



School Improvement Plan

2021 – 2024

| General Improvement Plan Information | |
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| School | Dawson Elementary |
| Principal | Mrs. Cheryl Hampel |
| SIP Team Lead | Dr. Chudney Shanta Patrick |
| Grades Served | Pre-K – 5 th grade |
| Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box | |
| <input checked="" type="checkbox"/> Community Eligibility Provision (CEP) <input type="checkbox"/> Free/Reduced Meal Application | |
| Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box | |
| <input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated) | |

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP 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.

Schools must ensure they are incorporating a paraprofessional in the process.

| Name | Position |
|------------------------|---------------------------------------|
| Cheryl Hampel | Principal |
| Chudney Shanta Patrick | Academic Coach |
| Kelly Bakarich | Teacher |
| Cassandra Downing | Teacher |
| Shyneeka Stephens | Teacher |
| Barbara Pitts-Dawson | Teacher |
| Kendra Hill | Teacher |
| Lyndsey Graddick | Teacher |
| Kiara Bridges | Teacher |
| Rachel Potenza | Teacher |
| Diane Marshall | Teacher |
| Kathleen Williams | SWD Teacher |
| Sarah McLendon | SWD Teacher |
| Jewell Wheeler | SWD Teacher |
| Mary Green | Paraprofessional |
| Kimberly D. Owens | Paraprofessional |
| Rhonda Purnell | Paraprofessional |
| Tiffany Garner | Paraprofessional |
| Cerula Kimbrough | Paraprofessional |
| Briana Wilson | Paraprofessional |
| Ebony Robinson | Dean/Family Engagement Representative |
| Trenise Holloway | Parent |
| Ayesha Gill | Parent |
| Vickie Stafford | Business/Community Partner |
| Ralph Huling | Business/Community Partner |

ADDITIONAL TEAM MEMBERS

| Name | Position |
|-----------------|------------------|
| Lillian Leonard | Media Specialist |
| Roby Murphy | Counselor |

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

Current data is shared as it becomes available. Stakeholders are invited to attend meetings, participate in group discussions, and complete surveys to give feedback that is used to develop the School Improvement Plan.

OUR SCHOOL MISSION

MCS D’s mission is to inspire and equip all students to achieve unlimited potential.
Dawson Elementary will accomplish the district mission by partnering with families to foster a nurturing and inclusive environment where all students are inspired to become leaders and productive citizens.

OUR SCHOOL VISION

MCS D is a beacon of educational excellence where all are known, valued, and inspired.
Our vision is for Dawson Elementary to be the school of choice where all feel safe, recognized and supported.

OVERARCHING NEEDS

| Overarching Needs in Prioritized Order | Root Cause(s) | Category (Check the applicable box) |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. Build better relationships with all stakeholders | <ul style="list-style-type: none"> There are not intentional opportunities in place for relationship/team building to support collaboration. | <input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate |
| 2. Increase engagement with all stakeholders | <ul style="list-style-type: none"> There are not intentional opportunities to build relationships with all stakeholders. | <input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate |
| 3. Ensure effective collaboration | <ul style="list-style-type: none"> There is not a clear and consistent plan for follow-up, monitoring, and feedback after teams meet. | <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate |
| 4. Implement data driven decision making | <ul style="list-style-type: none"> We are not planning for the needs of the students in our classroom. Lesson plans may be the same even if direct instruction is not the same. Lessons are curriculum driven vs. data driven. | <input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate |

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

| DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN | |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overarching Needs | Improvement Plan Goals |
| 1. Provide leadership development | 1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision. |
| 2. Address individual student needs | 2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback. |
| 3. Monitor progress (<i>applies to all 4 goals</i>) | 4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric. |
| 4. Create a Culture of Kindness | 5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals. |

| ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017) | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Powerful Practices | |
| 1. | The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents. |
| 2. | The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization. |
| 3. | The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness. |
| Opportunities for Improvement | |
| 1. | Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis. |
| 2. | Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners. |
| 3. | Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth. |
| 4. | Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery. |
| Improvement Priorities | |
| 1. | Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth. |
| 2. | Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff. |

2021 – 2024 OVERARCHING NEEDS & GOALS

| District Overarching Need | SIP Goal |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Address individual student needs | By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback. |
| School Overarching Need | SIP Goal (SMART process goal, not an outcome goal) |
| Build better relationships to increase engagement with all stakeholders. | By July 2024, 100% of faculty and staff will be trained in relationship building strategies to engage all stakeholders and will implement with 85% fidelity as measured by lesson plans, classroom walkthroughs, and stakeholder survey feedback. |
| Ensure effective collaboration that supports data-driven decision making. | By July 2024, 100% of teachers will be trained on differentiated instruction using Personalized Learning with a cohort of teachers implementing Targeted Instruction and data driven decisions with 85% fidelity as measured by status reports, walk-throughs and survey feedback. |

SHORT TERM ACTION PLAN

FALL 2021

| Goal: | By July 2024, 100% of teachers will be trained on differentiated instruction using Personalized Learning with a cohort of teachers implementing Targeted Instruction and data driven decisions with 85% fidelity as measured by status reports, walk-throughs and survey feedback. | | | | | | |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------|-------------|
| Action Steps | Evidence Level (Strong, Moderate, Promising, Rationale) | Impacted Subgroup(s) | Funding Source(s) | Position(s) Responsible | Implementation Timeline (do not use ongoing) | Evaluation of Implementation & ROI | |
| | | | | | | Progress Monitoring Method, Frequency & Artifacts | Status |
| Provide and actively participate in professional development for personalized learning - targeted instruction | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Department of Teaching and Learning, Teacher Quality Specialist, Academic Dean, Principal, Teachers, Support Staff | August - October | Agenda, Sign-in sheet, Short-term plan | Not Started |
| | Intended Outcomes: | Teachers will be trained to implement targeted instruction in their classrooms. | | | | | |
| Schedule and actively participate in collaborative planning for classroom implementation | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers, Support Staff | August - December | Agenda, Sign-in sheet, Weekly lesson plans | Not Started |
| | Intended Outcomes: | Teachers will work together to plan for differentiated instruction to address the specific needs of students in their classroom. | | | | | |
| Schedule and actively participate in coaching and cross grade level collaboration | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | August - December | Peer observation form, Agenda, Sign-in sheet, Lesson plans | Not Started |
| | Intended Outcomes: | Teachers will gain insight of teaching practices in other classrooms to include vertical alignment of curriculum and long-term effectiveness of teaching practices. | | | | | |

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| Schedule and actively participate in debrief of Targeted Instruction Split Stations model with peers | | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, 1 st -4 th Grade Teachers, Support Staff | August - December | Meeting minutes with glows and grows | Not Started |
| | Intended Outcomes: | Teachers will support each other by providing timely and honest feedback on the effectiveness of instructional practices. | | | | | |
| Monitor and provide feedback | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | August - December | Bi-weekly feedback on walk-through observations | Not Started |
| | Intended Outcomes: | Teachers will observe each other and administrative team will observe teachers and share results to monitor consistency of practices throughout the building. | | | | | |
| Schedule and actively participate in data team meetings for data analysis, reflection and next steps | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | August - December | Student data notebooks with students tracking progress, Class data sheets, Meeting minutes with action steps | Not Started |
| | Intended Outcomes: | Teachers will examine data within/across grade levels to analyze effectiveness of instruction and develop plans that include revisions to tier 1 instruction as well as implementation of tier 2 and tier 3 interventions as needed. | | | | | |
| If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships. | | | | | | | |
| <ul style="list-style-type: none"> Classroom implementation can be supported by community partners to include Empowered Youth of Columbus, Men Act This Way, TSYS, Chattahoochee Valley Libraries, St. James O.U.T.R.E.A.C.H., Ft. Benning 1st Battalion, 50th Infantry, Beginning New Outreach, and volunteer mentors. | | | | | | | |

SHORT TERM ACTION PLAN

Spring 2022

| Goal: | By July 2024, 100% of teachers will be trained on differentiated instruction using Personalized Learning with a cohort of teachers implementing Targeted Instruction and data driven decisions with 85% fidelity as measured by status reports, walk-throughs and survey feedback. | | | | | | |
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| Action Steps | Evidence Level (Strong, Moderate, Promising, Rationale) | Impacted Subgroup(s) | Funding Source(s) | Position(s) Responsible | Implementation Timeline (do not use ongoing) | Evaluation of Implementation & ROI | |
| | | | | | | Progress Monitoring Method, Frequency & Artifacts | Status |
| Provide and actively participate in professional development for personalized learning - targeted instruction | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Department of Teaching and Learning, Teacher Quality Specialist, Academic Dean, Principal, Teachers, Support Staff | January-February | Agenda, Sign-in sheet, Short-term plan | Not Started |
| | Intended Outcomes: | Teachers will be trained to implement targeted instruction in their classrooms. | | | | | |
| Schedule and actively participate in collaborative planning for classroom implementation | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers, Support Staff | January-May | Agenda, Sign-in sheet, Weekly lesson plans | Not Started |
| | Intended Outcomes: | Teachers will work together to plan for differentiated instruction to address the specific needs of students in their classroom. | | | | | |
| Schedule and actively participate in coaching and cross grade level collaboration | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | January-May | Peer observation form, Agenda, Sign-in sheet, Lesson plans | Not Started |
| | Intended Outcomes: | Teachers will gain insight of teaching practices in other classrooms to include vertical alignment of curriculum and long-term effectiveness of teaching practices. | | | | | |

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| Schedule and actively participate in debrief of Targeted Instruction model with peers | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, 1 st -4 th Grade Teachers, Support Staff | January-May | Meeting minutes with glows and grows | Not Started |
| | Intended Outcomes: | Teachers will support each other by providing timely and honest feedback on the effectiveness of instructional practices. | | | | | |
| Monitor and provide feedback, identifying model teachers for implementation of best practices | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | January-May | Bi-weekly feedback on walk-through observations | Not Started |
| | Intended Outcomes: | Teachers will observe each other and administrative team will observe teachers and share results to monitor consistency of practices throughout the building. | | | | | |
| Schedule and actively participate in data team meetings for data analysis, reflection and next steps | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach, Academic Dean, Principal, Teachers | January-May | Student data notebooks with students tracking progress, Class data sheets, Meeting minutes with action steps | Not Started |
| | Intended Outcomes: | | | | | | |
| If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships. | | | | | | | |
| <ul style="list-style-type: none"> Classroom implementation can be supported by community partners to include Empowered Youth of Columbus, Men Act This Way, TSYS, Chattahoochee Valley Libraries, St. James O.U.T.R.E.A.C.H., Ft. Benning 1st Battalion, 50th Infantry, Beginning New Outreach, and volunteer mentors. | | | | | | | |

SHORT TERM ACTION PLAN

FALL 2021

| Goal: | By July 2024, 100% of faculty and staff will be trained in relationship building strategies to engage all stakeholders and will implement with 85% fidelity as measured by lesson plans, classroom walkthroughs, and stakeholder survey feedback. | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------|
| Action Steps | Evidence Level (Strong, Moderate, Promising, Rationale) | Impacted Subgroup(s) | Funding Source(s) | Position(s) Responsible | Implementation Timeline (do not use ongoing) | Evaluation of Implementation & ROI | |
| | | | | | | Progress Monitoring Method, Frequency & Artifacts | Status |
| Budget resources for professional development, social-emotional learning, relationship building activities, and PBIS incentives | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners, Hospitality | Principal in collaboration with district and leadership team | July - August | SEL materials, Birthday and monthly stakeholder recognitions and incentives | Not Started |
| | Intended Outcomes: | Funds will be allocated to support the needs of the school. | | | | | |
| Schedule opportunities for relationship building with all stakeholders | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners, Hospitality | Principal Academic Dean Academic Coach | July - August | Staff family bulletin board, Social media posts, School committees, School calendar Event flyers | Not Started |
| | Intended Outcomes: | All stakeholders will have multiple opportunities to build relationships with each other so that we can better support each other. | | | | | |
| Provide and actively participate in professional development for relationship building strategies using Second Step curriculum | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | MCS D Division of Student Services, Principal, Academic Coach, Academic Dean, Teachers, Support Staff | August - October | Agenda, Sign-in sheet, Short-term plan | Not Started |
| | Intended Outcomes: | Faculty and staff will be trained to implement the new Second Step curriculum. | | | | | |

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| Develop and utilize observation and survey tools to monitor and provide feedback | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach Principal Academic Dean | August - December | Observation form Survey form Bi-weekly feedback | Not Started |
| | Intended Outcomes: | Consistent tools will be used by the administrative team and teachers to monitor the consistency of practices throughout the building. | | | | | |
| Actively participate in PBIS / data team meetings for data analysis, reflection and next steps to include use of tier 2 and tier 3 interventions | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Classroom Teachers Support Staff PBIS Team Academic Coach Principal Academic Dean | August - December | Discipline data, Meeting minutes with action steps, Intervention data (check-in check-out) | Not Started |
| | Intended Outcomes: | Teachers will examine data within/across grade levels to analyze effectiveness of instruction and develop plans that include revisions to tier 1 instruction as well as implementation of tier 2 and tier 3 interventions as needed. | | | | | |
| If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships. | | | | | | | |
| <ul style="list-style-type: none"> Relationship building and participation in stakeholder meetings and surveys can be supported by community partners to include Empowered Youth of Columbus, Men Act This Way, TSYS, Chattahoochee Valley Libraries, St. James O.U.T.R.E.A.C.H., Ft. Benning 1st Battalion, 50th Infantry, Beginning New Outreach, and volunteer mentors. | | | | | | | |

SHORT TERM ACTION PLAN

SPRING 2022

| Goal: | By July 2024, 100% of faculty and staff will be trained in relationship building strategies to engage all stakeholders and will implement with 85% fidelity as measured by lesson plans, classroom walkthroughs, and stakeholder survey feedback. | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------|
| Action Steps | Evidence Level (Strong, Moderate, Promising, Rationale) | Impacted Subgroup(s) | Funding Source(s) | Position(s) Responsible | Implementation Timeline (do not use ongoing) | Evaluation of Implementation & ROI | |
| | | | | | | Progress Monitoring Method, Frequency & Artifacts | Status |
| Allocate carryover funds for professional development, social-emotional learning, relationship building activities, and PBIS incentives | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners, Hospitality | Principal in collaboration with district and leadership team | January-February | SEL materials, Birthday and monthly stakeholder recognitions and incentives | Not Started |
| | Intended Outcomes: | Funds will be allocated to support the needs of the school. | | | | | |
| Schedule additional opportunities for relationship building with all stakeholders | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners, Hospitality | Principal Academic Dean Academic Coach | January-February | Staff family bulletin board, Social media posts, School committees, School calendar Event flyers | Not Started |
| | Intended Outcomes: | All stakeholders will have multiple opportunities to build relationships with each other so that we can better support each other. | | | | | |
| Continue professional learning for relationship building strategies using Second Step curriculum | Moderate Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | MCSO Division of Student Services, Principal, Academic Coach, Academic Dean, Teachers, Support Staff | August - October | Agenda, Sign-in sheet, Short-term plan | Not Started |
| | Intended Outcomes: | Faculty and staff will be supported in the implementation of the new Second Step curriculum. | | | | | |

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| Monitor and provide feedback, identifying model teachers for implementation of best practices | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Academic Coach Principal Academic Dean | January-May | Observation form Survey form Bi-weekly feedback | Not Started |
| | Intended Outcomes: | Consistent tools will be used by the administrative team and teachers to monitor the consistency of practices throughout the building. | | | | | |
| Actively participate in PBIS / data team meetings for data analysis, reflection and next steps to include use of tier 2 and tier 3 interventions | Strong Evidence | All students in general education as well as students identified with gifted, SWD, 504, and SST supports. | Title I, Title II, Title IV, Community Partners | Classroom Teachers Support Staff PBIS Team Academic Coach Principal Academic Dean | August - December | Discipline data, Meeting minutes with action steps, Intervention data (check-in check-out) | Not Started |
| | Intended Outcomes: | Teachers will examine data within/across grade levels to analyze effectiveness of instruction and develop plans that include revisions to tier 1 instruction as well as implementation of tier 2 and tier 3 interventions as needed. | | | | | |
| If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships. | | | | | | | |
| Relationship building and participation in stakeholder meetings and surveys can be supported by community partners to include Empowered Youth of Columbus, Men Act This Way, TSYS, Chattahoochee Valley Libraries, St. James O.U.T.R.E.A.C.H., Ft. Benning 1 st Battalion, 50 th Infantry, Beginning New Outreach, and volunteer mentors. | | | | | | | |

YEAR 1

| PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022 | | | | |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
| Offerings | Training Topic(s) | SIP Goal(s) Addressed | Funding Source(s) | Progress Monitoring Method |
| PD Day #1 | <ul style="list-style-type: none"> • Data-Driven Decision Making • Personalized Learning – Targeted Instruction • Relationship Building Strategies – New Second Step Curriculum | Academic and Climate Goals | Title I, Title II, Title IV, Community Partners | Agenda, Sign-In Sheet, Lesson Plans, Walk-Through Data, Student Data, Surveys |
| PD Day #2 | <ul style="list-style-type: none"> • Personalized Learning – Collaboration on Targeted Instruction • Student Engagement • Relationship Building Strategies – Tier 2 and Tier 3 Interventions | Academic and Climate Goals | Title I, Title II, Title IV, Community Partners | Agenda, Sign-In Sheet, Lesson Plans, Walk-Through Data, Student Data, Surveys |
| PD Day #3 | <ul style="list-style-type: none"> • Personalized Learning – Refinement of Targeted Instruction • Relationship Building Strategies - | Academic and Climate Goals | Title I, Title II, Title IV, Community Partners | Agenda, Sign-In Sheet, Lesson Plans, Walk-Through Data, Student Data, Surveys |
| Additional PD | Differentiated based on needs of individual staff members | Academic and Climate Goals | Title I, Title II, Title IV, Community Partners | Agenda, Sign-In Sheet, Lesson Plans, Walk-Through Data, Student Data, Surveys |

REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

Leadership team meetings, faculty meetings, grade level meetings, and local school council meetings were utilized to discuss progress and solicit feedback from stakeholders.

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.

Relationship building strategies will be the first level of implementation by adults who are working directly with students. MTSS will be utilized to help teachers implement the appropriate tier 2 and tier 3 interventions as needed. In the event that students do need to be removed from the classroom for safety concerns or more serious behavior offenses, the administrative team and teachers will plan to provide the appropriate support and interventions upon the student's return to the classroom. The administrative team will continue to research restorative practices that can be implemented at Dawson.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Funding will support PBIS, Social Emotional Learning, and STEAM to include Arts Integration within the curriculum. This will allow all students to have access to participate in activities that support engagement and core academic learning.

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Dawson will continue to work with the district to support two Pre-K classrooms and their transition to Kindergarten. We will communicate with our feeder schools to provide information and support for our 5th grade students transitioning to middle school. Transition meetings and parent workshops will be scheduled to support all stakeholders.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

All teachers are highly qualified and certified to teach Georgia Standards. Continuous monitoring and feedback will be provided to support teachers performing at all levels of effectiveness.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

A full-time academic coach and dean provide support for all staff and students through facilitation of data team meetings, MTSS, and SST to address concerns in the areas of Social-Emotional Learning, ELA and Math with integration of Science and Social Studies curriculum. The addition of a 49% Title I intervention teacher position will allow for students at high-risk to have targeted small group instruction based on academic performance throughout the school year.