Comprehensive Needs Assessment
2025 - 2026 School Report



Dodge County
Dodge County Primary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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.

Leadership Team

	Position/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	Shannon Taylor
Team Member # 5	EIP	Beth Kelly
Team Member # 6	Lead Teacher	Wendy Rogers
Team Member # 7	Media Specialist	Ashley Jones

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Lead Teacher	Kasey Gunn
Team Member # 2	Lead Teacher	Camryn Evans
Team Member # 3	Lead Teacher	Maura Anderson
Team Member # 4	Lead Teacher	Laura Smith
Team Member # 5	Lead Teacher	Katie Slade
Team Member # 6	Lead Teacher	Erica Huckabee
Team Member # 7	Parent	Bree Holder
Team Member # 8	Lead Teacher	Mary Pruett
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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.

Stakeholders

	Position/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	Ashley Manning
Stakeholder # 6	Finance Director	Georgette Evans
Stakeholder # 7	Student Support Personnel	Amy Barron
Stakeholder # 8	ESOL	Beth Jones

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

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

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).

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.

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.

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

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.

What achievement data did you use?	STAR Math and STAR Reading, MAP scores, benchmark data and common assessments

What does your achievement data tell you?	The achievement data says that we are stronger in Reading than in Math.

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

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.

Strengths and Challenges Based on Trends and Patterns

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 STEAM 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?	While reviewing student achievement data, the team identified several consistent trends. Overall performance in reading and math continues to reflect a need for targeted instructional support, particularly in foundational literacy and numeracy skills. Although gains were made in certain grade-level assessments, proficiency rates remain below state averages in key areas. A noticeable pattern emerged showing that students receiving Tier II and Tier III supports made slower progress than expected, signaling a need to strengthen intervention strategies and ensure fidelity of implementation. Additionally, our benchmark and progress monitoring data showed higher growth among students in classrooms where teachers effectively used data to drive instruction and differentiated

Strengths and Challenges Based on Trends and Patterns

	learning. Teacher feedback also highlighted a need for continued professional development on small-group instruction, data analysis, and the integration of technology to support personalized learning. Leadership teams identified a need to better align resources and schedules to allow for more collaboration, planning, and instructional coaching. These trends indicate a need to focus our improvement efforts on building teacher capacity, strengthening our MTSS practices, and supporting instructional leadership with tools and time to monitor and guide data-driven practices across all grade 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.

Strengths	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

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.

	educational experience of their own to assist their children.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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	To increase student achievement in reading and mathematics by strengthening Tier I instruction and ensuring all students receive a well-rounded education. Data indicate a need for more intentional use of differentiation, small-group instruction, and targeted support to address diverse learning needs. Improving teacher capacity to deliver rigorous, standards-based lessons and effectively respond to data will be essential in closing achievement gaps and promoting growth across all student groups.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	To improve student attendance by increasing daily presence and reducing tardiness, early checkouts, and unexcused absences.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	To reduce Office Referrals (ORs) and Minor Incident Reports (MIRs) by strengthening positive behavior interventions, increasing consistency in behavior expectations, and promoting social-emotional learning school-wide.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.

Overarching Need - To increase student achievement in reading and mathematics by strengthening Tier I instruction and ensuring all students receive a well-rounded education. Data indicate a need for more intentional use of differentiation, small-group instruction, and targeted support to address diverse learning needs. Improving teacher capacity to deliver rigorous, standards-based lessons and effectively respond to data will be essential in closing achievement gaps and promoting growth across all student groups.

Root Cause # 1

Root Causes to be Addressed	Teachers need additional support and resources to consistently differentiate instruction to meet the diverse academic needs of all students, particularly during Tier I instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers require more training and time to analyze assessment data and use it effectively to plan and deliver targeted small-group lessons aligned with individual student needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Not all teachers have received sufficient professional development in planning and delivering high-quality, standards-aligned instruction that engages students at appropriate levels of rigor.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Overarching Need - To improve student attendance by increasing daily presence and reducing tardiness, early checkouts, and unexcused absences.

Root Cause # 1

Root Causes to be Addressed	Some families may not fully understand the impact of absences, tardiness, and early checkouts on student learning due to inconsistent or unclear communication from the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Current attendance initiatives may not be effectively motivating students and families to prioritize regular, on-time attendance.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Inconsistent follow-through with consequences for excessive tardies, early checkouts, and unexcused absences reduces accountability and undermines school attendance expectations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Root Cause # 3

Additional Responses	

Overarching Need - To reduce Office Referrals (ORs) and Minor Incident Reports (MIRs) by strengthening positive behavior interventions, increasing consistency in behavior expectations, and promoting social-emotional learning school-wide.

Root Cause # 1

Root Causes to be Addressed	Classroom and school-wide behavior expectations are not applied consistently across grade levels and teachers, leading to confusion for students and varied responses to similar behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There is a lack of structured, school-wide SEL instruction and activities to proactively teach emotional regulation, conflict resolution, and positive peer interactions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Recognition and reinforcement of appropriate behavior are not consistently embedded into daily routines, which limits student motivation to follow expectations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	

School Improvement Plan
2025 - 2026



Dodge County
Dodge County Primary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dodge County
School Name	Dodge County Primary School
Team Lead	Russell Bazemore
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase student achievement in reading and mathematics by strengthening Tier I instruction and ensuring all students receive a well-rounded education. Data indicate a need for more intentional use of differentiation, small-group instruction, and targeted support to address diverse learning needs. Improving teacher capacity to deliver rigorous, standards-based lessons and effectively respond to data will be essential in closing achievement gaps and promoting growth across all student groups.
Root Cause # 1	Teachers require more training and time to analyze assessment data and use it effectively to plan and deliver targeted small-group lessons aligned with individual student needs.
Root Cause # 2	Teachers need additional support and resources to consistently differentiate instruction to meet the diverse academic needs of all students, particularly during Tier I instruction.
Root Cause # 3	Not all teachers have received sufficient professional development in planning and delivering high-quality, standards-aligned instruction that engages students at appropriate levels of rigor.
Goal	By the end of the 2025–2026 school year, Dodge County Primary will increase the percentage of students scoring at or above grade level in reading and mathematics by 5%, as measured by grade-level assessments. This will be achieved through strengthening Tier I instruction, implementing consistent differentiation and small-group strategies, and providing ongoing professional development to support rigorous, data-driven, standards-based instruction.

Action Step # 1

Action Step	Review and analyze current student performance data in reading and mathematics to identify achievement gaps, strengths, and areas for targeted instruction. Use this data to guide instructional planning, form flexible small groups, and inform professional learning priorities.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A

Action Step # 1

Funding Sources	Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The implementation of our School Improvement Goal at Dodge County Primary will be monitored through regular data analysis, classroom observations, and stakeholder feedback. Assessment results, attendance records, and progress reports will be reviewed in collaborative planning sessions to identify areas of need and adjust strategies. Administrators, teachers, and support staff will compare baseline data with interim and post-assessment results to measure progress toward achieving a 10% increase in proficiency in mathematics and reading. Observations and stakeholder input will ensure that instructional strategies and resources are effectively supporting student achievement.
Method for Monitoring Effectiveness	The effectiveness of our School Improvement Goal will be measured by comparing baseline data with interim and post-assessment results to track student growth in mathematics and reading. Regular progress monitoring through benchmark assessments, progress reports, and classroom performance will provide insights into instructional impact. Stakeholder feedback and observation results will be used to evaluate the alignment and success of strategies, ensuring continuous improvement toward achieving a 10% increase in student proficiency by the end of the academic year.
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Conduct benchmark assessments/Star assessments/9 Weeks tests to monitor student progress and adjust instructional strategies as needed.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The implementation of benchmark assessments, STAR assessments, and 9-week tests will be monitored through scheduled testing windows, regular data review meetings, and collaboration between administrators, teachers, and support staff. Data will be analyzed to identify student performance trends, assess instructional alignment, and determine areas needing additional support or intervention. Adjustments to instructional strategies will be documented and discussed in team meetings to ensure consistency and effectiveness.

Action Step # 2

Method for Monitoring Effectiveness	The effectiveness will be evaluated by comparing data from initial benchmark and STAR assessments to results from subsequent assessments. Progress toward student growth goals will be tracked, and instructional adjustments will be assessed for their impact on improving outcomes. Stakeholder feedback and analysis of classroom-level data will further validate whether the instructional changes are leading to measurable improvements in student achievement.
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

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 Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 3

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The implementation of programs and activities to motivate students will be monitored by tracking participation rates, reviewing documentation of recognition events, and observing classroom engagement during interactive learning experiences. Administrators, teachers, and support staff will collaborate to ensure that these initiatives are conducted as planned, with feedback from students and staff collected regularly to assess the relevance and appeal of the activities.
Method for Monitoring Effectiveness	Effectiveness will be measured by analyzing changes in student performance data, such as academic improvement and proficiency levels, as well as reviewing behavioral data like attendance and disciplinary records. Surveys and feedback from students, parents, and teachers will provide additional insights into the impact of these motivational programs on student engagement and achievement. The overall success will be evaluated based on progress toward school-wide improvement goals.
Position/Role Responsible	Administrators Teachers Support Staff Parent Mentor Counselors
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

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 Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	The implementation of professional development workshops under the Big 3 initiative will be monitored through attendance records, workshop agendas, and training materials. Administrators and support staff will collect and review post-workshop surveys to ensure participation and gather feedback on the relevance and quality of the sessions. Follow-up meetings and collaborative planning sessions will track how teachers are applying these strategies in their classrooms.
Method for Monitoring Effectiveness	Effectiveness will be evaluated by analyzing student performance data, such as benchmark assessments and progress monitoring results, to assess the impact of the training on instructional practices. Observation data and lesson plans will be reviewed to verify the integration of data-driven instruction, differentiated strategies, and interventions. Teacher feedback and student outcomes will be used to determine the overall success of the workshops in improving teaching and learning.
Position/Role Responsible	Administrators Teachers Support Staff Parent Mentor Counselors

Action Step # 4

Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve student attendance by increasing daily presence and reducing tardiness, early checkouts, and unexcused absences.
Root Cause # 1	Some families may not fully understand the impact of absences, tardiness, and early checkouts on student learning due to inconsistent or unclear communication from the school.
Root Cause # 2	Current attendance initiatives may not be effectively motivating students and families to prioritize regular, on-time attendance.
Root Cause # 3	Inconsistent follow-through with consequences for excessive tardies, early checkouts, and unexcused absences reduces accountability and undermines school attendance expectations.
Goal	By the end of the 2025–2026 school year, Dodge County Primary will increase overall student attendance by 2% while reducing the number of tardies, early checkouts, and unexcused absences by 5%. This will be achieved through consistent communication with families, enhanced attendance incentive programs, and school-wide accountability practices to support daily, on-time attendance.

Action Step # 1

Action Step	Review and analyze attendance data from previous school years to establish a baseline for overall student attendance, tardiness, early checkouts, and unexcused absences. Implement a system for regularly monitoring this data and conduct quarterly reviews to evaluate progress, identify patterns, and adjust attendance strategies accordingly.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 1

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through ongoing review of PowerSchool attendance reports, communication logs with families, and documentation of interventions used for students with excessive absences. Attendance review teams will meet quarterly to discuss trends and next steps.
Method for Monitoring Effectiveness	Effectiveness will be evaluated by comparing current attendance, tardiness, and checkout data with the established baseline. Reductions in chronic absenteeism, fewer early dismissals, and stakeholder feedback regarding communication and engagement efforts will also be used to measure improvements.
Position/Role Responsible	Administrators Testing Coordinator Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Develop and implement targeted attendance initiatives designed to encourage and recognize regular, on-time attendance. Strategies may include student incentives, attendance tracking charts, classroom competitions, and student engagement campaigns to build awareness of attendance expectations and celebrate improvements.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be tracked through records of incentive distributions, event participation logs, and documented communication efforts with families. Teachers and staff will report class participation in attendance activities.
Method for Monitoring Effectiveness	Effectiveness will be assessed by measuring changes in attendance, tardy, and checkout rates over time. Additional indicators include increased student participation in recognition programs and positive feedback from students and families on engagement efforts.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Ensure consistent follow-through on attendance policies by clearly communicating expectations and consequences to families and staff. Implement a school-wide system for documenting and addressing excessive tardiness, early checkouts, and unexcused absences, including parent conferences, tiered interventions, and referrals when appropriate.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through PowerSchool reports, discipline/attendance logs, parent contact documentation, and staff feedback on consistency and clarity of expectations.

Action Step # 3

Method for Monitoring Effectiveness	Effectiveness will be evaluated by tracking reductions in tardies, early checkouts, and unexcused absences. Improvements in family compliance and staff confidence in enforcing attendance policies will also be measured through surveys and leadership team reviews.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Interventionists PBIS/MTSS teams
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To reduce Office Referrals (ORs) and Minor Incident Reports (MIRs) by strengthening positive behavior interventions, increasing consistency in behavior expectations, and promoting social-emotional learning school-wide.
Root Cause # 1	Classroom and school-wide behavior expectations are not applied consistently across grade levels and teachers, leading to confusion for students and varied responses to similar behaviors.
Root Cause # 2	Recognition and reinforcement of appropriate behavior are not consistently embedded into daily routines, which limits student motivation to follow expectations.
Root Cause # 3	There is a lack of structured, school-wide SEL instruction and activities to proactively teach emotional regulation, conflict resolution, and positive peer interactions.
Goal	By the end of the 2025–2026 school year, Dodge County Primary will reduce Office Referrals (ORs) and Minor Incident Reports (MIRs) by 5% through the consistent implementation of school-wide behavior expectations, increased use of positive behavior reinforcement strategies, and the integration of structured social-emotional learning (SEL) into daily instruction. Progress will be monitored quarterly using behavioral data and staff and student feedback to evaluate the effectiveness of interventions.

Action Step # 1

Action Step	Establish and communicate consistent school-wide behavior expectations across all grade levels by revising the behavior matrix, providing staff training, and ensuring alignment with PBIS and MTSS frameworks. Teachers and staff will reinforce these expectations through daily routines and visual reminders in classrooms, hallways, and common areas.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL

Action Step # 1

Funding Sources	Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School administrators and PBIS/MTSS teams will conduct classroom walkthroughs, review posted expectations, and gather feedback from teachers during monthly behavior team meetings.
Method for Monitoring Effectiveness	Compare monthly behavior incident data to baseline figures. Evaluate staff consistency using observation checklists and review student understanding of expectations through class discussions or student surveys.
Position/Role Responsible	Administrators Counselors Teachers Administration Support Staff Family Engagement Coordinator PBIS Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Develop and implement a school-wide positive behavior reinforcement system that includes regular student recognition, classroom incentives, and quarterly celebrations for meeting behavior expectations. Ensure consistency in how students are acknowledged across all grade levels.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Track the number and types of student recognitions recorded each month. PBIS team members will monitor classroom participation and ensure all teachers are implementing incentive systems.
Method for Monitoring Effectiveness	Analyze trends in ORs and MIRs to assess if positive reinforcement correlates with reduced behavior incidents. Collect teacher feedback and student input through surveys or focus groups to adjust strategies as needed.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Integrate structured, school-wide Social Emotional Learning (SEL) instruction into the weekly schedule using a consistent curriculum. Provide resources and training for teachers to deliver lessons on emotional regulation, conflict resolution, and positive peer interactions.
Funding Sources	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 IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	SEL lesson delivery will be monitored through lesson plan reviews and classroom observations. A designated SEL coordinator or counselor will ensure curriculum fidelity and provide ongoing support.
Method for Monitoring Effectiveness	Effectiveness will be monitored by analyzing quarterly behavior data trends (ORs and MIRs) to identify reductions in incidents linked to SEL instruction. Teacher reflections, behavior logs, and student self-assessments will be used to measure improvements in emotional regulation and peer interactions. School climate surveys will also be administered mid-year and end-of-year to assess perceived changes in classroom environment and student behavior.
Position/Role Responsible	Administrators Counselors Teachers Support Staff Family Engagement Coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

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 FY25–26 was developed through a collaborative process that included input from a wide range of stakeholders. Feedback was collected during grade-level PLC meetings, leadership team sessions, and staff meetings throughout the school year. A comprehensive needs assessment was administered in the spring of 2025 to teachers, paraprofessionals, and support staff to gather input on instructional resources, professional development needs, and school climate. Additionally, parent input was collected through school climate surveys, PTO meetings, and informal discussions at family engagement events. The leadership team reviewed current data sources, including GKIDS, STAR, benchmark assessments, and behavior logs, to identify trends and prioritize needs. A subgroup of teachers and specialists conducted root cause analyses and helped refine the overarching needs. Input was also gathered from community partners and school council members during spring planning meetings. All feedback and data were used to rate each system within the CNA and to draft action steps aligned to identified priorities for improving academic achievement, attendance, and behavior schoolwide.

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.	As a Title I school, Dodge County Primary is committed to ensuring that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers. The school works closely with the district's human resources and leadership teams to monitor teacher assignments and certifications to ensure all students have equitable access to effective, in-field educators. During hiring, preference is given to highly qualified and certified applicants, and new teachers are paired with experienced mentors through our district's induction and mentoring program. Ongoing professional development is provided to support instructional growth, and teacher effectiveness is regularly evaluated using the TKES (Teacher Keys Effectiveness System) to identify areas for coaching and support. Staff assignments are carefully reviewed annually to ensure that high-need classrooms are not consistently staffed with inexperienced educators. Additionally, administrators monitor academic progress and classroom observation data to ensure instructional quality is strong across all subgroups and learning environments. This comprehensive approach ensures that all students, regardless of income or background, receive high-quality instruction from well-supported and qualified 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. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. 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.

6. 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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. 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.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	