

Comprehensive Needs Assessment 2024-2025

District: Dodge County School System
School: Dodge County Achievement Center

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	Kati Mincey
Team Member 2	Admin Intern/Teacher	Elaine Pittman
Team Member 3	Lead Teacher	Suzanne Peterson
Team Member 4	Teacher	Tyler Pruett
Team Member 5	Teacher	Tammy Jones

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. Denise Brown, Dr. Patricia Connell, Tonya Brown
Stakeholder 3	Curriculum Director	Mariella Douglas
Stakeholder 4	Homeless Liaison	Jodi Brewer
Stakeholder 5	Family Engagement Coordinator	Carla Jessup
Stakeholder 6	Finance Director	Georgette Evans
Stakeholder 7	Student Support Personnel	Maradith Sheffield
Stakeholder 8	ESOL	Beth Jones
Stakeholder 9	Paraprofessional	Nickole Brown
Stakeholder 10	Community and Business	Gina Coleman
Stakeholder 11	Community and Business	Ashley Jones
Stakeholder 12	Parent	Bryan Strickland
Stakeholder 13	Student	Taylor Tripp

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?

- **Title I Orientation:** An informational meeting to provide parents with an understanding of the Title I program as well as how services are being provided at DCAC.
- **Curriculum Familiarization:** This is an effort to create more informed and aware parents regarding the academic status of their children at DCAC. It also gives parents an opportunity to play a larger role in their child's academic success by allowing them to use the knowledge obtained to help keep their child on track to becoming a successful life-long learner.
- **Title I Revision Night-Parent Feedback Meeting:** Parents meet with Title I contact and administrative team to give feedback and make suggestions regarding improvement to the school's Title I program.

- **Stakeholder surveys:** including a Title I Program survey, will continue to be conducted with parents during the school year to receive feedback on the school's performance and Title services provided to targeted participating students.
- **DCAC Stakeholder Communication:** Faculty and staff communicate with parents using multiple sources of communication. These include but are not limited to: school newsletters, bi-weekly progress reports, monthly calendar days, and flyers, signs posted around campus, school website, and "Remind 101".
- **School Council:** Meetings are scheduled to give and provide parents and community representatives with school updates.
- **Open house:** Held at the beginning of the year.

Data Collections Analysis

Complete the standards checklists for

2.1 Coherent Instructional System

2.2 Effective Leadership

2.3 Professional Capacity

2.4 Family and Community Engagement

2.5 Supportive Learning Environment

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]

- School Climate Surveys
- Title I Surveys
- Group Discussions
- Meeting Minutes
- Graduation Plans

The stakeholders used current school and system improvement plans, school climate data, achievement data, and survey results in identifying needs. Annually, Dodge County School System uses an internal climate and culture survey to make decisions related to staffing and the allocation of resources.

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?")

The perception data was analyzed to determine underlying causes and determine areas for improvement. Based on stakeholder feedback, we found the need to address and improve behavior/discipline, increase student achievement, improve student attendance, and heighten student motivation. Through this data analysis, it would also help us to identify students who are struggling and need more non-traditional assistance.

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
- Parent/Student Information Sessions
- Behavior Interventionist notes
- At Risk Counseling notes
- Community and District Mental Health Student Sessions

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 data informs decisions to prioritize areas of improvement based on input from multiple sources. Insight into areas of need and areas that are strengths are identified from this data.

5. What achievement data did you use?

An analysis of data from the Spring 2024 Milestone EOC and EOG assessments were completed in order to identify specific areas of need. The team also analyzed behavior data from Educator's Handbook.

6. What does your achievement data tell you?

The achievement data indicated that our students are stronger in the area of Reading and weaker in the area of Mathematics. The data also showed that multiple days of instruction were lost due to OSS days in relation to behavioral issues. The OSS days assigned were actions given in relation to the school's discipline procedures plan. The economically disadvantaged subgroup had the highest amount of OSS days assigned. From this data analysis, the team determined that due to the number of OSS days assigned, students would benefit from restorative practices. All students in the alternative education setting will participate in restorative practices on a daily basis.

7. What demographic data did you use?

- SLDS
- Subgroup Data
- Governor's Office of Student Achievement Data

8. What does the demographic data tell you?

While students are generally meeting minimal state standards on the state standardized tests, specific student subgroups are performing below the Dodge County and State averages. The economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Plan to be provided will use multiple criteria to determine students with the greatest academic need.

Demographic data in the category of Ethnicity indicates we have the same pattern of ethnic groups as other schools in the country. We qualify for free lunch and breakfast through the School Nutrition Assistance Programs (SNAP).

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?

While students are generally meeting minimal state standards on the state standardized tests, specific student subgroups are performing below the Dodge County and State averages. The economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Program to be provided will use multiple criteria to determine students with the greatest academic need. Students will be placed in the Mathematical Skills group based upon their scores on state-mandated tests and grade performance. According to data from Educator's Handbook, multiple days of instruction were lost due to OSS days in relation to behavioral issues. The OSS days assigned were actions given in relation to the school's discipline procedures plan. The economically disadvantaged subgroup had the highest amount of OSS days assigned. From this data analysis, the team determined that due to the number of OSS days assigned, students would benefit from restorative practices. All students in the alternative education setting will participate in restorative practices on a daily basis.

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 facilitate opportunity for effective leadership and meet the needs of the staff, we utilize a shared leadership approach in which discussions and feedback are valued from team members and stakeholders. We meet regularly and all members actively participate. All decisions are made based on surveys, data, and input from stakeholders.

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?

Multiple means of observing professional capacity was observed. Using TKES evaluations, redelivery, and professional development support the needs of the staff. Mentoring opportunities for induction staff supports staff needs.

In order to support the needs of the students, certified teachers are contracted to work with the students one-on-one on math. Heart of Georgia RESA provides one-on-one services in math virtually. The material provides students with foundational through operational skills that will support student mastery of the Georgia Standards of Excellence. Targeted participating students receive reinforcement through specific strands in Mathematics. Additionally, students in grade 6-12 receive services to address behaviors that may arise through restorative justice practices. Trained staff implement restorative practices with students on a daily basis and as needed. Restorative practices will provide students with the opportunity to remain in school, while also addressing the behavior concern through online modules and other practices.

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?

Strategies are planned to increase the level of parental involvement based on the LEA Parental Involvement Policy. DCAC continually works towards involving parents and the community as partners in the education of students. The school has established a Parent and Family Engagement Policy. Some of the parent and community involvement opportunities include: Open House, Parent Conferences, School Council, Newsletters, PowerParent Portal, School Social Media, School Website, Parent Cafes, Family Involvement Nights. Through using multiple means of communication, there is more stakeholder involvement.

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?

Students in grade 6-12 receive services to address social-emotional behavior through restorative practices. Trained staff implement restorative practices with students on a daily basis and as needed. Restorative practices provide students with the opportunity to remain in school, while also addressing behavior concerns through online modules and other practices. In addition, our school will promote academic support through the use of resources such as tutors, counselors, mentors, parent involvement coordinator and various other support staff. We use multiple means of communication with stakeholders such as social media, newsletters, school website, One Call phone system, etc.

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 economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Plan to be provided will use multiple criteria to determine students with the greatest academic need.

According to data from Educator's Handbook, multiple days of instruction were lost due to OSS days in relation to behavioral issues. The OSS days assigned were actions given in relation to the school's discipline procedures plan. The economically disadvantaged subgroup had the highest amount of OSS days assigned. From this data analysis, the team determined that due to the number of OSS days assigned, students would benefit from restorative justice practices. All students in the alternative education setting will participate in restorative justice practices on a daily basis.

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?

While students are generally meeting minimal state standards on the state standardized tests, specific student subgroups are performing below the Dodge County and State averages. The economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Plan to be provided will use multiple criteria to determine students with the greatest academic need. Students will be placed in the Mathematical Skills group based upon their scores on state-mandated tests and grade performance.

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: All eligible students, including economically disadvantaged, disabled, migrant, LEP, and homeless children will be served during the regular school day in targeted math skills. Targeted students receiving services during this period will receive assistance to address deficits four days a week during the targeted Math skills remediation period.

All students enrolled in the alternative education program will participate in restorative practices.

Challenges: An analysis of data from the Spring 2024 Milestone assessments was completed in order to identify specific areas of need. The team investigated the achievement gaps for our students with disabilities (SWD) and economically disadvantaged subgroups in all subject areas from their previous schools. The team also analyzed behavior data from Educator's Handbook. While there are many needs that exist, the team determined to focus resources towards providing Math support in order to address related learning needs in all content areas and providing restorative justice practices when behavior issues arise.

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	(Behavior/Discipline) Improve student behavior to decrease the number of students receiving office referrals and missing classroom instruction.
How severe is need?	High
Is the need trending better or worse over time?	Worse
Root cause?	Yes
Priority Order?	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	(Student Achievement) Increase student achievement and close the achievement gap in Mathematics using data from EOC/EOG assessments.
How severe is need?	High
Is the need trending better or worse over time?	No Change
Root cause?	Yes
Priority Order?	2
Additional Considerations	

Overarching Need # 3

Overarching Need	Increase student attendance and student motivation.
How severe is need?	High
Is the need trending better or worse over time?	Worse
Root cause?	Yes
Priority Order?	3
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 #1

Root Cause #1

Root Cause to Address	Students lack support and ability to regulate emotions and behavior appropriately due to social emotional deficits.
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 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 #2

Root Cause #1

Root Cause to Address	Students working on computer based programs need more one-on-one instruction and teacher facilitated instruction in the classroom.
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 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 disabilities 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 School and District Effectiveness Title I- Part A- Improving Academic Achievement of Disadvantaged Title IV, Part A- Student Support and Academic Enrichment
Additional Responses	

Overarching Need #3

Root Cause #1

Root Cause to Address	Students lack motivation to perform at expected levels in order to stay on track for graduation.
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 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	Poor academic performance is linked to student absenteeism.
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 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

2024-2025

District: Dodge County School System
School: Dodge County Achievement Center

1. General Improvement Plan Information

District: Dodge

School: Dodge County Achievement Center

Team Lead: Kati Mincey

Federal Funding Options: Traditional Funds

Factors used by District to Identify Students in Poverty: Community Eligibility Program

2. SCHOOL IMPROVEMENT GOALS

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

Overarching Need #1

Overarching need as identified in CNA Section 3.2	Improve student behavior to decrease the number of students receiving office referrals and missing classroom instruction.
Root Cause #1	Students lack support and ability to regulate emotions and behavior appropriately due to social emotional deficits.
Goal	Restorative practices will be utilized daily to address behavior issues in order to reduce student suspensions by 5% from the previous school year and ultimately increase academic achievement and the graduation rate.
Progress Monitoring	Educator's Handbook Data

Action Step #1

Action Step	Implement social-emotional learning curriculum and restorative practices
Funding Source	N/A
Subgroups	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Percentage of students meeting the goal according to behavior data.
Method for Monitoring Effectiveness	Out of school suspension days will decrease 5% from the previous school year according to behavior data.
Position/Role Responsible	All staff
Timeline for Implementation	Weekly
Partnerships	N/A

Overarching Need #2

Overarching need as identified in CNA Section 3.2	Increase student achievement and close the achievement gap in Mathematics using data from EOC/EOG assessments.
Root Cause #1	Students working on computer based programs need more one-on-one instruction and teacher facilitated instruction in the classroom.
Root Cause #2	Students with disabilities subgroups are not making sufficient growth.
Goal	Students will receive direct instruction to increase achievement on the Georgia Milestones Mathematics and ELA EOC & EOG with 20% scoring as Developing Learners or higher.
Progress Monitoring	Benchmarks, Edgenuity Reports, Math Notebooks

Action Step #1

Action Step	Certified Math teacher to provide tutoring services as the DCAC Math Support teacher to provide one on one, face to face instruction.
Funding Source	N/A
Subgroups	Economically Disadvantaged

	Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Percentage of students scoring on grade level or above on assessments.
Method for Monitoring Effectiveness	Monitoring and analyzing student standard performance on Assessments, Benchmarks, EOC, and EOG assessments. Data will be analyzed each nine weeks.
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly
Partnerships?	N/A

Action Step #2

Action Step	Classroom teachers and paraprofessionals will utilize direct instruction in Mathematics to increase academic achievement.
Funding Source	N/A
Subgroups	Economically Disadvantaged Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitoring student standard performance
Method for Monitoring Effectiveness	Math Notebooks and Edgenuity progress reports will be analyzed weekly.
Position/Role Responsible	Teachers/Paras
Timeline for Implementation	Weekly
Partnerships?	N/A

Overarching Need #3

Overarching need as identified in CNA Section 3.2	Increase student attendance and motivation.
Root Cause #1	Students lack motivation to perform at expected levels in order to stay on track for graduation.
Root Cause #2	Poor academic performance is linked to student absenteeism.
Goal	Ninety percent or higher of high school students will earn the credits required to be promoted to the next grade.
Progress Monitoring	Graduation Plan Attendance Reports

Action Step #1

Action Step	To increase student motivation to perform at or above grade level through the use of graduation plans and incentives that involve school personnel and students.
Funding Source	N/A
Subgroups	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Percentage of students scoring on grade level or above.
Method for Monitoring Effectiveness	Weekly Math Notebooks and Edgenuity progress reports will be analyzed weekly. Graduation plans will be monitored and discussed weekly.
Position/Role Responsible	All Staff
Timeline for Implementation	Weekly
Partnerships?	N/A

Action Step #2

Action Step	The school will notify parents of attendance expectations and send information regarding incentives for student attendance.
Funding Source	N/A
Subgroups	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities
Systems	Effective Leadership Family and Community Engagement Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Percentage of students present.
Method for Monitoring Effectiveness	Monitor student attendance and absences.
Position/Role Responsible	Teachers and Administration
Timeline for Implementation	Quarterly
Partnerships?	N/A

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 Title I Targeted Assistance Plan for FY25 was reviewed and adjusted using information provided during collaborative meetings and needs assessment. Input was also requested at meetings with the school council. Parent Involvement representatives from the school council provide feedback regarding the creation and revision of the TAP. A copy of the TAP is available at the DCSS Board of Education Office and the DCAC office for review by all DCAC stakeholders. In addition, a survey on school climate and safety was sent for input to staff, students, and parents. This plan was also developed using information that was gathered through formal and informal measures throughout the school year: GMAS, benchmarks, data analysis in PLCs, faculty meetings and leadership team meetings. The leadership team helped complete the needs identification and roots cause analysis by discussing the trends and patterns, and prioritization of overarching needs.

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.

DCAC intends to employ a highly qualified teacher certified by the State of Georgia with a Math (6-12) certification to provide instruction to students enrolled in the Title I Targeted Assistance Program. The Dodge County School System monitors the qualifications and certifications of all teachers. It is the intention of the school system to provide students with highly qualified teachers at each site and ensure that there is an equitable distribution of teachers. Also, teachers participate in a variety of professional learning activities to enhance their skills as educators.

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).

Identified students in grades 6-12 meeting the criteria outlined in this plan, will receive services to support Math skills through targeted instruction. Teachers will be contracted to work with the students one-on-one on math through Heart of Georgia Resa. The material will provide students with foundational through operational skills that will support student mastery of the Georgia Standards of Excellence. Targeted participating students will receive reinforcement through specific strands in Mathematics.

Students in all grades will receive services to address social-emotional behavior through restorative practices. Trained staff will implement restorative practices with students on a daily basis and as needed. Restorative practices will provide students with the opportunity to remain in school, while also addressing the behavior concern through online modules and other practices.

We will also continue to follow the district protocol for identifying and assisting students living in local institutions and homeless students. Additional support and services will be provided to these students through the McKinney-Vento act.

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.

While students are generally meeting minimal state standards on the state standardized tests, specific student subgroups are performing below the Dodge County and State averages. The economically disadvantaged subgroup and the students with disability subgroups are typically scoring below the average system and state scores. Although this disparity is apparent across many contents, the team recognized low performances on the math EOG and EOC. From this data analysis, the team developed criteria to meet the identified needs of Math support. The Title I Targeted Assistance Program to be provided will use multiple criteria to determine students with the greatest academic need. Students will be placed in the Mathematical Skills group based upon their scores on state-mandated tests and grade performance.

According to data from Educator's Handbook, multiple days of instruction were lost due to OSS days in relation to behavioral issues. The OSS days assigned were actions given in relation to the school's discipline procedures plan. The economically disadvantaged subgroup had the highest amount of OSS days assigned. From this data analysis, the team determined that due to the number of OSS days assigned, students would benefit from restorative practices. All students in the alternative education setting will participate in restorative practices on a daily basis.

The multiple selection criteria used will be the Math EOG/EOC and whether or not a student was promoted or administratively placed. The weight will be as follows:

EOG (Math)

265-400 = 5 points
401-474 = 4 points
475-500 = 3 points
501-524 = 2 points
Above 525 = 1 point

Algebra I EOC

0-49 = 5 points
50-59 = 4 points
60-69 = 3 points
70-79 = 2 points
80-89 = 1 point
90-100 = 0 points

Retention Status

2 or more years behind grade level = 5 points
1 year behind grade level = 3 points
On grade level = 0 points

Report Card Grade -Math

Below 60 = 5 points
60-69 = 4 points
70-79 = 3 points
80-89 = 2 points
90-100 = 1 point

GAA Scoring

Emerging Progress = 5 points

Established Progress = 3 points

Extending Progress = 0 points

Total points will be calculated for each student by subject area and students will be ranked from the greatest number of points to least number of points. The maximum weight is 10 points. All students will be served based on academic need with economically disadvantaged students prioritized in accordance with the Federal rank order.

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.

N/A

2. 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.

DCAC has several students in grades eleven and twelve that are Dual Enrollment students at Middle Georgia State University, Georgia Military College, and/or Central Georgia Technical College. Many of these students will graduate high school with an Associate's Degree or equivalent number of hours. DCAC facilitates career learning sessions throughout the school year in which local community members come in and speak to encourage participation in various careers. DCAC works closely with other schools in the system to ensure smooth transitions between schools and programs. Mentors are utilized to assist students and monitor progress. The Vocational Rehabilitation Agency works with our students in our school to provide employment and post secondary opportunities and training.

3. 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.

All students enrolled in the alternative education program will receive restorative practices through a social-emotional learning program. In addition, PBIS will continue to be implemented school-wide. PBIS utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance of all students. Positive student behavior is rewarded daily, weekly and quarterly through various ways such as student of the month, prize drawings, pizza parties, extra gym time, and other rewards in the classroom. PBIS should help our schools decrease discipline referrals for the year, as well as an increase in positive school climate.