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## School Improvement Plan 2024-2025

Dodge County Elementary School  
Dodge County School System

**Progress Monitoring is due at the end of each  
semester!**

### **1. General Improvement Plan Information**

District: Dodge

School: Dodge County Elementary School

Team Lead: Dr. Sheila Honeycutt

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 #1 Assigned to: Blakelyn Cook, Marie Epting, Kristen Jordan, Kimberly Mazza, and Scarlett Driggers

Overarching need as identified in CAN Section 3.2	<b>Increase student attendance and student motivation.</b>
Root Cause #1	The root causes of student attendance issues can vary widely depending on the specific circumstances and context. Some common root causes that we have identified are personal or family issues, mental and physical health issues, academic challenges, and lack of engagement.
Goal	The goal is to reduce the number of students having to attend summer school for attendance and academic reasons by 50%. (2023-2024 = 101 students, <b>GOAL 2024-2025 = 50 students</b> )

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

<b>Action Step #1</b>	Form a committee including teachers, counselors, parents, and student representatives to oversee the program.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership and Professional Capacity
Success Criteria-Implementation	Meeting Minutes
Success Criteria-Student Achievement	N/A
Position/Role Responsible	Scarlett Driggers
Timeline for Implementation	Pre-planning
Partnerships?	

<b>Action Step #2</b>	Schedule motivational workshops, events, and activities for the academic year.
Funding Source	School and PTO
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment and Family & Community Engagement
Success Criteria-Implementation	School Calendar
Success Criteria-Student Achievement	Student and Family Sign-in sheets
Position/Role Responsible	Committee
Timeline for Implementation	2024-2025 School Year
Partnerships?	

<b>Action Step #3</b>	Review attendance data monthly to identify trends and areas needing improvement.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity and Effective Leadership
Success Criteria-Implementation	Collaborative meeting minutes, progress monitoring, observations, discussions.
Success Criteria-Student Achievement	Student Attendance Data
Position/Role Responsible	Scarlett Driggers
Timeline for Implementation	Reviews will happen at all leadership meetings
Partnerships?	

<b>Action Step #4</b>	Compare the number of students attending summer school to last year's number of students attending summer school (75 students) to determine next steps.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity and Effective Leadership
Success Criteria-Implementation	Summer School Data
Success Criteria-Student Achievement	Summer School Data
Position/Role Responsible	Miranda Stewart
Timeline for Implementation	
Partnerships?	

**Ideas:** career counseling, career day, student goal sheets, academic rewards, student leadership roles (office/library assistant during CAMPES)

## 2.2 Overarching Need #2

Assigned to: Abbie Perdue, Karlee Lee, and LaTia Carr

Overarching need as identified in CAN Section 3.2	<b>Increase parent support and engagement with their students' academic progress and our school.</b>
Root Cause #1	The lack of parental support/engagement has been identified as lack of awareness or understanding, parenting skills, interpersonal relationships, and cultural and societal influences.
Goal	Increase the number of parents attending parent/teacher conferences by 50%. (October 12, 2023 = 17% of 3rd grade students were reached (27/162) , 13% of 4th grade students were reached (23/182), 9% of 5th grade students (18/203) Sp.Ed 4% (22/547) a total of 12% (68/547) students school wide, <b>GOAL for each Conference (Oct 17, 2024; January 9, 2025; March 20, 2025) the percentage at least 25% total)</b>

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

<b>Action Step #1</b>	Promote the parent support cafe sponsored by the community in schools quarterly.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment and Family & Community Engagement
Success Criteria-Implementation	Parent Sign-In Sheets
Success Criteria-Student Achievement	N/A
Position/Role Responsible	All faculty and staff
Timeline for Implementation	1st Parent Support Cafe
Partnerships?	Communities in Schools

<b>Action Step #2</b>	Increase communication through remind 101, social media, school website, and our all call program)
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment and Family & Community Engagement
Success Criteria-Implementation	One-Call and Remind 101 Documentation
Success Criteria-Student Achievement	N/A
Position/Role Responsible	All teachers and administrators
Timeline for Implementation	1st of the Year Parent Information Sheets
Partnerships?	Communities in Schools

<b>Action Step #3</b>	Have classroom parents that volunteer to help in the classroom.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment and Family & Community Engagement
Success Criteria-Implementation	Sign-In Sheets and Visitor Logs
Success Criteria-Student Achievement	N/A
Position/Role Responsible	All teachers
Timeline for Implementation	Back to School Night
Partnerships?	Communities in Schools

<b>Action Step #4</b>	Provide parent professional learning on parent/teacher conference night that shares goals, data, and school information.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment and Family & Community Engagement
Success Criteria-Implementation	Parent/Teacher Conference Night Sign-In Sheets
Success Criteria-Student Achievement	N/A
Position/Role Responsible	Administration and all teachers
Timeline for Implementation	1st Parent/Teacher Conference Night
Partnerships?	Communities in Schools

## 2.3 Overarching Need #3

Assigned to: Ellen Renfroe, Allison Barnes, and Taylor Hobbs

Overarching need as identified in CAN Section 3.2	<b>Increase student achievement to improve the growth of STAR reading and math over the year.</b>
Root Cause #1	The root causes we have agreed upon are daily instruction lacks rigor, language of the standards, and rich vocabulary.
Goal	Increase the percentage of students in grades 3-5 for at or above the 50 percentile in math by 16% and reading by 19% by the final STAR report taken at the end of the school year. (2023-2024 = 3rd grade: math 54% (89 students)/reading 42% (70 students); 4th grade: math 58% (100 students), reading 40% (69 students); 5th grade: math 52% (106 students)/reading 28% (58 Students) Total = Math:54% (295 students)/Reading 36% (197 students). <b>Goal 2024-2025 = Math 70%/Reading 55%</b>

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

<b>Action Step #1</b>	Create a document to organize students baseline data from previous assessments that then can be used to track students current data.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction and Effective Leadership
Success Criteria-Implementation	Walkthroughs, lesson plans, collaborative meeting minutes, progress monitoring, observations, discussions.
Success Criteria-Student Achievement	Weekly/Monthly
Position/Role Responsible	Sheila Honeycutt and Miranda Stewart
Timeline for Implementation	Pre-Planning
Partnerships?	

<b>Action Step #2</b>	Take STAR reading and math the week of progress report and report card distribution.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction, Professional Capacity, and Effective Leadership
Success Criteria-Implementation	Walkthroughs, lesson plans, collaborative meeting minutes, progress monitoring, observations, discussions.
Success Criteria-Student Achievement	4 ½ weeks
Position/Role Responsible	All math and ELA teachers.
Timeline for Implementation	1st progress report
Partnerships?	

<b>Action Step #3</b>	Schedule all common assessments/benchmark, complete common assessment/benchmark data sheets and turn into administration by deadlines.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction, Supportive Learning Environment, and Effective Leadership
Success Criteria-Implementation	Common Assessment/Benchmark Documentation
Success Criteria-Student Achievement	Overall StudentGrowth
Position/Role Responsible	All Teachers
Timeline for Implementation	Pre-Planning
Partnerships?	

<b>Action Step #4</b>	Implement programs and activities to motivate students, such as recognition for academic improvement and proficiency, and engaging, interactive learning experiences documented by school calendars and perception data.
Funding Source	School/PTO
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction, Supportive Learning Environment, and Family & Community Engagement
Success Criteria-Implementation	Walkthroughs, lesson plans, collaborative meeting minutes, progress monitoring, observations, discussions.
Success Criteria-Student Achievement	Overall Student Growth
Position/Role Responsible	Hobbs
Timeline for Implementation	Pre-Planning
Partnerships?	

## 2.4 Overarching Need #4

Assigned to: Tammy Tripp, Kim Rowland, Robin Cook, and Cole Honeycutt

Overarching need as identified in CAN Section 3.2	<b>Improve school safety and positive school climate through the reduction of documented negative behaviors.</b>
Root Cause #1	The root causes have been identified as lack of consistency in classroom expectations and following the flow chart and too many chances given to chronic offenders
Goal	By the end of the academic year, our school will achieve a 15% reduction in documented negative behaviors, MIRs and ORs. (2023-2024 Data: 445 office referrals and 1,027 minor incidents.) <b>Goal 2024-2025 = 378 office referrals and 873 minor incidents. (-67 OR's and -154 MIR's)</b>

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

<b>Action Step #1</b>	Implementing PBIS strategies, behavior interventions, frequent parent communication, providing professional development for staff on classroom management, and promoting positive behavior through student engagement programs.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment & Effective Leadership
Success Criteria-Implementation	Walkthroughs, lesson plans, collaborative meeting minutes, progress monitoring, observations, discussions.
Success Criteria-Student Achievement	Fewer MIR's and OR's
Position/Role Responsible	All Teachers
Timeline for Implementation	Pre-Planning
Partnerships?	

<b>Action Step #2</b>	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 monthly to assess progress and adjust strategies as needed
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership and Professional Capacity
Success Criteria-Implementation	BIG 3 Meeting Minutes
Success Criteria-Student Achievement	N/A
Position/Role Responsible	MTSS/PBIS committees
Timeline for Implementation	Pre-Planning
Partnerships?	

<b>Action Step #3</b>	Consequences are clearly defined and followed by faculty and staff with consequences matching the severity of the behavior.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Success Criteria-Implementation	Faculty Meeting Minutes and Collaborative Planning Minutes
Success Criteria-Student Achievement	N/A
Position/Role Responsible	All teachers and administration
Timeline for Implementation	Pre-Planning
Partnerships?	

<b>Action Step #4</b>	Implement mentors and check-in for high frequency office referral students.
Funding Source	None
Subgroups	Economically Disadvantaged Foster, Homeless, English Learners, Migrant, Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Success Criteria-Implementation	Mentor Logs Sheets
Success Criteria-Student Achievement	Increase of Positive Office Referrals
Position/Role Responsible	MTSS/PBIS committees, office staff, and administrators
Timeline for Implementation	1st Progress Report
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).** At the Stakeholders meeting in May 2024 the team systematically completed a graphic organizer and determined the school needs. Then the leadership team correlated that information to the district plan. To seek out advice from staff we gave a template of the school improvement plan to all department chairs and had them meet during collaborative planning to obtain feedback from everyone. Then the principal merged every department into one plan and listed actions by priority. Next, we meet with the leadership team to finalize the document and receive additional feedback. We incorporate our school council to get parent and community feedback.

**2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.** Professional learning plans are in place to keep highly qualified teachers in the classroom. District personnel oversee the qualification requirements or a clear renewable certificate, the timeline for completion, and a required completion date. Teachers must present evidence of course work completed and passed. The Parent Right to Know is printed in our school handbook and signatures are checked for every student by classroom teachers.

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

**4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.** We follow a tiered process where students take assessments and their scores are aligned into a rubric that helps determine qualifications for placement in specific tiers. We monitor and reassess three times throughout the year to keep data and students in the correct placement to provide services that promote their individual learning plan.

### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

**1. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.** The goal of our Preschool program is to promote all areas of development for our students and help them be able to transition successfully to the next level. If a student is enrolled in Dodge Pre-K, we also provide an additional special education paraprofessional to assist these students transition to the regular classroom and experience success in the regular classroom setting. Transition meetings are held for all students transitioning to the primary school before the beginning of the new school year. All pre-k students tour the primary schools in the Spring of the year. Parents are also invited to attend information sessions to help with transition. Open House is then held before school begins and students and parents can meet their new teachers.

**If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills. N/A Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.** Our school has implemented Positive Behavioral Intervention and Supports (PBIS) fully in the 2016-17 school year. The framework utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance. Positive student behavior is rewarded daily, weekly and quarterly through various ways such as intercom announcements, prize drawings, pizza parties, extra recess, and other rewards in the classroom. Combined with Tier 2 interventions, such as behavior report cards and Tier 3 interventions, such as behavior groups, PBIS should help all our schools decrease discipline referrals for this year. as well as an increase in positive school climate.