li>Lack of time for Professional Learning ideas to be fully implemented into grade level classrooms</li> </ul>	<ul style="list-style-type: none"> <li>TKES</li> <li>Walk Throughs and Showcases for STEAM</li> <li>PL Sign in Sheets and Agendas</li> </ul>

	<ul style="list-style-type: none"> <li>Math Problem Solving Strategies PL Sessions (2)</li> </ul> <p>The overall impact of the PL sessions has shown a greater use of Problem-Solving Strategies in the classrooms, more cohesive planning for Arts Integration/STEAM in the area of writing, and more teachers willing to create CTLS Assessments and use them with their students for formative measures.</p>		
<b>Other</b>	<ul style="list-style-type: none"> <li>STEAM Integration K-5</li> <li>Arts Integration in all classrooms K-5</li> <li>Variety of online learning tools and digital resources</li> </ul>		

**Comprehensive Needs Assessment – Summary of Findings (Student Groups)** Section 1114(b)(1)(A)

<b>Data</b>	<b>Student Groups</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Multiple Data Sources</b>
<b>ELA</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>ELL students receive daily small-group specialized instruction in alignment with regular classroom instruction</li> <li>SWD students receive System 44 and R180 intervention programs as part of their ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>A large portion of ELL students have limited English and large gaps in language acquisition</li> <li>Lack of fidelity in using small group instruction in all grade levels</li> <li>Lack of availability of System 44 and R180</li> </ul>	<ul style="list-style-type: none"> <li>RI</li> <li>Amira</li> <li>Walk Through Data</li> <li>ELF Assessments</li> <li>Interim Assessment Data</li> <li>EOG Milestones</li> <li>ACCESS Data</li> </ul>

		<ul style="list-style-type: none"> <li>Economically Disadvantaged students receive System 44 and R180 interventions as part of their ELA curriculum</li> <li>Interventionists provide additional support for K-5 students who have deficiencies in ELA 3-4 times per week.</li> </ul>	<p>spaces for all students who need to receive this intervention during 23-24 school year</p> <ul style="list-style-type: none"> <li>Discontinuation of Sys 44 and R180 for 24-25 school year</li> </ul>	
<b>Math</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Increase in fact fluency in lower grades with addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Continued time and resources to bridge gaps in conceptual understanding, vocabulary, and fact fluency in upper grades</li> <li>Lack of consistency in the use of manipulatives and problem-solving strategies in all grade levels.</li> <li>Inconsistent use of small group instruction in all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>MI</li> <li>Classroom walk through data</li> <li>Interim Assessments</li> <li>EOG Milestones Data</li> </ul>
<b>Science</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Increased use of Science/STEAM journals has improved vocabulary and content understanding</li> <li>Having 2 science focused specials classes has increased exposure to content</li> </ul>	<ul style="list-style-type: none"> <li>Continued time and resources to fully integrate science content into the curriculum</li> <li>Roadblocks with vetting resources</li> </ul>	<ul style="list-style-type: none"> <li>EOG Milestones (5<sup>th</sup> Grade)</li> <li>Interim Assessments</li> <li>Commons Assessments</li> </ul>
<b>Social Studies</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
<b>Discipline / School Climate Data</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Schoolwide implementation of Restorative Practices</li> <li>Amazing Dolphins of Dowell Student Recognition Program</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of office referrals for Insubordination, Classroom Disruptions, and Boisterous Activity during the 23-24 school year</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Data Summary</li> </ul>
<b>Professional Learning</b>	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>Professional learning opportunities have been provided for Mathematical Problem-Solving Strategies,</li> </ul>	<ul style="list-style-type: none"> <li>Lack of time and resources to provide professional learning for all needs</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>TKES</li> <li>CCC Agendas and Notes</li> </ul>

		Ellevation Implementation, Arts Integration Strategies	<ul style="list-style-type: none"> <li>Teachers having lack of time to explore information learned and implement into classrooms</li> </ul>	<ul style="list-style-type: none"> <li>PL Agendas and Sign In Sheets</li> </ul>
<b>Other</b>	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			

<b>Statement of Concern #1</b>	Students lack basic phonemic awareness and the ability to blend, decode, and read grade-level words, phrases, and passages.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent implementation of reading and phonics strategies throughout kindergarten through second grade classrooms. Inconsistent teaching methodology within the same grade level.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> 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. Not all teachers in each grade level are trained with LETRS strategies or received initial ELF training.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Family workshops and resources are needed to provide families with support on how to help their students at home with literacy skills.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Inconsistent attendance among student groups Students entering school with limited English Proficiency Continued Learning Gaps from the Covid-19 Pandemic Students entering school with no formal Pre-K experience
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	The percentage of K-2 students scoring in the gaining ground range will increase from 40% (173) to 50% (216) as measured by the spring 2025 Amira assessment.

<b>Statement of Concern #2</b>	Students lack the ability to read, comprehend, and respond to grade level fiction and non-fiction passages in grades 3-5.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent instruction and lack of differentiation among grade levels and/or teams in literacy instruction.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Due to lack of knowledge and/or professional learning, new teachers, and teachers new to grade levels are not equipped with program knowledge and strategies for implementation in the classroom.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	Family workshops and resources are needed to provide families with support on how to help their students at home with literacy skills.
<b>Contributing Factors</b> <b>(Outside of control)</b>	Inconsistent attendance among student groups Students entering school with limited English Proficiency Continued Learning Gaps from the Covid-19 Pandemic Students entering school with no formal Pre-K experience
<b>Goal</b> <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	The percentage of students in grades 3-5 reading on grade level will increase from 59% (258) - 65% (285), as measured by the spring 2025 EOG ELA assessment.



<b>Statement of Concern #3</b>	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.
<b>Root Cause #1 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent instruction using guided math and appropriate strategies among grade-level team members.
<b>Root Cause #2 - (Within control)</b> <b>Impacts which system(s):</b> <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Inconsistent use of manipulatives and support materials to teach math problem-solving.
<b>Root Cause #3 - (Within control)</b> <b>Impacts which system(s):</b> <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> 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.
<p style="text-align: center;"><b>Contributing Factors</b> (Outside of control)</p>	Inconsistent attendance among student groups Lack of family attendance/requests for Math Learning Games/Activities Students entering school with limited English Proficiency Continued Learning Gaps from the Covid-19 Pandemic Students entering school with no formal Pre-K experience
<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Specific, Measurable, Achievable, Relevant, Timebound</i></p>	<p>The percentage of students in grades K-2 scoring prepared will increase from 30% (13) -40% (173), as measured by the spring Math Beacon assessment.</p> <p>The percentage of students in grades 3-5 scoring Level 3 will increase from 23% (101) to 30% (131) as measured by the spring 2025 EOG math assessment.</p>

## School Improvement Goals

*Include goals on the parent compacts and policy*

<b>Goal #1</b>	The percentage of K-2 students scoring in the “at-risk” range will decrease from 23.75% (122 students) to 16.25% (89 students) as measured by the spring 2025 Amira assessment.
<b>Goal #2</b>	The percentage of students in grades 3-5 reading on grade level will increase from 59% (258) to 65% (285), as measured by the spring 2025 EOG ELA assessment.
<b>Goal #3</b>	The percentage of students in grades 1-2 scoring prepared will increase from 6.23% (17) to 20% (54), as measured by the spring Math Beacon assessment.
<b>Goal #4</b>	The percentage of students in grades 3-5 scoring Level 3/4 will increase from 32% (101) to 41% (131) as measured by the spring 2025 EOG math assessment.
<b>Goal #5</b>	The percentage of students in grades 3-5 scoring level 3 will increase from 26% (110) to 35% (148) as measured by the spring 2025 EOG ELA assessment.

## Title I Personnel/Positions Hired to Support the School Improvement Goals

*SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)*

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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> 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 Literacy Lab Teacher	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> 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-5 to improve their ability to solve word problems in math.

<p align="center"><b>Goal 1</b></p>	<p>The percentage of K-2 students scoring in the “at-risk” range will decrease from 23.75% (122 students) to 16.25% (89 students) as measured by the spring 2025 Amira assessment.</p>					
<p align="center"><b>Action Step(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i></p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Funding Source(s)</b> <i>SWP Checklist 5.e</i></p>	<p align="center"><b>Start Date</b></p>	<p><b>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation?</b> <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p><b>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact?</b> <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p align="center"><b>People Responsible</b></p>
<p>Kindergarten through Second Grade Teachers will implement differentiated phonics instruction during daily small group instruction as evidenced by classroom walkthroughs.</p>	<p>Classroom Books  Decodable Sets  Literacy Conference</p>	<p>Title 1</p>	<p>August 2024  PL for Differentiation in September 2024  Lit Con Conference: February 2025</p>	<p><b>Implementation Performance Target: 100% of Kindergarten through Second Grade Teachers will implement phonics intervention groups during the literacy block by end of Quarter 1.</b></p> <p><b>Implementation Plan:</b> <b>August:</b> Grades 1 and 2 will administer the Quarter 1 Pre-ELF Assessment and form intervention groups based on student’s needs. K students will administer the EIP screener and GKIDS readiness screener. <b>August:</b> Create at-risk phonics spreadsheet for all K-2 students. <b>August/September:</b> Create flexible groups sheet to be used for intervention groups. <b>September:</b> Conduct local professional learning on Phonics strategies for remediation <b>September, November, January, April:</b> Phonics Walkthroughs completed by Instructional Support and Admin <b>Quarterly:</b> Kindergarten, First, and Second grade teachers will complete the at-risk spreadsheet for students who score below</p>	<p><b>Evaluation Performance Target: By the end of December 2024, 60 % of students will be proficient on the ELF Assessment.</b></p> <p><b>Evaluation plan:</b> <b>Quarterly:</b> Teachers in Kindergarten, Grade 1, and Grade 2 will administer all ELF assessments as well as AMIRA assessments. <b>As needed:</b> Teachers will create intervention groups based on ELF and Amira Data <b>Quarterly:</b> Kindergarten, First, and Second grade teachers will complete the at-risk spreadsheet for students who score below 60% on End of Quarter ELF Assessments. Teachers will discuss in their CCCs and plan intervention groups based on skill.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Summary of Phonics Walk Through Data</li> <li>• Summary of ELF Post Assessments</li> </ul>	<p>Grade Level Teachers Interventionist Instructional Support Instructional Paras</p>

				<p>60% on End of Quarter ELF Assessments. CCCs will follow up to plan intervention groups for these students.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Phonics Walk through Form</li> <li>At Risk Spreadsheet</li> <li>Flexible Group Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Summary of AMIRA scores</li> </ul>	
<p>Kindergarten through second grade teachers will participate in professional learning that supports acquisition of effective strategies for teaching phonics each quarter as evidenced by the Professional Learning Plan and sign-in sheets.</p>	<p>Leveled Readers</p> <p>Letter Tiles</p> <p>Dry Erase Boards</p> <p>Markers</p>	<p>Title 1</p>	<p>September 2024</p> <p>March 2024</p>	<p><b>Implementation Performance Target: 100% of teachers will participate in PL in September and March.</b></p> <p><b>Implementation Plan:</b></p> <ul style="list-style-type: none"> <li>Schedule and attend September and March trainings with LETRS facilitator, Brooke Duggan</li> <li>Schedule and attend quarterly arts integration PL</li> </ul> <p>Provide teacher resources and follow-up coaching based on teacher needs.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Walkthrough Form</li> </ul>	<p><b>Evaluation Performance Target: 100% of students will implement strategies from PL #1 by Nov 1, 2024. 100% of students will implement strategies from PL#2 by April 1, 2024.</b></p> <p><b>Evaluation plan:</b></p> <ul style="list-style-type: none"> <li><b>September, November, January, April:</b> Phonics Walkthroughs completed by Instructional Support and Admin</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Summary of Phonics Walkthrough Data</li> </ul>	<p>Grade Level Teachers</p> <p>Interventionist</p>

GOAL #2	The percentage of students in grades 3-5 reading on grade level will increase from 59% (258) to 65% (285), as measured by the spring 2025 EOG ELA assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Third through fifth grade teachers will participate in professional learning that supports acquisition of effective strategies for teaching fluency, inferencing, point of view, and main idea each quarter as evidenced by the Professional Learning Plan and sign-in sheets.	Classroom Books  Literacy Conferences  Reading Strategies Book by Jennifer Serravallo for all staff	Title 1	September 2024  Lit Con Conference: February 2025  Guided Reading PLs: September 2024, February, and March 2025	<p><b>Implementation Performance Target: 100% of teachers will participate in the PLs scheduled for September and March.</b></p> <p><b>Implementation Plan:</b>  <b>August:</b> Schedule Reading PLs focused on inferencing, Point of View, and Main Idea with District Literacy Staff. Schedule Arts Integration through Literacy training with Jessica Espinosa.  <b>August:</b> Order and provide Reading Strategies Book for teachers.  <b>Monthly.</b> Local School Focused Book Study PL on Strategies from the Reading Strategies book will be conducted by Instructional Support Staff.  <b>September:</b> Hold 1<sup>st</sup> formal PL focused on Point of View, Inferencing, and Main Idea.  <b>February:</b> Send 5 participants to LitCon focusing on reading strategies.  <b>March:</b> Redeliver reading strategies during Wednesday Collaboration to all grade levels. Hold Second Formal PL on reading strategies.</p> <p><b>Artifacts:</b></p>	<p><b>Evaluation Performance Target: 80% of students will score proficient on common formative assessments that measure reading comprehension strategies from the September PL by November 2024.</b></p> <p><b>Evaluation plan:</b>  <b>Monthly:</b> Teachers will analyze data during CCC's to form differentiated reading groups.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Reading common formative assessment data</li> <li>• CCC Minutes</li> </ul>	Grade Level Teachers Interventionist Instructional Support

				<ul style="list-style-type: none"> <li>• Strategy Survey</li> <li>• Conference Program/Session List</li> <li>• Walkthrough Form</li> </ul>		
Third through Fifth Grade Teachers will implement differentiated reading intervention during daily small group instruction as indicated by intervention group plans.	Leveled Readers	Title 1	August 2024	<p><b>Implementation Performance Target: 100% of teachers will create and post a schedule of differentiation for their guided reading groups.</b></p> <p>Implementation Plan:  <b>August:</b> Instructional Support will create a form to be used to list reading skill groups  <b>August:</b> Instructional Support will create a location to house teacher documents supporting reading differentiation.  <b>August:</b> Teachers will assess their students using the Beacon assessment, IReady and other classroom reading assessments.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Differentiation Form</li> <li>• Reading Assessments (iReady, Beacon, other determined assessments)</li> </ul>	<p><b>Evaluation Performance Target: 100% of teachers will monitor reading instruction in their classroom, create differentiated groups, and post instructional documents in the assigned area.</b></p> <p><b>Evaluation plan:</b>  <b>August:</b> Teachers will use data from initial Beacon testing and classroom assessments to make reading/skill groups.  <b>Ongoing:</b> Teachers will administer reading assessments such as Beacon or other classroom assessments to regroup their students according to areas of need in reading.  <b>Ongoing:</b> Teachers will continue to upload differentiation documents as groups change into the assigned location.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Completed Classroom Reading Differentiation Form</li> <li>• Data from iReady, Beacon, and other determined reading assessments</li> </ul>	Grade Level Teachers Interventionist

GOAL #3	The percentage of students in grades 1-2 scoring prepared will increase from 6.23% (17) to 20% (54), as measured by the spring Math Beacon assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Kindergarten through second grade teachers will Implement a Math Problem of the Day daily as indicated by classroom walkthroughs.	Math Manipulatives  Relevant Math Conferences	Title 1	August 2024	<p><b>Implementation Performance Target:</b> 100% of teachers will implement a problem of the day or problem of the week in their classrooms using the three-read protocol, common graphic organizer and arts integration strategies.</p> <p><b>Implementation Plan:</b>  <b>August 2024:</b> Instructional Support and Administration will create a classroom walkthrough form focused on problem solving strategies and implementation in classroom.  Teachers will complete a needs assessment related to math manipulative/PL needs in their classroom to aid in problem solving.  <b>August:</b> Schedule PL based on Needs Assessment.  <b>Quarterly:</b> Classroom teachers will create and implement a pre/post problem solving assessment</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Classroom walkthrough form</li> <li>• Classroom walkthrough schedule</li> <li>• Needs Assessment Form</li> </ul>	<p><b>Evaluation Performance Target:</b> 100% of students will complete a problem of the day or problem of the week in their classrooms using the 3 read protocol common graphic organizer and arts integration strategies.</p> <p><b>Evaluation plan:</b>  <b>August, October, December, February, March:</b> Instructional Support, Administration and District Title 1 staff will conduct classroom walkthroughs focused on problem solving implementation and strategies.</p> <p><b>Evidence:</b>  Summary of walkthrough data</p>	Grade Level Teachers Interventionist Instructional Support



<p>Kindergarten through second grade teachers will implement a common scoring rubric for Math Problem of the Day weekly as evidenced by CCC Meeting Minutes.</p>	<p>N/A</p>	<p>N/A</p>	<p>August 2024</p>	<p><b>Implementation Performance Target:</b> 100% of teachers will participate in CCC's to create common graphic organizers, rubrics and to create common assessments.</p> <p><b>Implementation Plan:</b>  <b>August/September</b> - Grade level CCC's create a common graphic organizer and common rubric.  <b>Monthly:</b> Instructional Support will meet with teachers to collaboratively score a chosen problem of the day/week as well as construct new problems of the day/week.  <b>Quarterly:</b> Teachers will meet with instructional support to evaluate and score word problems using the rubric for common scoring.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Common Problem Solving Scoring Rubric</li> <li>• Word Problems</li> <li>• Student Work</li> </ul>	<p><b>Evaluation Performance Target:</b> 100% of teachers will utilize common graphic organizers and common rubrics to implement and score math word problems.</p> <p><b>Evaluation plan:</b>  Analyze grade level data from common scoring.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• CCC Meeting Notes</li> <li>• Monthly and quarterly grade level common assessment data.</li> </ul>	<p>Grade Level Math CCC Leads Teachers Interventionist</p>

GOAL #4	The percentage of students in grades 3-5 scoring Level 3/4 will increase from 32% (101) to 41% (131) as measured by the spring 2025 EOG math assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Third through fifth grade teachers will Implement a Math Problem of the Day daily as indicated by classroom walkthroughs.	Math Manipulatives  Relevant Math Conferences	Title 1	August 2024	<p><b>Implementation Performance Target: 100% of teachers will implement a problem of the day or problem of the week in their classrooms using the three-read protocol, common graphic organizer and arts integration strategies.</b></p> <p><b>Implementation Plan:</b>  <b>August 2024:</b> Instructional Support and Administration will create a classroom walkthrough form focused on problem solving strategies and implementation in classroom.  Teachers will complete a needs assessment related to math manipulative/PL needs in their classroom to aid in problem solving.  <b>August:</b> Schedule PL based on Needs Assessment.  <b>August, October, December, February, March:</b> Instructional Support, Administration and District Title 1 staff will conduct classroom walkthroughs focused on problem solving implementation and strategies.  <b>Quarterly:</b> Classroom teachers will create and implement a pre/post problem solving assessment</p>	<p><b>Evaluation Performance Target: 100% of students will complete a problem of the day or problem of the week in their classrooms using the 3 read protocol common graphic organizer and arts integration strategies.</b></p> <p><b>Evaluation plan:</b>  <b>August, October, December, February, March:</b> Instructional Support, Administration and District Title 1 staff will conduct classroom walkthroughs focused on problem solving implementation and strategies.</p> <p><b>Evidence:</b> Summary of walkthrough data</p>	Grade Level Teachers Interventionist Instructional Support

				<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Classroom walk through form</li> <li>• Classroom walk through schedule</li> <li>• Needs Assessment Form</li> <li>• Problem Solving Samples</li> </ul>		
Third through fifth grade teachers will implement a common scoring rubric for Math Problem of the Day weekly as evidenced by CCC Meeting Minutes.	N/A	N/A	August 2024	<p><b>Implementation Performance Target: 100% of teachers will participate in CCC's to create common graphic organizers, rubrics and to create common assessments.</b></p> <p><b>Implementation Plan:</b>  <b>August/September</b> - Grade level CCC's create a common graphic organizer and common rubric.  <b>Monthly:</b> Instructional Support will meet with teachers to collaboratively score a chosen problem of the day/week as well as construct new problems of the day/week.  <b>Quarterly:</b> Teachers will meet with instructional support to evaluate and score word problems using the rubric for common scoring.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Common Problem Solving Scoring Rubric</li> <li>• Common Word Problems</li> <li>• Student Work</li> </ul>	<p><b>Evaluation Performance Target: 100% of teachers will utilize common graphic organizers and common rubrics to implement and score math word problems.</b></p> <p><b>Evaluation plan:</b> Analyze grade level data from common scoring.</p> <p><b>Evidence:</b> CCC Meeting Notes Monthly and quarterly grade level common assessment data.</p>	Grade Level Math CCC Leads Teachers Interventionist

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GOAL #5	The percentage of students in grades 3-5 scoring level 3 will increase from 26% (110) to 35% (148) as measured by the spring 2025 EOG ELA assessment.					
Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv), 2.c(v)</i>	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Start Date	How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i>	How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i>	People Responsible
Kindergarten through fifth grade teachers will implement common writing prompts, quarterly, as evidenced through content maps and CCC minutes.	N/A	N/A	August 2024	<p><b>Implementation Performance Target:</b> 100% of teachers will participate in CCC's to create common writing prompts and writing rubrics.</p> <p><b>Implementation Plan:</b></p> <p><b>August:</b> Instructional Support will meet with grade level teams to assist in creation/selection of common scoring rubric and identify writing prompts for Q1.</p> <p><b>October:</b> Instructional Support will meet with grade level teams to identify writing prompts for Q2.</p> <p><b>December:</b> Instructional Support will meet with grade level teams to identify writing prompts for Q3.</p> <p><b>February:</b> Instructional Support will meet with grade level teams to identify writing prompts for Q4.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Common grade level writing prompts</li> </ul>	<p><b>Evaluation Performance Target:</b> 100% of teachers will utilize prompts with students and participate in CCC's to collaboratively score student writing.</p> <p><b>Evaluation plan:</b> CCC's will collaboratively score student writing samples monthly.</p> <p><b>Evidence:</b> Monthly writing data</p>	

				<ul style="list-style-type: none"> <li>• Common grade level writing rubrics</li> <li>• Student Writing</li> </ul>		
Kindergarten through fifth grade teachers will implement Book Creator, quarterly, as evidenced through student work.	Book Creator  Writing Lab Teacher	Title 1	August 2024	<p><b>Implementation Performance Target:</b> 100% of teachers will implement arts integration strategies and or Book Creator monthly in writing instruction.</p> <p><b>Implementation Plan:</b> Teachers will plan for STEAM integration during quarterly grade level planning days.</p> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Integration map</li> </ul>	<p><b>Evaluation Performance Target:</b> 100% of students will produce writing using arts integration strategies or Book Creator monthly.</p> <p><b>Evaluation plan:</b> Teachers will share student work during quarterly planning days in October, December and February.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Book Creator usage report</li> <li>• Student Work</li> </ul>	

**Actions to Support Student Groups in Meeting School Improvement Goals**

<b>Student Group(s)</b> <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	<b>Action steps to improve/support achievement of student groups</b>	<b>Resources</b>	<b>Funding Source</b>
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> 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
<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input checked="" type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Increase the use of journals in both literacy and math areas with a focus on learning targets and vocabulary strategies across all grade levels</li> <li>• Increase use of manipulatives in math lessons</li> </ul>	Composition Notebooks	Title 1  District
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• Special Education teachers will consistently collaborate with their co-teachers to ensure students’ instructional needs are being addressed.</li> <li>• 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.</li> <li>• SSA will develop a process to ensure the creation and implementation of effective IEPs to address the learning needs of students with disabilities.</li> </ul>	N/A	N/A
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<ul style="list-style-type: none"> <li>• ELL Teachers will collaborate with classroom teachers on specific research based best practices to support ELL students.</li> <li>• 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.</li> <li>• 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.</li> <li>• ELL Teacher will implement Imagine Learning for identified ELL students to increase language acquisition.</li> </ul>	Imagine Learning  Ellevation	District

<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
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**Family Engagement Plan to Support School Improvement (*Required Components*)**

Family Engagement Activities ( <u>Must be listed in the school policy</u> )	Date(s) Scheduled	Date Completed	"Shall" Standard(s) Addressed
<p><b>1. Required</b> <u>Annual Title I Meeting – Deadline September 29, 2023</u>                      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.</p>	September 12, 2024		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>2. Required</b> <u>Fall Input Survey/ Evaluation (secondary method) – Deadline October 31, 2023</u>                      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.</p>	Fall Conference Week October 15-18		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>3. Required</b> <u>Spring Input Meeting and Survey (primary method) – Deadline April 29, 2024</u>                      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.</p>	March 14, 2025		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p><b>4. Required</b> <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u>                      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  <u>Deadlines:</u> PL#1 9/22/23   PL#2 12/8/23   PL#3 2/16/24   PL#4 4/29/24</p>			
			<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5
			<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
<p><b>5. Required</b> <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <b><u>Briefly describe the transition activities here:</u></b></p>	Kindergarten Orientation: April 2025  Transition to Lovinggood: TBD  Transition to Tapp: TBD  Transition to Smitha: TBD		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

<p><b>6. Required:</b> Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><b>List documents translated for parents:</b>  School Web site  Communication through CTLS Parent Flyers  Compact Policy</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
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<b>School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)</b>							
<b>School Developed Family Engagement Activities (Must be listed in the school policy)</b>	<b>"Shall" Addressed</b>	<b>Goal(s) Addressed</b>	<b>Resources</b>	<b>Funding Source(s)</b> <i>SWP Checklist 5.e</i>	<b>Date</b>	<b>How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.</b>	<b>Team Lead</b>
Family Math and Science Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4	Math Games	Title 1 STEAM Fund	January 2025	Sign in Sheets Parent Surveys Math Game Bags	Administration STEAM Team Instructional Coaches Parent Facilitator
Winter Family STEAM Showcase (Reading, Writing, and Art Focus)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Supplies for Arts Integration Projects focused on literacy	Title 1 STEAM Funds	February 2025	Sign In Sheets Parent Surveys	Administration STEAM Team Instructional Coaches Parent Facilitator
Gobble Up Literacy	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	Take Home Books	Title 1	November 2024	Sign In Sheets Parent Surveys	Administration Literacy Committee 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")

<b>School Improvement Plan Required Questions</b>
<b>Schoolwide Plan Development – Section 1114(2)(B) (i-iv)</b>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>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)</b></p>
<p>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. <b>SWP Checklist 5(e) <u>Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)</u></b></p>

**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, 5<sup>th</sup> grade students to 6<sup>th</sup> grade and 8<sup>th</sup> grade students to 9<sup>th</sup> 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.

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:**

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**