Comprehensive Needs Assessment

2023-2024

School: Dodge County Elementary School

Dodge County School System

Planning and Preparation

1.1   Identification of Team (Submit sign in sheet with names)

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

	Role	Name
Team Member 1	Principal	Dr. Sheila Honeycutt
Team Member 2	Assistant Principal	Dana Lowery
Team Member 3	Media Specialist	Robin Cook
Team Member 4	3rd Math Chair	Brooke Moore
Team Member 5	3rd ELA Chair	Joyce Barden
Team Member 6	4th Math Chair	Joni Barton

Additional Team members:

	Role	Name
Team Member	4th ELA Chair	Amy Barron
Team Member	5th Math Chair	Shannon Taylor
Team Member	5th ELA Chair	Brandy Pittman
Team Member	CAMPES Chair	Penny Thomas
Team Member	Special Education Chair	Kimberly Mazza
Team Member	Admin. Intern	Miranda Stewart
Team Member	Counselor	Scarlett Driggers
Team Member	Testing Coordinator	Connie Ryals
Team Member	Lead Paraprofessional	Kim Rowland

1.2 Identification of Stakeholders (Submit sign in sheet with names)

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

	Role	Name
Stakeholder 1	Superintendent	Dr. Susan Long
Stakeholder 2	Federal Programs	Dr. Patricia Connell/ Dr. Brown/ Tonya Brown
Stakeholder 3	Curriculum Director	Mariella Douglas
Stakeholder 4	Homeless Liaison	Jodi Brewer
Stakeholder 5	Finance Director	Georgette Evans
Stakeholder 6	Student Support Personnel	Edwina Terman
Stakeholder 7	ESOL	Beth Jones

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The stakeholders were selected based on important personnel for our students' success with the team composed of various educational levels and various subgroups within the building. Members are included in the sharing of the meeting minutes on Google docs and can view and edit prior to participating in meetings. Everyone is encouraged to make revisions and provide feedback.

2. Data Collections Analysis

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 – Create an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher or processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	✓
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5- Differentiates instruction to meet specific learning needs of students—**Operational**

Instruction Standard 6- Uses appropriate, current technology to enhance learning—**Operational**

Instructional Standard 7- Provides feedback to students on their performance on the standards or learning targets—**Operational**

Instruction Standard 8- Establishes a learning environment that empowers students to actively monitor their own progress—**Operational**

Instructional Standard 9- Provides timely, systematic, data- driven interventions—**Exemplary**

Assessment Standard 1- Aligns assessments with the required curriculum standards—**Exemplary**

Assessment Standard 3- Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices- **Exemplary**

Assessment Standard 4- Implements a process to collaboratively analyze assessment results to adjust instruction—**Exemplary**

Assessment Standard 5- Implements grading practices that provide an accurate indication of student progress on the required standards—**Operational**

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff - **Exemplary**

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning - **Exemplary**

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices - **Exemplary**

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement – **Exemplary**

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving - **Exemplary**

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning -- **Operational**

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources -- **Exemplary**

Leadership Standard 8 -Provides ongoing support to teachers and other staff – **Exemplary**

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process -- **Exemplary**

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance -- **Operational**

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed – **Operational**

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement -- **Exemplary**

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness -- **Exemplary**

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment-- **Operational**

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving-- **Exemplary**

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data -- **Operational**

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance-- **Operational**

Professional Learning Standard 3 -Defines expectations for implementing professional learning -- **Exemplary**

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff -- **Operational**

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning – **Exemplary**

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning -- **Operational**

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school - **Exemplary**

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders -- **Operational**

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students-- **Operational**

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families-- **Exemplary**

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement --**Operational**

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students -- **Exemplary**

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning -- **Exemplary**

Instruction Standard 2 -Creates an academically challenging learning environment—**Operational**

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own--**Operational**

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment-- **Operational**

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community -- **Exemplary**

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students -- **Operational**

School Culture Standard 4 -Supports the personal growth and development of students -- **Exemplary**

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff – **Exemplary**

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

1. **What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]**- Surveys, group discussions, summaries, parent survey, emails

2. **What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")** Perception data is used to prioritize areas of improvement here at Dodge County Elementary School. We examine and analyze the data to determine any root causes. The team then solicited feedback from their subgroup to discuss and provide protocols to support students' success.

3. **What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)** -Group discussion summaries, collaborative meeting minutes, the Big 3

4. **What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")**- The process is used to prioritize areas of improvement. It tells us where areas of weakness and strength exist.

5. **What achievement data did you use?** STAR math and reading. Milestone data, benchmark data, and common assessment data

6. **What does your achievement data tell you?** North Dodge and South Dodge consolidated as Dodge Primary pre-k-2nd and Dodge Elementary 3rd-5th. The 2023-2024 achievement data will be the baseline for the first year as a new school.

7. **What demographic data did you use?** Georgia SLDS, which has stayed consistent over the past several years

8. **What does the demographic data tell you?** Demographic data in the category of Race/Ethnicity indicates that we have the same pattern of ethnic groups as other schools in the county. We qualify for Free and Reduced breakfast and lunch.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? Through the BIG 3, we use Tuesdays for collaborative planning. It has been at the for front to guide quality instruction, Wednesdays to provide professional development, and Thursdays to analyze data. During these times, we expect teachers to plan what students should know and how to introduce and deliver that content. We highly encourage standards-based feedback, differentiated instruction, and data driven decisions to support and monitor student progress.

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? To build an effective leadership we encourage a shared leadership approach and value feedback from committee members. We look at PBIS survey data to inform and influence meaningful and consistent engagement amongst the climate and culture that is conducive to learning. We value grade chairs and committee members' ideas and feedback from the leadership team and various committees that actively meet and participate monthly.

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? The trends show that grading and reporting are based on clearly defined criteria and that all staff participate in professional learning opportunities. We have several new teachers and working to support them through an induction and mentoring program. A common testing calendar, curriculum maps, and pacing guides have been created and will be followed. MTSS and PBIS will also be a continued area of focus.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? Dodge County Elementary School offers a variety of parental and community activities throughout the school year. We offer parent meeting, PTO meetings, open house, Remind 101 and social media applications to communicate with

parents. Power Parent an on-line parent portal, is also used to provide parents with information regarding grades and assignments that are missing and turned in. Information about the school and related activities are posted on the school website. The community strongly supports our school with parent mentors and reading buddies.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? Our school has several processes to support the learning environment for all students. The district has provided various resources including: social workers, counselors, parent mentor, parent involvement coordinator and various other support staff through Communities in Schools. We use social media to communicate to the public and also Remind 101, and the Finalsite system will continue to be utilized.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? The demographic and financial trends show the need and qualify for completely free breakfast and lunch. We continue to have a rise in students with disabilities and need instructional strategies specific to this population. Effective strategies for co-teaching inclusion classes will continue to be needed. We provide training for teachers to improve standard based instruction, effective research based instructional strategies, implementation of technology, differentiation, and classroom behavior.

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? The trends show that a majority of students are not performing at proficient or higher in all content areas. The achievement gap continues with students with disabilities and the regular students. There is a concern with low Lexile levels for 3rd grade.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strength: The Special Education Director is easy assessable and provides input of any concerns and address them. There is a procedure manual available to all staff and is designed so that they read the state board rule and then read the specific procedures for our school in each section. Training is held annually for all staff and the Inclusion Coach also participates in monthly collaborative meetings with each grade. Job embedded training occurs during these sessions where direct feedback can be given to answer questions and concerns. All special ed teacher meet to collaborate and plan. Being selected to attend the MTSS Grant will allow the state department to assist us in further application of all tiered interventions.

Challenges: In general, the lack of technology skills for our sped students provides concerns when taking the GA Milestone test on the computer. Teachers all agreed that students need more experience on taking assessments on the computer and typing instruction. Teachers also agree the common assessments need to be clarified and higher -level questioning in classroom needs to be a priority. Teachers agree that data can provide beneficial information but lack the experience and time to analyze the data. With the implementation of PBIS we continue to have a large amount of office referrals and minor incidents because of inconsistency across individual classroom procedures. Administrators need to monitor co-teaching in the classroom and value this structure without pulling teachers to sub. Disproportionality is another area that continues to be a challenge. Just this year, 80% of our new enrolled students have come already from some type of special education program.

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase Lexile Scores
How severe is need?	High
Is the need trending better or worse over time?	Better
Root cause?	Yes
Priority Order?	1
Additional Considerations	

Overarching Need # 2

Overarching Need	Increase Benchmark Scores
How severe is need?	High
Is the need trending better or worse over time?	Better
Root cause?	Yes
Priority Order?	2
Additional Considerations	

Overarching Need # 3

Overarching Need	Increase data driven instructional decisions
How severe is need?	High
Is the need trending better or worse over time?	Better
Root cause?	Yes
Priority Order?	3
Additional Considerations	

Overarching Need #4

Overarching Need	Increase students meeting grade level standards
How severe is need?	High
Is the need trending better or worse over time?	Better
Root cause?	Yes
Priority Order?	4
Additional Considerations	

Overarching Need # 5

Overarching Need	Increase school climate and school culture
How severe is need?	High
Is the need trending better or worse over time?	Unknown
Root cause?	Yes
Priority Order?	5
Additional Considerations	

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

(Complete for each Overarching Need)

Overarching Need: Increase Lexile Scores

Root Cause #1

Root Cause to Address	Daily instruction needs to be rigorous for all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Root Cause #2

Root Cause to Address	Students with disability subgroups are not making sufficient growth
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students
Additional Responses	

Overarching Need: Increase Benchmark Scores

Root Cause #1

Root Cause to Address	Teachers having difficulty assessing benchmark data
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Root Cause #2

Root Cause to Address	Analyzing benchmark data in a timely matter
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Root Cause #3

Root Cause to Address	Students and parents are uneducated on the importance of benchmark nor knowledgeable about how to interpret the scores.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Overarching Need: Increase data driven instructional decisions

Root Cause #1

Root Cause to Address	In the past there has been no accountability process that follows up teachers' ability to analyze data
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Overarching Need: Increase students meeting grade level standards

Root Cause #1

Root Cause to Address	Few lesson plans reflect differentiation for rigorous activities for higher ability students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Root Cause #2

Root Cause to Address	Students have larger achievement gaps due to the pandemic
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Overarching Need: Increase school climate and school culture

Root Cause #1

Root Cause to Address	Lack of student and staff attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

Root Cause #2

Root Cause to Address	Lack of student engagement due to staff attendance
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
Additional Responses	

School Improvement Plan

2023-2024

School: Dodge County Elementary School

Dodge County School System

Progress Monitoring is due at the end of each semester!

1 General Improvement Plan Information

District: Dodge

School: Dodge County Elementary School

Team Lead: Dr. Shelia Honeycutt

Federal Funding Options: Traditional funding

Factors used by District to Identity Students in Poverty: Free/Reduced Meal Apps

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need(s) Complete for each overarching need identified.

Overarching need as identified in CAN Section 3.2	Increase Lexile Scores
Root Cause #1	Daily instruction needs to be rigorous for all students
Root Cause #2	Students with disability subgroups are not making sufficient growth
Root Cause #3	Poor teacher and student attendance due to COVID directly affects the learning in the classroom.
Goal	75% of students in grade 3-5 will be at or above grade level by the final STAR report taken at the end of the school year.

Action Step (s) Complete one chart for each action steps for the identified need.

Action Step #1

Action Step	Individualized reading groups to improve fluency and comprehension, implement RACE strategy, DEAR, STAR, Freckle, Literacy team, Reading Fluency three times/week for students that are two or more grade levels behind, and MAPS to monitor progress.
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Success Criteria-Implementation	walkthroughs, lesson plans, collaborative meeting minutes, and progress monitoring
Success Criteria-Student Achievement	Students will be able to apply the RACE strategy across all content
Position/Role Responsible	Dr. Sheila Honeycutt/Principal
Timeline for Implementation	Quarterly

Partnerships?	

Action Step #2

Action Step	Lexile Professional Development, scheduling, attend collaborative monthly meetings to review reading data and other additional support, ensure high quality instruction in all classrooms. Informational video about Lexile scores added to school website specifying passing Lexile scores.
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Success Criteria-Implementation	schedules and meeting minutes
Success Criteria-Student Achievement	STAR reading and Lexile levels will increase
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #3

Action Step	Collaborative planning, vertical planning across the district, SLDS, common assessments, and The Big 3 during collaborative planning to discuss data driven instruction
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Success Criteria-Implementation	meeting minutes
Success Criteria-Student Achievement	Collaborative minutes completed weekly, monitoring collaborative effectiveness
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #4

Action Step	Fluency practice at home-modeling how to do fluency for parents- to keep consistency, Lexile and Maps explanation letter and communication of level throughout the year, encourage parents and community stakeholders to participate during DEAR, read with Santa, Real Men Read, and Literacy night
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Success Criteria-Implementation	Parent sign off sheets, sign-in and sign-up sheets
Success Criteria-Student Achievement	Encourage parental involvement in student achievement
Position/Role Responsible	Robin Cook/ Media Specialist
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #5

Action Step	Reading across all content areas
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Success Criteria-Implementation	Teacher lesson plans, TKES
Success Criteria-Student Achievement	Cross curriculum rigor
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #6

Action Step	Fluency 3-5- appropriate book level for student fluency/ 20 min. independent reading
Funding Source	N/A
Subgroups	Economically Disadvantaged

	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Success Criteria-Implementation	Increase STAR reading levels
Success Criteria-Student Achievement	Students being able to read on grade level
Position/Role Responsible	Dr. Honeycutt/ Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #7

Action Step	AR rewards accessible each nine weeks – Monthly check-in to track success of student meeting AR goal
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Success Criteria-Implementation	Students meeting AR goal each nine weeks
Success Criteria-Student Achievement	Encouragement for students to take ownership of reading
Position/Role Responsible	Robin Cook/ Media Specialist
Timeline for Implementation	Monthly
Partnerships?	

Action Step #8

Action Step	WIN (What I Need) Time- put in place to help struggling learner close achievement gaps by focusing on areas of weakness that are individualized per student—Tier 1 to implement core academia enrichment
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

	Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment Coherent Instruction
Success Criteria- Implementation	MTSS Rubric
Success Criteria-Student Achievement	Close achievement gaps
Position/Role Responsible	Kathryn Sawyer – MTSS Coordinator
Timeline for Implementation	Weekly
Partnerships?	

2.2 Overarching Need #2

Overarching need as identified in CAN Section 3.2	Increase Benchmark Scores
Root Cause #1	Analyzing benchmark data in a timely matter
Root Cause #2	Students and parents are uneducated on the importance of benchmark nor knowledgeable about how to interpret the scores.
Root Cause #3	Teachers having difficulty accessing benchmark data
Goal	At least 95% of students score falls into one of three categories: beginning, developing, or proficient. A student scoring in the beginning range has a percentile rank of approximately 1st to 30th, a developing score falls approximately between 31st and 54th percentile, and a proficient score falls approximately between the 55th and 100th percentile. The percentile rank indicates where students fall in relation to other students taking the same test.

Action Step #1

Action Step	Analyze data to guide instruction
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Success Criteria- Implementation	lesson plans, data analysis worksheets and meeting minutes, BIG 3
Success Criteria-Student Achievement	Student instruction meeting their needs
Position/Role Responsible	Connie Ryals / Testing Coordinator
Timeline for Implementation	Quarterly

Partnerships?	

Action Step #2

Action Step	Increase rigor of the vocabulary by using current best instructional practices
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Success Criteria-Implementation	lesson plans
Success Criteria-Student Achievement	Increase rigor- students meet high standards
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #3

Action Step	Professional development that utilizes the experts within the building
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria-Implementation	professional development classroom and meeting minutes
Success Criteria-Student Achievement	Students will be served with effective teachers
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #4

Action Step	Benchmark progress monitoring letter with parent signature/ More detail on bases of passing Milestone
Funding Source	N/A
Subgroups	Economically Disadvantaged

	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria-Implementation	Returned progress monitoring letter
Success Criteria-Student Achievement	Parent involvement of student achievement
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #5

Action Step	Prodigy/Reflex practice for fact fluency and Freckle Fluency
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Success Criteria-Implementation	Diagnostic reports
Success Criteria-Student Achievement	Reinforcing missed standards
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly
Partnerships?	

Action step #6

Action Step	Teach test taking strategies
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment

Success Criteria-Implementation	Increased test scores
Success Criteria-Student Achievement	Decrease student testing anxiety
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly
Partnerships?	

Action step #7

Action Step	Fully implement the RACE strategy
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction
Success Criteria-Implementation	Writing across curriculum in all content areas
Success Criteria-Student Achievement	Students know the standards for writing a complete sentence that answers the question
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly
Partnerships?	

2.3 Overarching Need #3

Overarching need as identified in CAN Section 3.2	Increase data driven instruction
Root Cause #1	In the past there has been no accountability process that follows up teacher ability to analyze data
Goal	Big 3 Data Thursday Agenda is completed 80% of the time with data guiding information

Action Step #1

Action Step	Administer of common assessments, analysis of benchmark data, reassess using formative assessment, reteach using alternate strategies, implementation of spiral instruction and review.
Funding Source	N/A
Subgroups	Economically Disadvantaged

	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria-Implementation	Writing across curriculum in all content areas
Success Criteria-Student Achievement	Students know the standards for writing a complete sentence that answers the question
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly
Partnerships?	

Action Step #2

Action Step	Teacher will complete data analysis worksheet
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria-Implementation	Data analysis worksheet
Success Criteria-Student Achievement	Data driven instruction
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #3

Action Step	Collaborative planning meetings on Tuesday are rich with instructional strategies and data conversations
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership

Success Criteria-Implementation	Big 3 MTSS/ data information sheet
Success Criteria-Student Achievement	Instructional strategies that have increased student achievement
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

2.4 Overarching Need #4

Overarching need as identified in CAN Section 3.2	Increase students meeting grade level standards
Root Cause #1	Few lesson plans reflect differentiation for rigorous activities for higher ability students
Root Cause #2	Students have larger achievement gaps due to pandemic
Goal	Increase the Milestones percentage of students 3-5 who performed proficient and above the state and RESA in 2023

Action Step #1

Action Step	Increase the rigor of the vocabulary and use the words of the standard
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Success Criteria-Implementation	lesson plans, collaborative meeting minutes, and observations
Success Criteria-Student Achievement	Expansion of student vocabulary incorporating the language of the standard
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #2

Action Step	Analyze Milestone scores to find patterns that can guide instruction
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Success Criteria-Implementation	Data analysis worksheets
Success Criteria-Student Achievement	Data driven instruction
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #3

Action Step	Send weekly reports and/or signed papers home, Remind 101, progress reports, report cards, Power Parent, Student Monitoring Sheets, Communities in School
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Success Criteria-Implementation	signed papers and reports
Success Criteria-Student Achievement	Informing parents of students' growth and achievement
Position/Role Responsible	Dana Lowery/ Assistant Principal Dr. Sheila Honeycutt/ Principal
Timeline for Implementation	Weekly
Partnerships?	

Action Step #4

Action Step	WIN instruction uses everyone in the building to reduce WIN class sizes and differentiated instruction specific to students ability
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity

Success Criteria-Implementation	WIN rosters
Success Criteria-Student Achievement	Support students' individualized need
Position/Role Responsible	Connie Ryals/ Testing Coordinator
Timeline for Implementation	Monthly
Partnerships?	

Action Step #5

Action Step	Increase students scoring Proficient and Distinguished on GA Milestone EOG
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Benchmark data analysis
Success Criteria-Student Achievement	Benchmark analysis guiding individualized instruction
Position/Role Responsible	Teachers
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #6

Action Step	Sight word recognition, reading fluency, and STAR, Core Phonemic Awareness, Fluency of basic math facts
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Big 3 data analysis sheet

Success Criteria-Student Achievement	Increase reading levels, Increase number sense
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly
Partnerships?	

Action Step #7

Action Step	21st Century utilized to increase student achievement
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Success Criteria-Implementation	Students are getting extra help by certified teachers after school
Success Criteria-Student Achievement	Increase student achievement – close achievement gaps
Position/Role Responsible	Amanda Ray – 21st Century coordinator
Timeline for Implementation	Weekly
Partnerships?	

2.5 Overarching Need #5

Overarching need as identified in CAN Section 3.2	Increase school climate and school culture
Root Cause #1	Lack of student engagement and staff attendance
Root Cause #2	Lack if student and staff attendance
Goal	Increase the school climate rating score by 1.5%

Action Step #1

Action Step	PBIS (Positive Behavior Interventions and Support) Reinforcing positive behavior
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

	Immigrant
Systems	Supportive Learning Environment
Success Criteria-Implementation	Less focus on negative behavior and highlight the positive
Success Criteria-Student Achievement	Reinforcing positive behavior
Position/Role Responsible	Miranda Stewart-PBIS Coordinator Dana Lowery – Assistant Principal
Timeline for Implementation	Monthly
Partnerships?	

Action Step #2

Action Step	Mindset Training- increased awareness, skill development, and appropriate parameters for individuals
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership
Success Criteria-Implementation	Guidelines for effective crisis communication
Success Criteria-Student Achievement	Training to build effective relationships with students
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal
Timeline for Implementation	Yearly
Partnerships?	

Action Step #3

Action Step	Ident-A-Kid tracks student/staff attendance, security with visitors coming into school
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership

Success Criteria-Implementation	Family and community Engagement
Success Criteria-Student Achievement	Track all attendance – sign in and out parent efficiency
Position/Role Responsible	Shelly Svendsen – Secretary Dana Sheffield- Book Keeper
Timeline for Implementation	Weekly
Partnerships?	

Action Step #4

Action Step	Increase communication in parents through Remind 101, new website, Finalsite, and social media
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria-Implementation	Increase parent knowledge of student growth and school events
Success Criteria-Student Achievement	More accountability for parents to be aware of student growth and school events
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal Teachers
Timeline for Implementation	Weekly
Partnerships?	

Action Step #5

Action Step	Induction Teacher Program- establishing a supportive environment
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction

	Effective Leadership Professional Capacity
Success Criteria-Implementation	New teachers in the field and new teachers to the system have a support system
Success Criteria-Student Achievement	Increase teacher retention- provide instructional, professional and personal support
Position/Role Responsible	Dana Lowery/ Assistant Principal
Timeline for Implementation	Monthly
Partnerships?	

Action Step #6

Action Step	Parent Advisory Council- parent involvement—Junior Student Council (3rd) Student Council (4th &5th)- student voices being heard, Brave Young Men and Women- support stent growth and Responsibility
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Family and Community Engagement
Success Criteria-Implementation	Any parent volunteer/student completed applications
Success Criteria-Student Achievement	Reduce amount of office referrals and support student growth and responsibility
Position/Role Responsible	Dana Sheffield- Book Keeper Scarlett Driggers- Counselor
Timeline for Implementation	Monthly
Partnerships?	

Action Step #7

Action Step	Reading buddies/tutoring- community member reading with students/ 5th grade students assisting younger students with reading
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Systems	Family and Community Engagement
	Supportive Learning Environment
Success Criteria-Implementation	Stakeholders reading to students in all grades (3-5)
Success Criteria-Student Achievement	Encouragement to read and support in becoming a fluent reader
Position/Role Responsible	Robin Cook- Media Specialist
Timeline for Implementation	Weekly
Partnerships?	

Action Step #8

Action Step	Mentoring Program for student and staff/ The Togetherness Tribe
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria-Implementation	Pairing teachers together to increase vertical alignment- Pairing a teacher with a student to have a person that is their confident at school
Success Criteria-Student Achievement	Increase climate and culture amongst staff and students
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal Dana Lowery/ Assistant Principal
Timeline for Implementation	Monthly
Partnerships?	

Action Step #9

Action Step	Behavior/tardiness/absence- contract with out of our school district students
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

	N/A Immigrant
Systems	Effective Leadership Professional Capacity
Success Criteria-Implementation	Ident-A-Kid, behavior contract, educator handbook
Success Criteria-Student Achievement	Respecting instructional time- Saturday school as needed for attendance issues/ Simpl Dismissal – Silent dismissal program
Position/Role Responsible	Dr. Sheila Honeycutt/ Principal Dana Lowery- Assistant Principal Scarlett Driggers- Counselor
Timeline for Implementation	Monthly
Partnerships?	

3. Required Questions

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1.In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders). The leadership team decided that five goals would be appropriate for our school. We chose most these goals because they correlate to the district plan and the faculty and staff TKES goal for this year. To seek out advice from staff we gave a template of the school improvement plan to all department chairs and had them meet during collaborative planning to obtain feedback from everyone. Then the assistant principal and the media specialist merged every department into one plan and listed actions by priority. Next, we meet with the leadership team to finalize the document and receive additional feedback. We incorporate our school council to get parent and community feedback.

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. Professional learning plans are in place to keep highly qualified teacher in the classroom. District personnel oversee the qualification requirements or a clear renewable certificate, the timeline for completion, and a required completion date. Teachers must present evidence of course work completed and passed. The Parent' Right to Know is printed in our school handbook and signatures are check for every student by classroom teachers.

3.Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). We also have advocated for more of an inclusion approach rather than resource. During large blocks all students receive standard based instructions and then lower -level students are differentiated for further instruction. These groups change according to formative assessments. We also use the MTSS tiered system that provides interventions to support struggling students.

4.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. We follow a tiered process where students take assessments and their scores are aligned into a rubric that helps determine qualifications for placement in specific tiers. We monitor and reassess three time throughout the year to keep data and students in the correct placement to provide services that promote their individual learning plan.

3.2 PQ, Federally Identified Schools, CTAE, Discipline

1.If applicable, 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. The goal of our Pre-school program is to promote all areas of development for our students and help them be able to transition successfully to the next level. If a student is enrolled in Dodge Pre-K, we also provide an additional special education paraprofessional to assist these students transition to the regular classroom and experience success in the regular classroom setting. Transition meetings are held for all students transitioning to the primary school before the beginning of the new school year. All pre-k students tour the primary schools in the Spring of the year. Parents are also invited to attend information sessions to help with transition. Open House is then held before school begins and students and parents can meet their new teachers.

If applicable, 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. N/A

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. Our school has implemented Positive Behavioral Intervention and Supports (PBIS) fully in 2016-17 school year. The framework utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance. Positive student behavior is rewarded daily, weekly and quarterly through various ways such as intercom announcements, prize drawings, pizza parties, extra recess, and other rewards in the classroom. Combined with Tier 2 interventions, such as behavior report cards and Tier 3 interventions, such as behavior

groups, PBIS should help all our school decrease discipline referrals for this year. as well as increase in positive school climate.