

**School Improvement Plan**

**2021-2022**

**Action Plan**



Date Submitted: June 24, 2021

Date(s) Revised:

SCHOOL NAME: Dowell Elementary

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| **COHERENT INSTRUCTIONAL SYSTEM** |
| **GOAL #1** | Increase the number of students performing at or above grade level on the Reading Inventory by 5% from August 2021 to August 2022. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
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* **Artifacts/Evidence**
 | * **Lead (bold)**
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| Teachers will consistently implement standards-based lessons using the workshop framework model in reading and writing with a focus on setting learning targets, differentiated small groups and utilizing lesson closings/summarizers. | Title I and SFSD | August 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor implementation and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams discuss walkthrough data during CCC meetings once per month and modify their practice as needed.**Artifacts/Evidence**: Walkthrough Data, RI Data, CCC Meeting Agendas | **Academic Coach**AdministrationBLT TeamTeachers |
| Teachers in grades K-5 will select high interest texts to use during guided reading. This includes leveled readers and Scholastic News. | Title I | August 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor the use of high interest texts and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams will plan the use of high interest texts during their CCC meetings once per month and/or during this quarterly collaborative planning.**Artifacts/Evidence**: Walkthrough Data, RI Data, CCC Meeting Agendas | **Academic Coach**AdministrationBLT TeamTeachers |
| Teachers will implement the System44/Read180 reading intervention program in Grades 3-5 for identified students. | District Funds and Title I | August 1, 2021 | **Implementation**: The administration, and Harcourt (HMH) personnel will conduct walkthroughs in the classrooms where System44 or Read180 are being used on at least a quarterly basis and will debrief with the teachers and administration after each walkthrough.**Impact**: The System44/Read180 teachers will incorporate suggestions for improvement into their lessons following each quarterly walkthrough.**Artifacts/Evidence**: Feedback forms, RI Data | **HMH Personnel**AdministrationTeachers |
| Teachers in Grades K-5 will use reading software programs to provide targeted reading practice for students. This includes Reading Eggs and Freckle. | Title I | October 1, 2021 | **Implementation**: Teachers and Academic Coach will run usage reports and performance data for the reading software programs monthly for review and discussion during CCC meetings. Teachers will adjust instruction, plans and grouping based on results.**Impact**: Grade-level teams will discuss the impact of the reading intervention during weekly CCC meetings, reviewing data and modifying plans as needed.**Artifacts/Evidence**: Usage Reports, RI Data, CCC Meeting Agendas | **Teachers**Academic Coach |
| Teachers in Grades K-2 will implement the Early Literacy Framework which includes consistent, focused phonics and reading fluency instruction. | District Funds and Title I | August 1, 2021 | **Implementation**: Administration and Academic Coach will facilitate ELF Assessment Cycle Data Meetings at the conclusion of each 10-14 day cycle. Teachers will share data, growth, and strategies during these meetings.**Impact**: Grade-level teams will discuss the ELF data, reflect on the strategies and plan for remediation during the ELF Data Meetings every 10-14 days.**Artifacts/Evidence**: ELF Assessment Cycle Data, RI Data, ELF Meeting Agendas | **Teachers in K-2**Kindergarten Academic CoachAdministration |
| **EFFECTIVE LEADERSHIP** |
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| Continue to facilitate implementation of Professional Learning Communities by creating collaborative communities and a schedule that allows for ongoing collaboration for the purpose of analyzing local school assessment data and planning instruction. | SFSD and Title I | August 1, 2021 | **Implementation**: The Academic Coach will create a weekly collaborative planning schedule which will be distributed each month. CCCs will establish roles and agendas, and will take minutes as it relates to their meetings centered on collecting, analyzing and discussing student assessment data.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**Administration |
| Create a schedule for focus walkthroughs to ensure the workshop framework model is implemented with fidelity in all content areas with a focus on new teachers; results will be shared with the staff. | No Cost | September 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor implementation of the workshop model and literacy initiatives and will debrief during monthly leadership team meetings.**Artifacts/Evidence**: Walkthrough Schedule; Walkthrough Data/Results | **Academic Coach**AdministrationBLT |
| Employ academic coach to increase teacher effectiveness through modeling best instructional practices that support staff collaboration and the data process and provide professional development in identified areas of need. | Title I | July 26, 2021 | **Implementation**: The Academic Coach will meet weekly with the administrative team to discuss current and upcoming plans and schedules for walkthroughs, CCCs, professional learning, tutoring and budgets as it relates to school improvement efforts.**Artifacts/Evidence**: Academic Coach Activity Log, Walkthrough and PL schedules | **Administration**Academic Coach |
| Employ parent facilitator to increase family and community engagement to support all school goals. | Title I | July 26, 2021 | **Implementation**: The administration and Academic Coach will meet at least once each month to plan and schedule FACE activities, professional learning, and current or upcoming issues.**Artifacts/Evidence**: FACE Documentation; Surveys | **Administration**Academic Coach |
| Provide the classroom space, technology, and instructional materials to support a System44/Read180 Lab and implementation of System44 or Read180 in identified classrooms. | Title I | August 1, 2021 | **Implementation**: Each year, the administrative team will work to identify the classroom space and technology available for use as a dedicated System44/Read180 Lab. Identified classroom teachers are identified to implement System44 or Read180 within their classroom when this is beneficial for students and scheduling.**Artifacts/Evidence**: RI Data | **Administration** |

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| Attend local, state, and national conferences to support instruction in ELA. | Title I and SFSD | TBD | **Implementation**: Teachers, academic coach and/or administrators will attend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will redeliver what they learned to the staff during a Staff Meeting in \_\_\_\_\_\_\_\_\_\_.**Artifacts/Evidence**: Conference Agendas; Travel Documentation; Redelivery of Conference Content | **Administration**Academic CoachTeachers |
| Continue to support new teachers (<5 years experience) through quarterly meetings to provide support for implementing schoolwide literacy initiatives. | Instructional Funds, SFSD, and Title I | July 26, 2021 | **Implementation**: New teachers, including new to CCSD or Dowell, will participate in monthly New Teacher meetings led by the Academic Coach to ensure they understand and implement required literacy initiatives.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**Teachers |
| Teachers will participate in professional development that focuses on literacy initiatives (learning targets, closings, Early Literacy Framework) and integration of technology. | SFSD and Title I | August 2021 | **Implementation**: The Academic Coach, TTIS and teacher leaders will conduct PL related to literacy initiatives and technology integration during monthly staff meetings, quarterly collaborative planning days and/or early release days.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**TTISTeacher LeadersTeachers |
| Subs will be provided for teachers to participate in half-day or full-day collaboration during the school day with a focus on implementation of literacy initiatives and technology. | Title I | September and November 2021 and March 2022 | **Implementation**: The Academic Coach and team leaders will plan and facilitate 3 quarterly collaborative planning days focused on setting the instructional scope and sequence, planning strategies and interventions based on available student data, and receiving targeted PL.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**Team LeadersTeachers |
| Certified staff will participate in a full-day collaboration during the summer break with a focus on implementation of literacy initiatives. | Title I | June/July 2022 | **Implementation**: The Academic Coach and team leaders will plan and facilitate a summer collaborative planning das focused on setting the instructional scope and sequence for the first quarter, planning strategies and interventions based on available student data, and receiving targeted PL.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**Team LeadersTeachers |

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| Hire supplemental tutoring staff to work with a group of 40 students in Grades 2-5 identified as below grade-level in Reading/ELA. | 20-Day Funds and Title I | October 1, 2021 | **Implementation**: The Academic Coach will use RI data and/or standardized assessment data to identify approximately 40 students in need of reading/ELA intervention and will monitor the tutors plans and data on a bi-weekly basis.**Impact**: The Academic Coach and grade-level teams will discuss these students and their progress (data) during CCC meetings once per month and modification to strategies and student groupings will be made and shared with tutors.**Artifacts/Evidence**: RI Data; CCC Meeting Agendas | **Academic Coach**AdministrationBLT  |
| Hire a half-time Targeted Support Teacher (certified) to work with kindergarten and/or first grade students in Reading/ELA to build phonics and early literacy skills. | Title I | July 26, 2021 | **Implementation**: Targeted Support Teacher and Academic Coach will monitor progress by analyzing ELF Assessment Data and RI Data with adjustments made to grouping and skill focus as needed.**Impact**: The TST will participate in the grade-level CCC meetings each week to share data on the students she serves. The teams will work to adjust groups and modify strategies as needed.**Artifacts/Evidence**: ELF Assessment Cycle Data and RI Data | **Targeted Support Teacher**TeachersAcademic Coach |
| Increase the number of iPads per classroom to allow students to practice skills and remediate learning independently using appropriate apps and programs. | Title I | October 1, 2021 | **Implementation**: The Media Specialist will monitor the distribution of iPads to each classroom to facilitate the use of appropriate instructional apps and programs to support literacy standards during daily literacy center rotations as planned by the classroom teacher.**Impact**: Grade-level teams will plan the use of literacy apps/programs during their CCC meetings once per month and/or during quarterly collaborative planning.**Artifacts/Evidence**: RI Data | **Media Specialist**TeachersTTIS |
| Conduct a Kindergarten Camp to transition incoming kindergarteners into the school environment and provide basic reading readiness instruction. | Title I | July 2022 | **Implementation**: The Academic Coach and teachers will plan and implement a 4-day camp held in July that will help new kindergarten students transition to the school. The camp will include experiences in academics and social emotional learning.**Impact**: The Camp staff will plan a schedule and activities that will help acclimate these new students to the academic, social, and physical environment at Dowell.**Artifacts/Evidence**: Camp Schedule and Plans; Fall 2022 Kindergarten assessment data | **Academic Coach**Teachers |
| Conduct a summer camp for rising 1st – 5th grade students to provide supplemental targeted support to students identified as below level in reading. | Title I | July 2022 | **Implementation**: The Academic Coach and teachers will plan and implement a 4-day camp held in July that will help address gaps in learning for identified students. The camp will include experiences in academics and social emotional learning.**Impact**: The Camp staff will plan a schedule and activities that will help students be better prepared for the rigor of the upcoming grade level. Student assessment data will be used to identify trends in performance and strategies will be selected to support growth in the areas of greatest deficit.**Artifacts/Evidence**: Camp Schedule and Plans; Fall 2022 RI Assessment Data | **Academic Coach**Teachers |

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| **FAMILY AND COMMUNITY ENGAGEMENT** |
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| Distribute school parent policy and compact to all families | Title I | August 1, 2021 | **Implementation**: The Parent Policy and Compact will be distributed to all families within the first few weeks of school. This document will be sent electronically, but a paper copy will be available in the front office if requested.**Artifacts/Evidence**: Documentation Binder, CTLS Parent Documentation and Log | **Parent Facilitator**Academic Coach |
| Distribute information regarding events and other school activities through the weekly email blast. | Title I | July 16, 2021 | **Implementation**: The assistant principal will create and send the Dolphin Weekly each Friday through CTLS Parent.**Artifacts/Evidence**: CTLS Parent Documentation and Log | **Administration**Parent Facilitator |
| Teachers will receive professional development related to engaging parents in the instructional program. | Title I | September 2021 | **Implementation**: The Academic Coach and Parent Facilitator will conduct quarterly PL related to engaging parents in the instructional program for all staff.**Artifacts/Evidence**: Teacher and Parent Surveys; Sign-in Sheets | **Academic Coach**Parent Facilitator |
| Reading comprehension and/or fluency strategies will be prepared and distributed to parents during conference week or other academic-based offerings. | Title I | October 2021 | **Implementation**: The Academic Coach and Parent Facilitator will identify the strategies to share with parents/families and will monitor distribution at multiple events through participating at the event and by reviewing parent sign-in sheets.**Artifacts/Evidence**: Parent sign-in sheets; copies of materials | **Academic Coach**Parent Facilitator |
| Conduct Parent University 4 times in the 1st semester to support parents in knowing how to be engaged in school as it relates to volunteering, home-school communication, attendance, and academic support at home. | Title I | August – October 2021 | **Implementation**: The Parent Facilitator will develop 4 sessions focused on Home-School communication (digital focus), Health & Safety at School, importance of Attendance, and how to support Reading and Math at home.**Artifacts/Evidence**: Parent sign-in sheets; agendas | Parent FacilitatorAcademic Coach |

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| **STUDENT GROUPS** |
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| **Economically Disadvantaged** | Provide professional development that includes strategies that address the needs of students who live in poverty. | Title I and SFSD | TBD | **Implementation/Impact**: The Academic Coach will conduct and monitor PL for staff.**Artifacts/Evidence**: Sign-in Sheets | **Academic Coach** |
| **English Learners** | 1. ESOL and regular education teachers will collaborate to ensure strategies for EL students are implemented consistently.2. Bilingual parent facilitator will translate oral and written materials and/or use translation devices to provide access for Spanish-speaking families. | Title I and SFSD | August 1, 2021 | **Implementation/Impact**: The administration and Academic Coach will conduct observations and walkthroughs as well as attend collaboration/planning sessions to monitor support for EL families and students.**Artifacts/Evidence**: Sign-in Sheets and copies of translated materials | **Administration**Academic CoachParent Facilitator |
| **Race / Ethnicity**  | 1. Disaggregate student group data and address instructional deficiencies as needed.2. Implement Restorative Practices/Circles to build a collaborative and inclusive classroom environment. | Local Funds | August 1, 2021 | **Implementation/Impact**: The Academic Coach will facilitate collaboration/planning sessions and monitor classrooms and/or lesson plans for differentiation and evidence of restorative circles**Artifacts/Evidence**: Differentiated lesson plans and collaboration agendas | **Academic Coach**Counselors |
| **Foster and Homeless** | 1. Collaborate with school social worker to keep students in their school of origin and maintain a consistent educational program.2. Implement process to monitor student attendance. | No Funds Needed | August 1, 2021 | **Implementation/Impact**: The school social worker will conduct monthly Care Team Meetings with school counselors and administration to discuss identified HEP students and monitor their attendance, behavior and family status**Artifacts/Evidence**: Agendas, attendance reports | **School Social Worker**AdministrationCounselors |
| **Migrant** | Work with Title III to identify migrant students and provide support to students and families as needed. | No Funds Needed | July 26, 2021 | **Implementation/Impact**: The administration will communicate with registration clerks as needed regarding migrant students; administration will work with the Title III office.**Artifacts/Evidence**: Registration information, communication records | **Administration**Parent FacilitatorClerk |
| **Students with Disabilities** | 1. Provide protected time for special education and general education teachers to collaborate and review IEP accommodations, goals, and objectives.2. Support teachers in implementing specialized strategies. | Title I and SFSD | August 1, 2021 | **Implementation/Impact**: The Academic Coach will create a weekly collaborative planning schedule that allows special education teachers to collaborate with their general education partners during weekly CCCs. The SSA will monitor special education compliance, IEPs and specialized instruction through monthly meetings.**Artifacts/Evidence**: Collaboration and Team Meeting agendas | **Academic Coach**AdministrationSSA |

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| Teachers will consistently implement standards-based lessons using the workshop framework model in math with a focus on unpacking standards, learning targets and closings/summarizers. | Title I and SFSD | August 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor implementation and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams discuss walkthrough data during CCC meetings once per month and modify their practice as needed.**Artifacts/Evidence**: Walkthrough Data, MI Data, CCC Meeting Agendas | **Academic Coach**AdministrationBLT TeamTeachers |
| Teachers in Grades K-5 will use math software programs to provide targeted math practice for students. This includes Math Eggs, Dream Box and Freckle. | Title I | October 1, 2021 | **Implementation**: Teachers and Academic Coach will run usage reports and performance data for the reading software programs monthly for review and discussion during CCC meetings. Teachers will adjust instruction, plans and grouping based on results.**Impact**: Grade-level teams will discuss the impact of the reading intervention during weekly CCC meetings, reviewing data and modifying plans as needed.**Artifacts/Evidence**: Usage Reports, MI Data, CCC Meeting Agendas | **Teachers**Academic Coach |
| Teachers will implement Number Talks to improve students’ ability to communicate about math and build understanding of mathematical concepts and skills. | Instructional Funds and Title I | August 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor implementation and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams discuss walkthrough data during CCC meetings once per month and modify their practice as needed.**Artifacts/Evidence**: Walkthrough Data, MI Data, CCC Meeting Agendas | **Academic Coach**AdministrationBLT TeamTeachers |
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| Attend local, state, and national conferences to support instruction in Math. | Title I and SFSD | TBD | **Implementation**: Teachers, academic coach and/or administrators will attend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will redeliver what they learned to the staff during a Staff Meeting in \_\_\_\_\_\_\_\_\_\_.**Artifacts/Evidence**: Conference Agendas; Travel Documentation; Redelivery of Conference Content | **Administration**Academic CoachTeachers |
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| Hire a half-time Targeted Support Teacher (certified) to work with kindergarten and/or first grade students in building math readiness and fluency. | Title I | July 26, 2021 | **Implementation**: Targeted Support Teacher and Academic Coach will monitor progress by analyzing GKIDS math and common assessment data with adjustments made to grouping and skill focus as needed.**Impact**: The TST will participate in the grade-level CCC meetings each week to share data on the students she serves. The teams will work to adjust groups and modify strategies as needed.**Artifacts/Evidence**: GKIDS Data, Common Assessment Data | **Targeted Support Teacher**TeachersAcademic Coach |
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| Conduct Parent University 4 times in the 1st semester to support parents in knowing how to be engaged in school as it relates to volunteering, home-school communication, attendance, and academic support at home. | Title I | August – October 2021 | **Implementation**: The Parent Facilitator will develop 4 sessions focused on Home-School communication (digital focus), Health & Safety at School, importance of Attendance, and how to support Reading and Math at home.**Artifacts/Evidence**: Parent sign-in sheets; agendas | Parent FacilitatorAcademic Coach |

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| **Economically Disadvantaged** | Provide professional development that includes strategies that address the needs of students who live in poverty. | Title I and SFSD | TBD | **Implementation/Impact**: The Academic Coach will conduct and monitor PL for staff.**Artifacts/Evidence**: Sign-in Sheets | **Academic Coach** |
| **English Learners** | 1. ESOL and regular education teachers will collaborate to ensure strategies for EL students are implemented consistently.2. Bilingual parent facilitator will translate oral and written materials and/or use translation devices to provide access for Spanish-speaking families. | Title I and SFSD | August 1, 2021 | **Implementation/Impact**: The administration and Academic Coach will conduct observations and walkthroughs as well as attend collaboration/planning sessions to monitor support for EL families and students.**Artifacts/Evidence**: Sign-in Sheets and copies of translated materials | **Administration**Academic CoachParent Facilitator |
| **Race / Ethnicity**  | 1. Disaggregate student group data and address instructional deficiencies as needed.2. Implement Restorative Practices/Circles to build a collaborative and inclusive classroom environment. | Local Funds | August 1, 2021 | **Implementation/Impact**: The Academic Coach will facilitate collaboration/planning sessions and monitor classrooms and/or lesson plans for differentiation and evidence of restorative circles**Artifacts/Evidence**: Differentiated lesson plans and collaboration agendas | **Academic Coach**Counselors |
| **Foster and Homeless** | 1. Collaborate with school social worker to keep students in their school of origin and maintain a consistent educational program.2. Implement process to monitor student attendance. | No Funds Needed | August 1, 2021 | **Implementation/Impact**: The school social worker will conduct monthly Care Team Meetings with school counselors and administration to discuss identified HEP students and monitor their attendance, behavior, and family status**Artifacts/Evidence**: Agendas, attendance reports | **School Social Worker**AdministrationCounselors |
| **Migrant** | Work with Title III to identify migrant students and provide support to students and families as needed. | No Funds Needed | July 26, 2021 | **Implementation/Impact**: The administration will communicate with registration clerks as needed regarding migrant students; administration will work with the Title III office.**Artifacts/Evidence**: Registration information, communication records | **Administration**Parent FacilitatorClerk |
| **Students with Disabilities** | 1. Provide protected time for special education and general education teachers to collaborate and review IEP accommodations, goals, and objectives.2. Support teachers in implementing specialized strategies. | Title I and SFSD | August 1, 2021 | **Implementation/Impact**: The Academic Coach will create a weekly collaborative planning schedule that allows special education teachers to collaborate with their general education partners during weekly CCCs. The SSA will monitor special education compliance, IEPs and specialized instruction through monthly meetings.**Artifacts/Evidence**: Collaboration and Team Meeting agendas | **Academic Coach**AdministrationSSA |

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| **COHERENT INSTRUCTIONAL SYSTEM** |
| **GOAL #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
* **Method for Monitoring Impact (Frequency)**
* **Artifacts/Evidence**
 | * **Lead (bold)**
* **Support**
 |
| Teachers will utilize elements of STEAM across content areas to integrate grade-level standards. | Instructional Funds and Title I | September 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor implementation and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams discuss walkthrough data during CCC meetings once per month and modify their practice as needed.**Artifacts/Evidence**: Walkthrough Data, STEAM Certification OneNote, CCC Meeting Agendas | **Academic Coach**AdministrationBLT |
| Teachers will utilize Freckle to provide targeted practice with Science standards. | Title I | October 1, 2021 | **Implementation**: Teachers and Academic Coach will run usage reports and performance data for Freckle monthly for review and discussion during CCC meetings. Teachers will adjust instruction and plans and grouping based on results.**Impact**: Grade-level teams will discuss the impact of the Freckle data during weekly CCC meetings, reviewing data and modifying plans as needed.**Artifacts/Evidence**: Usage Reports, Science Common Assessments, CCC Meeting Agendas | **Teachers**Academic Coach |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |

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| **EFFECTIVE LEADERSHIP** |
| **GOAL #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
* **Method for Monitoring Impact (Frequency)**
* **Artifacts/Evidence**
 | * **Lead (bold)**
* **Support**
 |
| Provide texts and instructional materials that support science/STEAM and its integration across content areas. | Instructional Funds and Title I | October 1, 2021 | **Implementation**: The Academic Coach and administration will walk each classroom once every 2 wks. to monitor the use of texts and materials that support science/STEAM and will debrief during monthly leadership team meetings.**Impact**: Grade-level teams will plan the use of science/STEAM related materials and texts during their quarterly collaborative planning.**Artifacts/Evidence**: Walkthrough Data, Science Assessment Data, CCC Meeting Agendas | **Academic Coach**AdministrationBLT TeamTeachers |
| Pursue CCSD STEAM certification for Dowell ES. | Title I and Local Funds | September 1, 2021 | **Implementation**: STEAM Teacher Leaders and administration will work closely with district-level science department staff to conduct school monitoring visits, provide PL and give feedback on Dowell’s STEAM certification status to be conducted a minimum of 2 times per year.**Artifacts/Evidence**: STEAM Certification OneNote | **STEAM Teacher Leaders**Administration |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |

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| **PROFESSIONAL CAPACITY** |
| **GOAL #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
* **Method for Monitoring Impact (Frequency)**
* **Artifacts/Evidence**
 | * **Lead (bold)**
* **Support**
 |
| Attend local, state, and national conferences to support instruction in Science. | Title I and SFSD | TBD | **Implementation**: Teachers, academic coach and/or administrators will attend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will redeliver what they learned to the staff during a Staff Meeting in \_\_\_\_\_\_\_\_\_\_.**Artifacts/Evidence**: Conference Agendas; Travel Documentation; Redelivery of Conference Content | **Administration**Academic CoachTeachers |
| Teachers will participate in professional development that focuses on STEAM concepts and integration of STEAM into the curriculum, and the creation of science-based assessments. | SFSD and Title I | September 1, 2021 | **Implementation**: The STEAM teacher leaders and district-level science staff will conduct PL related to science initiatives and art integration during monthly staff meetings, quarterly collaborative planning days and/or early release days.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**District-level StaffTeacher Leaders |
| Subs will be provided for teachers to participate in half-day or full-day collaboration during the school day with a focus on integration of science/STEAM across content areas. | Title I | September and November 2021 and March 2022 | **Implementation**: The Academic Coach and team leaders will plan and facilitate 3 quarterly collaborative planning days focused on setting the instructional scope and sequence, planning strategies for science/STEAM integration and providing related PL.**Artifacts/Evidence**: Sign-in Sheets; Agendas | **Academic Coach**Team LeadersTeachers |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |

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| **SUPPORTIVE LEARNING ENVIRONMENT** |
| **GOAL #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
* **Method for Monitoring Impact (Frequency)**
* **Artifacts/Evidence**
 | * **Lead (bold)**
* **Support**
 |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Impact**: **Artifacts/Evidence**:  |  |
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| **FAMILY AND COMMUNITY ENGAGEMENT** |
| **GOAL #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation (Frequency)**
* **Method for Monitoring Impact (Frequency)**
* **Artifacts/Evidence**
 | * **Lead (bold)**
* **Support**
 |
| Plan and implement showcases/events that highlight STEAM implementation through cross-content standards-based projects. | Instructional Funds, Local Funds and Title I | August 2021 | **Implementation**: **Artifacts/Evidence**: Sign-in Sheets, Documentation Binder; Parent Surveys | **Academic Coach**AdministrationTeacher LeadersParent Facilitator |
| Post monthly grade-level STEAM challenges and online resources on school website for parents to use at home with their child. Links will be shared through CTLS. | Instructional Funds and Title I | August 2021 | **Implementation**: **Artifacts/Evidence**: Common Assessment Data; Parent Surveys | **Academic Coach**AdministrationParent Facilitator |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |
|  |  |  | **Implementation**: **Artifacts/Evidence**:  |  |

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| **STUDENT GROUPS** |
| **Goal #3** | Increase the number of students performing proficient or advanced by 10% on science common assessments in 1st, 3rd, and 5th grades. |
| **Action Step(s)** | **Possible Funding Source(s)** | **Start Date** | * **Method for Monitoring Implementation/Impact**
* **Artifacts/Evidence to verify implementation**
 | * **Lead (bold)**
* **Support**
 |
| **Economically Disadvantaged** | Provide professional development that includes strategies that address the needs of students who live in poverty. | Title I and SFSD | TBD | **Implementation/Impact**: The Academic Coach will conduct and monitor PL for staff.**Artifacts/Evidence**: Sign-in Sheets | **Academic Coach** |
| **English Learners** | 1. ESOL and regular education teachers will collaborate to ensure strategies for EL students are implemented consistently.2. Bilingual parent facilitator will translate oral and written materials and/or use translation devices to provide access for Spanish-speaking families. | Title I and SFSD | August 1, 2021 | **Implementation/Impact**: The administration and Academic Coach will conduct observations and walkthroughs as well as attend collaboration/planning sessions to monitor support for EL families and students.**Artifacts/Evidence**: Sign-in Sheets and copies of translated materials | **Administration**Academic CoachParent Facilitator |
| **Race / Ethnicity**  | 1. Disaggregate student group data and address instructional deficiencies as needed.2. Implement Restorative Practices/Circles to build a collaborative and inclusive classroom environment. | Local Funds | August 1, 2021 | **Implementation/Impact**: The Academic Coach will facilitate collaboration/planning sessions and monitor classrooms and/or lesson plans for differentiation and evidence of restorative circles**Artifacts/Evidence**: Differentiated lesson plans and collaboration agendas | **Academic Coach**Counselors |
| **Foster and Homeless** | 1. Collaborate with school social worker to keep students in their school of origin and maintain a consistent educational program.2. Implement process to monitor student attendance. | No Funds Needed | August 1, 2021 | **Implementation/Impact**: The school social worker will conduct monthly Care Team Meetings with school counselors and administration to discuss identified HEP students and monitor their attendance, behavior, and family status**Artifacts/Evidence**: Agendas, attendance reports | **School Social Worker**AdministrationCounselors |
| **Migrant** | Work with Title III to identify migrant students and provide support to students and families as needed. | No Funds Needed | July 26, 2021 | **Implementation/Impact**: The administration will communicate with registration clerks as needed regarding migrant students; administration will work with the Title III office.**Artifacts/Evidence**: Registration information, communication records | **Administration**Parent FacilitatorClerk |
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**FY22 TITLE I SIP**

**REQUIRED QUESTIONS**

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| **CCSD Schoolwide Plan Development Sec. 1114(b)(1-5) of ESSA****References: Schoolwide Checklist (3.a., 3.c., 3.d.)** |
| **Statement #1**: The School Improvement Plan is developed during a one-year period 2021-2022 as outlined in **Sec. 114(b) (1-5) of ESSA**.**Statement #2: (Monitoring)** The School Improvement Plan 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.**Statement #3: (SIP Available to Stakeholders)** The School Improvement Plan is available to the local educational agency, parents, and the public, by being published on the local school website and available in the front office of the school. 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.**Statement #4: (Coordination and Integration of Funds)** Is 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.  |
| **Question #1:** Describe how the school will provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. **References: Schoolwide Checklist (2.iii.d)** |
| **Cobb Collaborative Communities-** Focused professional development based on high standards of teaching and learning is essential to improving teaching and increasing student achievement. It must be focused on what teachers district-wide and in the individual schools need to know and be able to do for their students. Ultimately, professional development should build "professional communities" committed to higher student learning. Continuous learning opportunities that are focused, reflective, and coherent are essential. The following are research-based practices in professional development that support career-long development of teaching and student learning:* Provide on-going learning opportunities for all
* Improve teaching and learning
* Target student outcomes and goals of schools and districts
* Set time aside to allow teachers to implement new techniques learned and to plan collaboratively
* Establish study groups (e.g., book studies, professional magazine articles, etc)
* Involve all teachers including, Special Education, ESOL, paraprofessionals and specialists (music, art,

 science, math and physical education) **Dowell Elementary Collaborative Communities** – All certified staff, including paraprofessionals, participate in purposeful professional development through their participation in collaborative communities. Professional development is aligned to identified areas of need each year to increase teacher effectiveness and support student learning. |
| **Question #2:** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. **[Sec. 1111(g)(1)(B)]****References: Schoolwide Checklist (2.iii.d)** |
| All students at Dowell will be served in the Title I program regardless of socio-economic status or ethnic background. Cobb County School District strives to hire the best qualified candidate for all teaching position. The CCSD Strategic Waiver allows our school the opportunity to hire the best applicant; however, we strive to hire Georgia certified teachers whenever possible. Cobb Collaborative Community (CCC) Teacher Meetings ensure teachers work collaboratively to plan, analyze data and adjust instruction to meet the needs of all students. Furthermore, the Cobb County School District recruits prospective teachers by attending various college/university campus job fairs and host a CCSD job fair. Once hired, teachers new to CCSD and new to the teaching profession are registered and participate in CCSD New Teacher Institute. This institute occurs prior to the new school year. Early release and professional development days are provided throughout the school year for all teachers.(Local School)At Dowell Elementary School we provide new teacher orientation prior to the beginning of a new school year as well as an on-going new teacher induction program that includes pairing with mentor teachers. We will set aside specific times each week for members of grade levels to meet as a group for planning purposes. We will receive curriculum support from local and district level coaches. Finally, we will provide frequent professional learning to address areas of weakness in all content areas.  |
| **Question #3:** Describe how the Title I instructional program 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, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
* preparation for and awareness 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);
* implementation of a schoolwide tiered model to prevent and address problem behavior (PBIS), and early intervening services (RTI), coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); **[Sec. 1114(b)(7)(ii)]**

**References: Schoolwide Checklist (2.a.iii.a, 2.a.iii.b, & 2.a.iii.c.)** |
| At Dowell Elementary School, we address the needs of our students through:* A comprehensive school counseling program to address the social emotional needs of students and families
* Implementation of Restorative Practices/Restorative Circles to provide students a voice in their classroom and build relationships with peers and adults.
* Implementation of a program, Check-in Challenge, targeted at reducing the number of absences for students who are absent 15 or more days each school year.
* Implementation of a faculty-based mentoring program for students who have exhibited academic, behavior or emotional challenges. This program includes a daily check-in/check-out system for students.
* Dual Language Immersion classes in grades K-5 to build literacy in English for our non-native English speakers while also building literacy in a second language (Spanish) for our native English speakers.
* Consistent implementation of a tiered intervention program, RTI, to identify and support students who are struggling to attain grade-level standards.
 |
| **Question #4:** Describe the services provided for students living in local institutions for neglected or delinquent children (if applicable). **[Sec. 1114(b)(7)(ii)]** |
| ***(Only include for Local School with students residing in N & D facilities)***Provisions have been made to ensure that all students have access to after school tutoring, paid for with Title I funds. “In cases where the student(s) reside in a Neglected and Delinquent Residential Facility, a representative from that Facility can serve as a proxy for the parent(s).”  |
| **Question #5:** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. **[Sec. 1114(b)(7)(III)]** |
| At Dowell Elementary School, we continue to implement Restorative Practices and Circles to address social emotional needs as well as reduce discipline referrals. This is accomplished by daily circles that allow students to discuss and practice interpersonal skills, giving them a voice and building relationships with peers and teachers.The school counselors at Dowell also address identified issues through classroom counseling lessons and small group counseling sessions. They also work to build relationships with parents and families to support students struggling with behavior challenges and/or social emotional issues.We will implement a faculty-based mentoring program for students who have exhibited behavioral, emotional or academic issues. This program will give these students an adult in the building to check in and out with each day. |
| **Question #6:****Transition:****ES**: Describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. **[Sec. 1114(b)(7)(V)]** **References: Schoolwide Checklist 2.a.iii.e**OR**MS/HS:** Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:* Coordination with institutions of higher education, employers and local partners; and
* Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. [**Se. 1114(b)(7)(II)]**

**References: Schoolwide Checklist 4c** |
| Dowell Elementary School provides support for preschool children in the transition from early childhood programs to a local elementary school program. Our transition plans include a Kindergarten Camp for our rising kindergarteners to assist them in learning routines and procedures for elementary school.In addition, we provide support for our fifth graders as they transition to middle school. Fifth graders get to visit their middle school in preparation for their promotion to sixth grade. Our rising sixth graders also participate in middle school open houses for parents and students which allows families to ask questions and feel more comfortable about the transition to middle school. |

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| **Question #7:** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students. [Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)] |
| (Local School that is **TA Schools Only)** |

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|  **Question #8:** Describe the process used to maintain an updated and accurate school inventory list. Include the process of how Title I equipment is utilized and/or checked out.  |
| At Dowell Elementary, we have purchased many items with Title I funds, and we endeavor to maintain physical control over these items by conducting an inventory each year. Inventory tags are affixed, as required, to items and/or items are labeled Title I.1. iPads/iPad Covers – the media specialist checks iPads out to teachers at the start of each school year, maintains control numbers so that the annual inventory can be completed, and collects the iPads at the end of each school year. She ensures that iPads that no longer work are removed from the inventory and are disposed of according to district policy.2. Translation Equipment – the parent facilitator controls the check-out and check-in of this equipment before and after each event. The equipment is maintained in the principal’s office.3. Read180/System44 Books – these resources are maintained in the Read180/System44 Lab by the teacher who runs the lab. She inventories her materials to ensure that students are returning books; some of the items purchased are consumable workbooks.4. Science/STEM materials and resources – these resources are maintained in the Science/STEM Lab by the teacher who runs the lab. She inventories her materials to ensure that students and/or staff are returning items after they have been checked out; some of the items purchased are consumable.5. Lego Storytelling Kits – these resources are maintained by the Academic Coach. Kits are checked-out and checked-in.6. Computers/Laptops – the parent facilitator oversees the use of the Title I desktop computers which are available for use in her office/Resource Room. The parent facilitator also has a laptop that she uses. These items are also labeled with Title I inventory tags and are accounted for annually.7. Laptops for Student Use – the media specialist maintains a check-out system for the student laptops and maintains control numbers so that the annual inventory can be completed. She monitors the check-out/check-in of laptops to ensure they are returned and accounted for so that she can account for each laptop when it is time to inventory them each year. |

**ADDITIONAL RESPONSES**

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

How is the School Improvement Plan 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

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 federally-funded CARES Act Intervention Teacher on Special Assignment and nutrition program, and district-funded instructional money.