

Comprehensive Needs Assessment
2024-2025

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	Darla Faulk
Team Member 4	Admin Intern/Teacher	Lindsay Yawn
Team Member 5	EIP	Ashley Manning
Team Member 6	Lead Teacher	Jennifer Woodard
Team Member 7	Media Specialist	Ashley Jones

Additional Team members:

	Role	Name
Team Member	Lead Teacher	Windy Danner
Team Member	Lead Teacher	Camryn Evans
Team Member	Lead Teacher	Maura Anderson
Team Member	Lead Teacher	Laura Smith
Team Member	Lead Teacher	Katie Slade
Team Member	Lead Teacher	Jennifer Woodard
Team Member	Parent	Bree Holder

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	Susan Long
Stakeholder 2	Federal Programs	Patricia Connell
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	Amy Barron
Stakeholder 8	ESOL	Beth Jones
Stakeholder 9	Community and Business	Bree Harrell
Stakeholder 10	Community and Business	David Mazza
Stakeholder 11	Parent	Selena Woodard
Stakeholder 12	Parent	Helen Evans
Stakeholder 13	Parent	

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 provides 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 held 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 teachers 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 have 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 student achievement evident through increasing scores on grade level assessments.
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 # 2

Overarching Need	Improve school safety and positive school climate through a reduction of documented negative behaviors.
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 parent involvement in school activities and parent-teacher meetings.
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- [Increase student achievement evident through increasing scores on grade level assessments.](#)

Root Cause #1-

Root Cause to Address	Teachers are inundated with data but need training and resources to help analyze data to improve student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Root Cause #2

Root Cause to Address	Lack of resources for teachers in the classroom to help students find instructional material relevant (may include essential supplies, manipulatives, software subscriptions, supplemental books and technological devices).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Root Cause #3

Root Cause to Address	Teachers need time to collaborate and develop lessons and units that are rigorous while collecting data to measure effectiveness of instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Overarching Need #2- Improve school safety and positive school climate through a reduction of documented negative behaviors.

Root Cause #1

Root Cause to Address	Lack of consistent behavior management within all areas of the school and the bus.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Root Cause #2

Root Cause to Address	Students misbehaving due to lack of rigorous and effective instruction and lack of engagement/motivation in the classroom setting potentially due to a decrease in staff attendance or content knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Root Cause #3

Root Cause to Address	Students with emotional and behavioral issues seeking to have more one on one contact with an adult in hopes of alleviating some behavior concerns.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Overarching Need #3- Increase parent involvement in school activities and parent-teacher meetings.

Root Cause #1

Root Cause to Address	Financial struggles can limit the ability of parents to participate in school activities that may require resources they cannot afford.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	NO
Impacted programs	
Additional Responses	

Root Cause #2

Root Cause to Address	Parents who had negative experiences with their own schooling may be reluctant to engage with the school system.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted programs	
Additional Responses	

Root Cause #3

Root Cause to Address	Parents may not be fully informed about the opportunities available for involvement or the positive impact their engagement can have on their child's education.
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	

Root Cause #4

Root Cause to Address	Cultural differences and language barriers can make it difficult for some parents to communicate with school staff and participate in school events.
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	

School Improvement Plan
2024-2025

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

Overarching Need #1

Overarching need as identified in CNA Section 3.2	Increase student achievement evident through increasing scores on grade level assessments.
Root Cause #1	Teachers are inundated with data but need training and resources to help analyze data to improve student achievement.
Root Cause #2	Lack of resources for teachers in the classroom to help students find instructional material relevant (may include essential supplies, manipulatives, software subscriptions, supplemental books and technological devices).
Root Cause #3	Teachers need time to collaborate and develop lessons and units that are rigorous while collecting data to measure effectiveness of instruction.
Goal	By the end of the academic year, our school will achieve a 10% increase in the percentage of students scoring proficient or above on grade-level assessments in mathematics and reading. This will be accomplished by implementing data-driven instructional strategies, providing professional development for teachers, and offering additional support through EIP and MTSS services. Progress will be monitored through benchmark assessments to ensure we are on track to meet this goal.
Progress Monitoring	

Action Step #1

Action Step	Collect and analyze baseline data from previous assessments to identify student performance levels and specific areas of need.
Funding Source	
Subgroups	
Systems	Supportive Learning Environment
Success Criteria-Implementation	Data collected to show teachers reviewing student achievement data
Success Criteria-Student Achievement	Teachers identify areas of concern in regards to student achievement.
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #2

Action Step	Conduct benchmark assessments/Star assessments/9 Weeks tests to monitor student progress and adjust instructional strategies as needed.
Funding Source	
Subgroups	ALL
Systems	Supportive Learning Environment
Success Criteria-Implementation	Testing calendars, completion of assessments with data documented on charts for review
Success Criteria-Student Achievement	Students increase proficiency with each assessment administered.
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #3

Action Step	Implement programs and activities to motivate students, such as recognition for academic improvement and proficiency, and engaging, interactive learning experiences.
Funding Source	
Subgroups	ALL
Systems	Supportive Learning Environment
Success Criteria-Implementation	School calendar, social media posts, parent contact
Success Criteria-Student Achievement	Students are motivated to perform better and achievement data increases with each testing window.
Position/Role Responsible	Administrators Teachers Support Staff Parent Mentor Counselors
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #4

Action Step	Provide professional development workshops focused on data-driven instruction, differentiated teaching strategies, and effective intervention methods through the Big 3 initiative
Funding Source	
Subgroups	ALL
Systems	Supportive Learning Environment
Success Criteria-Implementation	Big 3 Calendar, TKES ratings,

Success Criteria-Student Achievement	Increased teacher knowledge will help increase students' achievement. Students increase proficiency with each assessment administered.
Position/Role Responsible	Administrators Teachers Support Staff Parent Mentor Counselors
Timeline for Implementation	Monthly
Partnerships?	

Overarching Need #2

Overarching need as identified in CNA Section 3.2	Improve school safety and positive school climate through a reduction of documented negative behaviors.
Root Cause #1	Lack of consistent behavior management within all areas of the school and the bus.
Root Cause #2	Students misbehaving due to lack of rigorous and effective instruction and lack of engagement/motivation in the classroom setting potentially due to a decrease in staff attendance or content knowledge.
Root Cause #3	Students with emotional and behavioral issues seeking to have more one on one contact with an adult in hopes of alleviating some behavior concerns.
Goal	By the end of the academic year, our school will achieve a 5% reduction in documented negative behaviors, MIRs and ORs. This will be accomplished by implementing PBIS strategies, Behavior interventions, frequent parent communication, providing professional development for staff, and promoting positive behavior through student engagement programs. Progress will be monitored quarterly to ensure we are on track to meet this goal by the MTSS/PBIS committees.
Progress Monitoring	

Action Step #1

Action Step	Review and analyze data from previous years to determine the baseline number of documented negative behaviors., then regularly monitor and document behavior incidents, reviewing the data quarterly to assess progress and adjust strategies as needed.
Funding Source	
Subgroups	All
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	Data collected to show teachers reviewing discipline data
Success Criteria-Student Achievement	Teachers identify areas of concern in regards to student behavior
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Monthly
Partnerships?	

Action Step #2

Action Step	Provide training for teachers and staff on evidence-based behavior management strategies and conflict resolution techniques.
Funding Source	
Subgroups	
Systems	Coherent Instruction Supportive Learning Environment Professional Capacity
Success Criteria-Implementation	Big 3 Calendar, TKES ratings,
Success Criteria-Student Achievement	Increased teacher knowledge in management skills will help decrease students' negative behaviors.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Monthly
Partnerships?	

Action Step #3

Action Step	Establish and promote initiatives like student recognition programs, peer mentoring, and social-emotional learning (SEL) activities.
Funding Source	
Subgroups	
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria-Implementation	School calendar, social media posts, parent contact
Success Criteria-Student Achievement	Students are motivated to act appropriately and discipline data will decrease each quarter.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Monthly
Partnerships?	

Overarching Need #3

Overarching need as identified in CNA Section 3.2	Increase parent involvement in school activities and parent-teacher meetings.
Root Cause #1	Financial struggles can limit the ability of parents to participate in school activities that may require resources they cannot afford.

Root Cause #2	Parents who had negative experiences with their own schooling may be reluctant to engage with the school system.
Root Cause #3	Parents may not be fully informed about the opportunities available for involvement or the positive impact their engagement can have on their child's education.
Root Cause #4	Cultural differences and language barriers can make it difficult for some parents to communicate with school staff and participate in school events.
Goal	By the end of the academic year, our school will achieve a 10% increase in the number of parents participating in school activities and attending parent-teacher meetings. This will be accomplished by developing and promoting various engagement strategies, offering flexible meeting times, and providing regular communication to encourage and facilitate parent participation. Progress will be monitored quarterly to ensure we are on track to meet this goal by comparing the number of attendees in 23-24 events to the events held in 24-25
Progress Monitoring	

Action Step #1

Action Step	Review and analyze data from the previous year to determine the baseline number of parents involved in school activities and parent-teacher meetings.
Funding Source	
Subgroups	All
Systems	Family and Community Engagement
Success Criteria-Implementation	
Success Criteria-Student Achievement	
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #2

Action Step	Create a variety of engagement strategies, such as volunteer opportunities, workshops, family events, and flexible parent-teacher meeting schedules.
Funding Source	
Subgroups	All
Systems	Family and Community Engagement
Success Criteria-Implementation	
Success Criteria-Student Achievement	
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Quarterly
Partnerships?	

Action Step #3

Action Step	Provide regular updates through newsletters, emails, phone calls, and social media to keep parents informed about school activities and meeting schedules.
Funding Source	
Subgroups	All
Systems	Family and Community Engagement
Success Criteria-Implementation	
Success Criteria-Student Achievement	
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Monthly
Partnerships?	

Action Step #4

Action Step	Ensure the school environment is welcoming and inclusive for all parents by providing language support, cultural sensitivity training for staff, and opportunities for parent feedback.
Funding Source	
Subgroups	All
Systems	Family and Community Engagement
Success Criteria-Implementation	
Success Criteria-Student Achievement	
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Continuous
Partnerships?	

Action Step #5

Action Step	Track and evaluate parent participation rates in school activities and parent-teacher meetings, using sign-in sheets and surveys.
Funding Source	
Subgroups	All
Systems	Family and Community Engagement
Success Criteria-Implementation	

Success Criteria-Student Achievement	
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
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 perceptive 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.