

Comprehensive Needs Assessment
2023-2024

School: Dodge County Primary 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	Russell Bazemore
Team Member 2	Assistant Principal	Dana Brown
Team Member 3	Pre-k Director	Keri Lancaster
Team Member 4	Admin Intern/Teacher	Lindsay Yawn
Team Member 5	EIP	Jill Studstill
Team Member 6	Lead Teacher	Allison Barnes
Team Member 7	Media Specialist	Ashley Jones

Additional Team members:

	Role	Name
Team Member	Lead Teacher	Jennifer Woodard
Team Member	Lead Teacher	Windy Danner
Team Member	Lead Teacher	Camryn Evans
Team Member	Lead Teacher	Maura Andersen
Team Member	Lead Teacher	Lorie Cadwell
Team Member	Lead Teacher	Amy McGlothlen
Team Member	Parent	Paula Rogers

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	Edwina Terman
Stakeholder 8	ESOL	Beth Jones
Stakeholder 9	Community and Business	David Mazza
Stakeholder 10	Community and Business	Bree Harrell
Stakeholder 11	Parent	Selena Woodard
Stakeholder 12	Parent	Helen Evans
Stakeholder 13	Parent	Joel Rogers

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. Our school seeks input from parents through the use of surveys, Parent Council, and parent meetings.

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]
 - a. School Climate Surveys
 - b. Title I Surveys
 - c. Group Discussions
 - d. Meeting Minutes

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?")

We examine and analyze the perception data to determine root causes and prioritize areas of improvement. Our leadership team solicited feedback from their subgroups (grade-level, departments, and school council). Based on annual perception data, within the leadership realm, we found the need to involve more stakeholders to increase student attendance. Also, we noticed the need to engage our teachers more in data analysis activities which would lead to higher student engagement. Through this data analysis, it would also help us to identify students who are struggling and need more non-traditional assistance. Within the resource realm, we found the need to implement more effective PLCs, to attract and employ quality, diverse personnel, and to use technology and digital resources to reach instructional learning targets.

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 data is used to prioritize areas of improvement. It tells us where areas of weaknesses and Strengths exist.

5. What achievement data did you use?

STAR Math and STAR Reading, MAP scores, benchmark data and common assessments

6. What does your achievement data tell you?

The achievement data says that we are stronger in Reading than in Math.

7. What demographic data did you use?
 - a. SLDS
 - b. Subgroup Data
 - c. Governor's Office of Student Achievement Data

8. What does the demographic data tell you?

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. 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?

We have intentional instructional practices and grading procedures that are aligned to each other to reflect high expectations for all students. Additionally we analyze data to provide acceleration, remediation, and individualized instruction as best as possible. Designated days have been established for data, PLC, and collaboration throughout the school to guide quality instruction. We utilize common assessments and universal screeners. Standard-based feedback, differentiated instruction, and data driven decisions are used 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 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?

Professional capacity trends were observed by TKES evaluations, workshops, and redelivery. Highly qualified staff are hired and trained by district and school level staff. Each new staff member participates in an induction and mentoring program. Our school continues to focus on MTSS and PBIS to support our students and staff.

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 Primary School has several family and community engagement opportunities, including: Open House, Parent Conferences, School Council, Weekly Homework Sheets and Communication, Reading Buddy Program, Parent Lunches, PowerParent Portal, School Social Media, School Website, Fall Festivals, and STEM Nights. We offer a number of opportunities for parent and community involvement. While attendance at some events was higher than other events, all received positive feedback. Face to face events that include student performances, food, and resources for parents are more successful. We also have a higher involvement rate for our Pre-K - 2nd grade students.

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 mentors, 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 One Call phone 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?

Our demographic and financial trend shows an increase in minorities, socioeconomically disadvantaged, and students with disabilities. The lowest performing subgroup is SWD. This trend shows the need for 100% 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 achievement gap continues with students with disabilities and the regular students. There is a concern with Low Lexile levels

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 easily accessible and provided input of any concerns and addresses them. There is a procedure manual available to all staff and it is designed so that they read the state board rule and then read the specific procedures for our school in each section. Training is help annually for all staff and the Inclusion Coach also participates in monthly collaborative meetings with each grade level. Job embedded training occurs during these sections where direct feedback can be given to answer questions and concerns. All special ed teacher meet to collaborate and plan. Being selected to attend MTSS Grant will allow the state department to assist us in further application of all tired interventions.

Challenges: One challenge is that although staff has an abundance of data, they lack the experience and time to appropriately analyze the data. Also, with the implementation of PBIS, we continue to have a high number of office referrals and minor incident reports due to inconsistency across classroom procedures and due to teacher absenteeism. Our SWD population continues to grow annually, which causes challenges with disproportionality. The school also has challenges with keeping up with updated parent contact information, as parents change information without notifying the school. We also have the challenge of getting parents with little formal education, or those who had a negative educational experience of their own to assist their children.

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 the amount of students mastering the Georgia Early Learning and Development Standards (GELDS).
How severe is need?	High
Is the need trending better or worse over time?	Worse
Root cause?	Yes
Priority Order?	4
Additional Considerations	

Overarching Need # 2

Overarching Need	Increase the amount of Kindergarten students scoring prepared on benchmarks.
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 achievement and close the achievement gap in all areas using data from K-2 benchmarks.
How severe is need?	High
Is the need trending better or worse over time?	Worse
Root cause?	Yes
Priority Order?	1
Additional Considerations	

Overarching Need # 4

Overarching Need	Increase school climate ratings as a result of a decrease in 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?	Unknown

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 have not completely developed a sense of self, being able to regulate emotions and behavior, and building relationships with adults and peers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	Babies Can't Wait Bright From the Start Work Sampling Online (WSO)
Additional Responses	

Root Cause #2

Root Cause to Address	Students lack the ability to use receptive and expressive communication.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	Bright from the Start Work Sample Online (WSO) Speech Services
Additional Responses	

Overarching Need #2

Root Cause #1

Root Cause to Address	Daily instruction is not rigorous enough 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 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	Teachers will utilize literacy units and small group instruction in order to differentiate reading instruction in phonics.
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 #3

Root Cause #1

Root Cause to Address	Daily instruction needs to be more challenging to meet the learning requirements and abilities of 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 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 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 #3

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	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 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 #4**Root Cause #1**

Root Cause to Address	Students receiving office referrals due to lack of rigor and engagement in the classroom while teachers are absent.
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 Title I, Part A - Parent and Family Engagement Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for ELL and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
Additional Responses	

Root Cause #2

Root Cause to Address	Lack of consistent behavior management within all areas of the school and bus.
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 Title I, Part A - Parent and Family Engagement Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for ELL and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
Additional Responses	

**School Improvement Plan
2023-2024**

**School: Dodge County Primary 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 Primary School

Team Lead: Russell Bazemore

Federal Funding Options: Traditional funding

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

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	Increase the amount of students mastering the Georgia Early Learning and Development Standards (GELDS).
Root Cause #1	Students have not completely developed a sense of self, being able to regulate emotions and behavior, and building relationships with adults and peers.
Root Cause #2	Students lack the ability to use receptive and expressive communication.
Goal	During the 2023-2024 school year, all Pre-K students will score Proficient on 80% of the Pre-K indicators (communication, language, literacy and math) as evidenced by Work Sampling Online (WSO).

Action Step #1

Action Step	Increase the amount of students scoring proficient on the GELDS in areas of Language/Literacy and Math.
Funding Source	Bright From the Start Babies Can't Wait
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Supportive Learning Environment
Success Criteria-Implementation	Percentage of students meeting the goal.
Success Criteria-Student Achievement	Monitoring student progress through student Work Samples Online.
Position/Role Responsible	Pre-k staff
Timeline for Implementation	Twice a Year
Partnerships?	

Action Step #2

Action Step	Provide students support in the areas of Speech and Language.
Funding Source	Bright From the Start Babies Can't Wait
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Speech Communication, Language and Literacy (GELDS)
Success Criteria-Implementation	Percentage of students meeting their speech goals.
Success Criteria-Student Achievement	Monitoring student progress through student Work Samples Online.
Position/Role Responsible	Nikki Dubois
Timeline for Implementation	Weekly
Partnerships?	

Overarching Need #2

Overarching need as identified in CNA Section 3.2	Increase the amount of Kindergarten students scoring prepared on benchmarks.
Root Cause #1	Students with learning delays are not identified.
Root Cause #2	Lack of exposure to structured, guided lessons in which they must actively participate in.
Goal	During the 2023-2024 school year, 80% of Kindergarten students will be identified as prepared in all areas as indicated by their scores on the district created benchmark.

Action Step #1

Action Step	Increase rigor in daily instruction
Funding Source	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners

	Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria- Implementation	Percentage of students meeting goal
Success Criteria-Student Achievement	Monitoring student standard performance
Position/Role Responsible	Administrators, teachers and learning staff, MTSS specialist, curriculum director.
Timeline for Implementation	Yearly
Partnerships?	

Action Step #2

Action Step	Teachers will utilize literacy units and small group instruction in order to differentiate reading instruction and phonics.
Funding Source	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment Small Groups
Success Criteria- Implementation	Monitoring student standard performance
Success Criteria-Student Achievement	Weekly assessments of letter and sound recognition, Monthly Checkoffs, Benchmarks 3 times a year.
Position/Role Responsible	Teachers/Paras
Timeline for Implementation	Weekly
Partnerships?	

Overarching Need #3

Overarching need as identified in CNA Section 3.2	Increase student achievement and close the achievement gap in Reading.
Root Cause #1	Daily instruction needs to be more challenging to meet the learning requirements and abilities of all students.
Root Cause #2	Students with disabilities subgroups are not making sufficient growth.
Root Cause #3	Poor academic performance is linked to student absenteeism.
Goal	At the end of the 2023-2024 school year, 55% of DCPS first and second grade students will meet at or above norm grade level RIT in NWEA MAP Growth Reading.

Action Step #1

Action Step	To increase rigor in the area of fluency and comprehension, teachers will use small-group differentiated instruction.
Funding Source	Title 1, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Percentage of students meeting goal
Success Criteria-Student Achievement	Monitor student standard performance
Position/Role Responsible	Teaching and learning staff, WIN specialist
Timeline for Implementation	Weekly
Partnerships?	N/A

Action Step #2

Action Step	Teachers conduct MAP Growth Reading as a universal screener to monitor and assess student reading progress.
Funding Source	Title 1, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Percentage of students meeting goal
Success Criteria-Student Achievement	Monitor student standard performance
Position/Role Responsible	Teaching and learning staff, Administration
Timeline for Implementation	Three times a year (Fall, Spring, Winter)
Partnerships?	N/A

Action Step #3

Action Step	Encourage parents and community members to take part in school reading activities. ex: DEAR (Drop Everything And Read), Reading Buddies
Funding Source	Title 1, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Percentage of students meeting goal
Success Criteria-Student Achievement	Monitor student standard performance
Position/Role Responsible	Teaching and learning staff, WIN specialist, Administration, Media Specialist
Timeline for Implementation	Yearly
Partnerships?	N/A

Action Step #4

Action Step	Teachers will use effective instructional strategies such as Clear Touch technology and other available online activities.
Funding Source	Title 1, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Percentage of students meeting goal
Success Criteria-Student Achievement	Monitor student standard performance
Position/Role Responsible	Teaching and learning staff, WIN specialist, Administration, Technology Specialist, Media Specialist
Timeline for Implementation	Daily
Partnerships?	N/A

Overarching Need #4

Overarching need as identified in CNA Section 3.2	Increase school climate ratings as a result of a decrease in the number of students receiving office referrals and missing classroom instruction.
Root Cause #1	Students receiving office referrals due to lack of rigor and engagement in the classroom while teachers are absent.
Root Cause #2	Lack of consistent behavior management within all areas of the school and bus.
Goal	During the 2023-2024 school year, increase student engagement by reducing the number of office referrals to 2 or less during the instructional day. Also the number of certified staff with more than 6 absences will be 40% or less for pre-k-2 (not including professional leave)

Action Step #1

Action Step	Plan, monitor, and evaluate PBIS Reward System
Funding Source	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria-Implementation	ISS and OSS data in Educator's Handbook
Success Criteria-Student Achievement	Monitor discipline data using Educator's Handbook
Position/Role Responsible	Administration, MTSS/PBIS Coordinator, PBIS Team, Resource Officer
Timeline for Implementation	Monthly
Partnerships?	

Action Step #2

Action Step	Monthly meeting steps of PBIS team
Funding Source	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria-Implementation	Agendas, sign-in sheets, meeting notes
Success Criteria-Student Achievement	Monitor discipline data using Educator's Handbook
Position/Role Responsible	PBIS Team and Administrators
Timeline for Implementation	Monthly
Partnerships?	

Action Step #3

Action Step	Staff members will participate in training related to MTSS, PBIS, Mindset, effective classroom management, CCRPI updates, and increasing school climate ratings.
Funding Source	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Success Criteria-Implementation	Agendas, sign-in sheets, meeting notes
Success Criteria-Student Achievement	Student Data
Position/Role Responsible	Administrators, Curriculum director, Special Education director, MTSS director, PBIS Leaders, Teachers
Timeline for Implementation	Yearly
Partnerships?	

Action Step #4

Action Step	The school will notify parents of behavioral expectations and send information regarding celebration and rewards for students.
Funding Source	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Language Learners Migrant Race/Ethnicity/Minority Students with Disabilities
Systems	Effective Leadership Family and Community Engagement Professional Capacity Supportive Learning Environment
Success Criteria-Implementation	Letter of notification
Success Criteria-Student Achievement	Monitoring student academic and behavioral data.
Position/Role Responsible	Administrators, PBIS Leaders, Teachers
Timeline for Implementation	Quarterly
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 Title I Plan for FY23–24 was adjusted using information provided during grade level meetings and several other staff groups through a needs assessment provided at the end of SY22–23. A survey on school climate and safety was also created and sent for input to staff, students, and parents. While preparing for consolidation, further chances for input were sought through meetings, forms, and surveys. Input was also requested at meetings with the school council and PTO. This plan was also developed using information that was gathered through formal and informal measures throughout the school year: GKIDS, benchmarks, data analysis in PLCs, faculty meetings and leadership team meetings. The leadership team discussed and assigned ratings for each system and developed a narrative for perceptible process, achievement, and demographic data. A select group of teachers 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.

We looked at demographic data to ensure that the majority of our minority and low-income students enrolled in this Title I school aren't being taught by ineffective, unqualified, or inexperienced 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).

As a Title I school, we will adhere to the procedures and protocols as outlined by the MTSS process. This includes following the tiered intervention plan, effective use of EIP teachers, use of instructional programs geared toward addressing at-risk students. 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.

The MTSS/RTI process, as well as Babies Can't Wait, will assure these students are appropriately identified and served. We use a tiered system in which a student's academic performance and/or behavior are compared to a set of criteria to help identify if they meet the requirements to be placed in a certain MTSS tier. Staff members keep an eye on student placement and data throughout the year to ensure that services are being provided to support each student's individualized 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.

Preschool children are supported through our local Georgia Bright from the Start regular education PreK classes and Babies Can't Wait Programs. These students are immersed in the elementary school environment. When necessary, speech therapists, occupational therapists, physical therapists, visually impaired teachers, and special education teachers are involved.

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.

N/A

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.

Our school has implemented Positive Behavioral Intervention and Supports (PBIS) fully in 2016-2017 school year. The framework utilized 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 schools decrease discipline referrals for this year, as well as an increase in positive school climate.