



Comprehensive Needs Assessment 2025 - 2026 District Report



Dodge County

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.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Susan W. Long, Superintendent
Multiple Program(s)	Federal Programs Director	Patricia Connell, Mariella Douglas, Tonya Brown
Multiple Program(s)	Curriculum Director	Mariella Douglas
Multiple Program(s)	School Leader (#1)	Rick Rogers
Multiple Program(s)	School Leader (#2)	Jennifer Bellflower
Multiple Program(s)	Teacher Representative (#1)	Lindsay Thomas
Multiple Program(s)	Teacher Representative (#2)	Angie Jordan
McKinney-Vento Homeless	Homeless Liaison	Jodi Brewer
Neglected and Delinquent	N&D Coordinator	Jodi Brewer
Rural	REAP Coordinator	Dr. Mariella Douglas
Special Education	Special Education Director	Tonya Brown
Title I, Part A	Title I, Part A Director	Dr. Patricia Connell
Title I, Part A	Family Engagement Coordinator	Ashley Manning
Title I, Part A - Foster Care	Foster Care Point of Contact	Jodi Brewer
Title II, Part A	Title II, Part A Coordinator	Mariella Douglas
Title III	Title III Director	Dr. Patricia Connell
Title IV, Part A	Title IV, Part A Director	Dr. Patricia Connell
Title I, Part C	Migrant Coordinator	Dr. Patricia Connell

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	N/A
Multiple Program(s)	Testing Director	Susan Underwood
Multiple Program(s)	Finance Director	Georgette Evans
Multiple Program(s)	Other Federal Programs Coordinators	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	N/A
Multiple Program(s)	Student Support Personnel	Maradith Sheffield
Multiple Program(s)	Principal Representatives	Rick Rogers, Jennifer Bellflower, Dana Brown, Darla Faulk, Miranda Stewart
Multiple Program(s)	High School Counselor / Academic Counselor	N/A
Multiple Program(s)	Early Childhood or Head Start Coordinator	Krista Kelly (BCW Coordinator)
Multiple Program(s)	Teacher Representatives	Cole Honeycutt, Lindsay Thomas, Angie Jordan, Shannon Taylor
Multiple Program(s)	ESOL Teacher	N/A
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Dr. Patricia Connell
21st CCLC	21st CCLC Program Director	Jennifer Lee
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Jodi Brewer
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	Tonya Brown
Title II, Part A	Human Resources Director	Mariella Douglas
Title II, Part A	Principal Supervisors	Mariella Douglas
Title II, Part A	Professional Learning Coordinators	Mariella Douglas
Title II, Part A	Bilingual Parent Liaisons	N/A
Title II, Part A	Professional Organizations	Mariella Douglas
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Cindy Screws
Title II, Part A	Local Elected/Government Officials	City Council- Graham Snyder
Title II, Part A	The General Public	DJJ Representative
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	Lawton Douglas (Rhett Knight Farms)
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Jennifer Lee
Title IV, Part A	Faith-Based Community Leaders	N/A

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.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Sadie Lafort, Jada Ivey
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Jodi Brewer
Title I, Part A	Parent Representatives of Title I Students	Selena Woodard, Darla Ashley
Title I, Part A - Foster Care	Local DFCS Contacts	Jodi Brewer
Title II, Part A	Principals	Rick Rogers, Russell Bazemore, Miranda Stewart, Jennifer Bellflower
Title II, Part A	Teachers	Taylor Hobbs, Lindsey Thomas, Angie Jordan, Suzanne Peterson,
Title II, Part A	Paraprofessionals	Dee Snyder, Lynn Durden
Title II, Part A	Specialized Instructional Support Personnel	Dr. Mariella Douglas
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Hugh Kight- RESA Director; Chasity Gordon (DJJ)
Title III, Part A	Parents of English Learners	Did not attend

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Hugh Kight (invited, unable to attend)
Multiple Program(s)	Technical, College, or University Personnel	N/A
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	N/A
21st CCLC	21st CCLC Advisory Council Members	Jennifer Lee, Jodi Brewer
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	Lawton Douglas
Migrant	Family Connection Representatives	N/A
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	N/A
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	Kathy Simmons
Special Education	Parent Mentors	Kathy Simmons
Title II, Part A	School Council Members	N/A

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Each school was required to personally invite a member from each of the following stakeholder groups: teacher, paraeducator, student, administrator, community member, and parent. The invitation was also shared on social media, the district webpage, and on the front door of the Board of Education central office. Additionally, the invitation was sent to Heart of Georgia RESA.</p>
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<p>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?</p>	<p>Dodge County Schools scheduled the annual stakeholder meeting for May 20225. We informed staff at each weekly principals' meeting and monthly cabinet meeting, and also announced it at the monthly board meetings. Multiple invitations were printed and distributed to each school to be sent home with at least one member of each stakeholder type.</p> <p>During the meeting, all stakeholders were asked to complete graphic organizers as a group to identify priority areas for the district. They could work individually or within a group of their peers from their respective schools. This approach was intended to facilitate more truthful responses by providing a more confidential environment for data collection.</p> <p>Additionally, there is a live link on the district webpage for anyone to submit feedback at any time. This Google Form is directly sent to the Curriculum Director for monitoring.</p> <p>Stakeholders were given multiple opportunities to provide input, whether in person, digitally, or anonymously through survey questions</p>
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	<p>and small group/whole group discussions during the meetings. They could indicate areas within the system needing more support, areas requiring clarification, areas performing well, and areas needing further assessment.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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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 District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.07
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.99
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.99
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.99
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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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 District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	✓
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision-making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.21
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.07
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.18
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.07
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.01
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.18
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
<p>Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores.
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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 District Performance Standard (GDPS). 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

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.21
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

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 District Performance Standard (GDPS). 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

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	✓
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.21
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.07
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.07
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.21
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.36
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.01
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	1.99
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	1.99
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.01
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.03
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.99
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.18
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.09
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

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).

<p>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]</p>	<p>Each school conducted Georgia Health Surveys this year. We do not have the data from it at this time. We do know that we did well on previous surveys due to our high star ratings across the district. At the stakeholder meeting, all attendees completed surveys about top safety concerns, community/school partnership, the afterschool program, and high priority areas for the district. !----comment node----!--a=1--</p>
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<p>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?")</p>	<p>The data collected from all of our surveys indicated that stakeholders have concerns in the areas of student bullying (in person) more than cyber bullying, intruders coming to the campuses, and the crisis for student and staff mental health!--a=1--</p>
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<p>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)</p>	<p>Data is collected from school's on student achievement, pathway completers, extra curricular activities and opportunities. Schools also have events and meetings regarding post secondary options and opportunities. !----comment node----!--a=1--!----comment node----!--a=1--</p>
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<p>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?")</p>	<p>We have several programs and initiatives in place to provide remediation, acceleration, and instructional support. Student achievement data shows that there is progress being made in many areas and grade levels. Middle grades are not excelling as well as other grade levels and may need additional support according to the 2025 GMAS data received by the stakeholder meeting date. Although the other grade levels have seen improvement, the student achievement data indicates that there are still many areas that need support. !--a=1--!--a=1--</p>
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<p>What achievement data did you use?</p>	<p>The Governor's Office of Student Achievement data; GMAS Data, NWEA Map Growth data, MTSS percentages, graduation rate. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--</p>
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<p>What does your achievement data tell you?</p>	<p>We have shown growth in most areas, but still are under the performance targets that we desire. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--</p>
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<p>What demographic data did you use?</p>	<p>Demographic data published by the Governor's Office of Student Achievement provides an in-depth analysis by school. Demographic data has stayed consistent over the past several years. !----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--</p>
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<p>What does the demographic data tell you?</p>	<p>Our student population continues to decrease. The demographic percentages are remaining consistent.!--a=1--!--a=1--!--a=1--!--a=1--</p>
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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

<p>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?</p>	<p>Dodge County Schools Systems is actively working on the goals to complete the 2020-2025 Strategic Plan, and develop new goals and actions steps for the 2026-2030. The strategic planning process provides a mechanism for long-range planning while tools such as school improvement plans and the facilities plan create a process for the short-term planning. The plan is intended to produce increased measures of student achievement, close achievement gaps among subgroups, and enhance measures of positive school climate. Schools completed a similar needs assessment as part of a school improvement process that is aligned with and supports the district plan. This assessment is very similar to the assessment completed during each year's stakeholder meetings. The district identifies needs that go into each of the three listed categories in compliance with Cognia's domains: Leadership, Learning, Resources</p> <p>The needs that are identified for teachers, leaders, and students are divided into the separate categories and action steps are created to reach the goals for each area. Those goals are supported by the goals and actions steps within each year's district improvement plans and the data collected helps supports these actions steps and initiatives. Professional collaboration is embedded in the work of DCSS. Leaders have created time for the Big 3, weekly meetings focused on instructional planning, data analysis, and professional development. DCSS's new teachers and staff benefit from a robust induction program that includes mentoring, coaching, and modeling activities. New teachers are matched with mentor teachers who have at least three years of teaching experience. Professional learning is assigned to the new teacher according to needs noticed by mentor teachers and by administrators. DCSS is also partnering with East Central GLRS to provide on-going professional development training through the Special Education Teacher Induction Program for New Special Education Teachers (0-3 years of experience). According to the most recent data collected, and recent trends in data reviewed, teacher and leaders still believe that classroom management and student behavior interventions are the top areas for need in professional learning. Mindset training to help deescalate disruptive behavior will continue to address these needs and the need to provide a safe learning environment for all. Currently all four schools are PBIS schools and all have implemented 'PBIS in the classroom'. School coaches and district coordinator will</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>continue to attend the State PBIS Conference. District Coordinator will continue to attend state quarterly meetings and PBIS updates and redeliver on a monthly basis to school PBIS Coaches. School climate data and GaDOE health surveys help PBIS teams to better serve students and identify areas of concern in each location in regard to student and staff safety and discipline trends. For the 24-25 year, discipline trends have remained consistent as in years past. Defiance and classroom disturbances are the other leading causes for office referrals. Minor incidents included not following directions and disrespect. Misbehavior on the school bus has been one of the leading reports in office referrals and minor incidents and substantially increased this year.</p> <p>Dodge County Schools continue to be a 1:1 district with technology for the FY25 and FY26 year. The Educational Technology Specialists and School Improvement Coordinators will provide extensive training on Google Classroom and other technological advances to improve student instruction and make the school day more effective. Staff are able to attend training session on a variety of programs and technology throughout the summer and on a monthly basis during the school year. There will be more focus on protecting students while using technology online at school and home. New policies are in development with the state and will be sent to us this upcoming year.</p> <p>Student achievement is continuing to increase, but at slower rates than desired. Federal Program directors and school administrators will work closely together to develop plan and action steps to help teacher with instruction to increase student achievement. Parent Mentors and Family Engagement coordinators will work with staff and parents to increase to value of education, increase the motivation to attend school more frequently, and for parents to support classroom instruction. Student attendance and student motivation are highly concerned areas that were identified by each school for several years. School and district leaders will work together to find ways to support these areas.</p> <p style="text-align: center;">!--a=1--</p>
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<p>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?</p>	<p>DCSS's Strategic Plan, School Board Policy, Professional Development offerings, and School Improvement Plans approval process lay the foundation for schools to support the effectiveness of teaching and learning and assure that both the adults and the children put learning at the center of their daily activities. These strong, collaborative documents and processes allow schools to identify specific, data-informed student achievement goals, utilize standards-based resources, and implement needs-based professional development. The School Improvement Coordinators, Technology and Data Collection Specialists, and Educational Technology Specialists will assist the schools in organizing and analyzing the data.</p> <p>Dodge County Schools has had more teachers retiring and leaving the</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>district over the last 3-5 years. Because of that, we have hired an above average number of teachers at all levels. Teachers that are hired are not always certified and have not had experience in the classroom. They may be highly skilled in the content of the subject, but not in basic classroom management skills. There is a significant amount of staff that are in need of educator training. The same is true for administrators for the system. Our school administrators are relatively early in their leadership career. They could greatly benefit from trainings and collaboration. We have found that the Induction Teacher program needs to be continuously monitored to better support teachers and staff as they transition to new roles in the Dodge County School System. Our media specialists have become the managers of the Chromebooks for students at each school. It is requiring them to spend more time working on repairs, missing devices, and management of the devices. They will need additional support and additional professional learning opportunities to better serve students with technology and management of devices.</p> <p>!-a=1--</p>
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<p>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?</p>	<p>Dodge County Schools has had more teachers retiring and leaving the district over the last 3-5 years. Because of that, we have hired an above average number of teachers at all levels. Teachers that are hired are not always certified and have not have experience in the classroom. They may be highly skilled in the content of the subject, but not in basic classroom management skills. There is a significant amount of staff that are in need of educator training. The same is true for administrators for the system. Our school administrators are relatively early in their leadership career. They could greatly benefit from trainings and collaboration. We have found that the Induction Teacher program needs to be continually monitored to better support teachers and staff as they transition to new roles in the Dodge County School System.</p> <p>!-a=1--</p>
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<p>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?</p>	<p>Dodge County Schools offer an array of parental and community activities throughout the school year. We offer numerous mandatory parent meetings at the schools, as well as opportunities for parents to come and celebrate students' athletic, academic, and behavioral accomplishment. The middle school offers academic nights for parents and various other parent/community meetings. The elementary schools have PTO meetings and other parental activities as well. Open House is held at each school with a high level of participation. PowerParent, an on-line parent portal, is also used at all schools and provides parents with information regarding grades and assignments that are missing. Information about the school and related activities are posted on the school websites, social media, and text/call notification systems. The community and local organizations are highly involved in many of</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

	<p>the athletic and academic events at the school. Administrators at the school and district level participate in monthly Dodge Connections-Collaborative meetings. Each month, our board meetings also begin with Examples of Excellence from our students at each school. Each year, parents, school staff and community members participate in an Annual Stakeholder's Meeting. The Parent Mentor and the Parent Engagement Coordinator will be utilized in the schools to assist with student, teacher and leader needs. Our PBIS district coordinator and school PBIS coaches will meet twice a year for District Leadership Team meetings and will include various stakeholders in the system and community leaders and affiliates. Our district has safety meetings where all local law enforcement agencies are invited and recommended to attend.</p> <p>!-a=1--!-a=1--</p>
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<p>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?</p>	<p>Dodge County School District has a number of procedures and processes in place to support a learning environment for all students. The district has provided each school with various resources including: curriculum director, Title 1 director, SPED Director, 504 district and school coordinators, a school social worker, school counselors, district school psychologists, mental health counselor, district parent mentor, district parent engagement coordinator, school improvement coordinators, district MTSS coordinator /Inclusion Coach, district and school PBIS coordinators, educational technology specialists, district and school data clerks, behavior interventionist, academic interventionist, student success coach, restorative justice coordinator, school nutrition coordinator, and various other support staff through Communities in Schools. School and district administrators meet on a monthly basis to discuss the needs of all stakeholders. In addition, support staff meets with Communities and Schools on a monthly basis to support student learning and healthy development both at home and at school as well.</p> <p>School counselors are provided at each school. However, the committee discussed that they need to be utilized for more individual or small group counseling. There will be added support with mental health counselor for schools with the Communities in Schools grant. Middle Georgia Community Service Board has a partnership with a CSI worker. All schools currently use social media to communicate to the public. Remind 101 emails and texts and the phone system will continue to be utilized. The Dodge County Schools website will continue to be updated for resources for parents.</p> <p>Each year, there has been an increase in ESOL and Migrant students to the Dodge County School system. We currently have 2 full time ESOL teacher that has to serve over 60 students. The committee agrees that the Dodge County School System needs to add additional ESOL endorsed teachers. The better the students are served, the better they will perform and the more successful they will become. Dodge County Schools has also began contracting with the county and city on the employment of School Resource Officers at the schools.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Their presence and assistance has been greatly missed and needed. Dodge County Schools will continue contracting with them to provide safety for our students and staff.</p> <p>!-a=1--!-a=1--</p>
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<p>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?</p>	<p>Demographic and financial trends show continued and consistent rates of the economically disadvantaged population and the special needs population. Training will need to focus on best instructional strategies for ED students and instructional strategies specific to student disability. Effective strategies for co-teaching in inclusion classrooms will continue to be a need. All teachers continue to need training in content standards, effective teaching strategies, instructional technology, differentiation, and classroom behavior/management. The School Improvement Coordinators and Educational Technology Specialists will assist in providing additional support and training. The most recent disproportionality data revealed that we no longer were disproportional in the area of specific identification of disability areas. We will continue to monitor data, practices, policies and procedures in the areas of identification and discipline.</p> <p>!-a=1--!-a=1--</p>
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<p>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?</p>	<p>With scores being inconsistent for the last 5 years, trend data is difficult to find. For EOG courses, there is growth in the majority of the courses. While the district has not reached prepandemic student achievement yet, we are continuing to improve. There is growth in many of the areas according to the FY22 baseline data. This is the first year that all grade levels are consolidated into one school for grades 3-5, so data may be difficult to compare when reflecting on the baseline year. In terms of school progress, 23-24 will be the baseline year for Dodge County Elementary School's achievement data. Math scores seemed to have improved with the recent changes in standards and testing procedures for the state of Georgia. The change in ELA testing in the 25-26 year, may alter how data is reviewed by ELA teachers.</p> <p>!-a=1--!-a=1--</p>
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IDEA - Special Education

IDEA - Special Education

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	<p>General supervision is working well at the schools regarding the monthly special education departmental collaborative planning sessions. The Special Education Director can keep abreast of any concerns and address them, as well as monitor compliance. Also, the procedures manual is available to all staff and they can view it as needed. The procedures manual for special education is designed so that they read the state board rule and then read the procedures for the county in each section. They can also click on a topic in the table of contents and the link carries them directly to the page they want to view for easy access and use. The Procedures Manual for Special Education was developed in 2012 and has been revised each year to include any new updates regarding laws or general supervision and monitoring updates through the Georgia Department of Education. Harben, Hartley and Hawkins law firm assisted with the training and review of the manual. Through the GLRS partnership, the Special Education Director attends monthly collaborative SPED Director meetings to also gain information regarding any updates or professional development. The SPED Director will send an email each time the manual is updated to all staff. The manual is updated frequently to ensure compliance with state and federal guidelines. Training is held at the least annually for all staff regarding the manual and the contents. Special education teacher training is also provided at least annually on procedures and more common procedures. However, updates and reminders are also frequently given at collaborative meetings or correspondence through emails. The Special Education Director also participates in the collaborative special education departmental meetings at least monthly at each school to address compliance. Each week during collaborative planning, the special education teachers also document and take minutes of meeting and concerns and they are sent to the Special Education Director weekly. The Special Education Director reads each documentation and addresses any concerns necessary. Job embedded training occurs during the year due to the self-assessment results and evaluations. If teachers need individual technical assistance, this is done by the Special Education Director and/or Inclusion Coach or School Psychologist depending on the need before or after school or during planning times. Lead teachers are also in place at each school and they address concerns as well. New special education teachers are provided with mentors and do participate in the New Teacher Orientation Training. The Special Education Director also meets with new teachers for in-depth training. This school year, DCSS is partnering with East Central GLRS to provide on-going professional development training through the Special Education Teacher Induction Program for New Special Education Teachers (0-3 years of</p>
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IDEA - Special Education

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.

	<p>experience). This program is aligned with the GA-TPRP and is designed to support GADOE in their efforts to improve the retention of new special education teachers through the development and implementation of high quality mentoring and induction programs. Paraprofessionals and bus drivers are also provided training each year on topics such as confidentiality, behavior/classroom management, accommodations, and the understanding of disability areas by the SPED Director and/or Inclusion/MTSS Coach. Special education teachers also meet collaboratively with their inclusion teachers during the general education collaborative planning time also. DCSS has contracted with an Inclusion Coach to provide supports for our teachers in using SDI and inclusive models. The DCSS will also participate with the Emory Autism Center Monarch staff to provide consultation and training services to teachers and other school related stakeholders in the East Central GLRS region in a mission to improve the inclusive educational programming of student with autism spectrum disorder. The SLP's in our district will participate in a SLP Consortium with support from East Central GLRS. MTSS meetings also occur on a monthly basis at the schools and data is tracked continuously. However, there was some discussion regarding more training in the area of data analysis that is needed for our teachers and administrators. Also, we continue to support SWD students at the preschool level, as we have a Preschool Disabilities classroom for students with more significant needs and we also provide services that include a special education paraprofessional in the regular prekindergarten class when students are able to be served in the regular education setting. The DCSS has also contracted with PBS to provide supports by BCBA's and RBT's on specific student behavior concerns and strategies that teachers can provide for these students. The District must continue to coordinate our efforts to streamline various plans to improve outcomes for our students and continue to implement and monitor the District Strategic Plan.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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IDEA - Special Education

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.

<p>Challenges</p>	<p>The stakeholders have many types of demographic, achievement, perception and process data. Data included: GA Milestones, discipline data, suspension rates, Inclusion/RTI walk-through data, graduation rates, discipline data, GLRS survey data and GNETS data. (1) The Special Educator Director and the Curriculum Director work together to present the SPED and Regular Education data for Dodge County. There were other discussion that led to strategy training that is needed for SPED teachers so that they can provide the correct strategies for SWD students. Teachers have participated in trainings involving SDI and co-teaching in recent years and additional training is still a need. Teachers all agreed that students needed more experience on taking assessments on the computer and typing instruction. The team discussed with teachers the need for continued use of common assessments and assessments that use higher level questioning. This is currently being utilized in all classrooms. The assessment data is a critical set of data and will continue to be analyzed and more training needs to occur on common assessment and common grading. Data driven decision making training is a need for our teachers. (2) Data for discipline will continue to be tracked. The system began PBIS system wide in 2016-2017 but more training continues to be a need in this area. North Dodge Elementary School is at the 'operational' level. The other three schools are at the 'installing' level based on the end of the year data (OR, ISS and OSS). PBIS trainings and Mindset training will continue to need to be conducted. Conducting FBA's and writing effective BIP's is also another area of need for our teachers. (3) Inclusion walk-through data was presented by the Inclusion coach. In summary, of the various co-teaching models, our goal has been to reduce the percentage of teams utilizing the One Teach/One Assist model so that both the general education teacher and the special education teacher would be more involved in the planning and instructing. However, this trend is continuing to NOT move in the direction that we desire. Many of these teams have attended various training sessions together on topics such as co-teaching, differentiation, reading strategies, math strategies, etc and more training is needed in these areas. The Coach also indicated that during many of the observations noted, the general education teacher is lecturing, modeling, or leading the discussion while the special education teacher is moving about assisting students. The team discussed that there would need to be more training on the models and discussion of moving away from the one-teach, one-assist model. Administrators would also need to be monitoring this in the classrooms and encourage a use of a variety of models for co-teachers in the classroom. Training will focus on Parallel, Alternative and Station Teaching modeling. (4) FY 23 graduation data was at 89.2% for district graduation and 87.18%</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA - Special Education

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.

	<p>SWD graduation. FY 22 graduation data was at 89.5% for district graduation rate and 75% for SWD. FY 21 data was at 90.91 district graduation rate and 85.37% for SWD graduation. FY 20 data indicated that the district graduation rate was 91.78% and SWD graduation was 83.78%. FY 21 data was at 90.91 district graduation rate and 85.37% for SWD graduation. FY 19 data indicated that the district graduation rate is 91.5% which is well above the state average. The SWD Annual Event Graduation Rate was 82.05%. FY 18 data indicated that the district graduation rate was 93.07% which is well above the state average. The DCHS 4-year Graduation Rate was 98.1%. The SWD Annual Event Graduation Rate was 83.87%. The drop out rate for the system is at 3.8%. FY 17 data indicated that the district graduation rate was 89.3% which was well above the state average. The DCHS 4-year Graduation Rate was 96.7%. The SWD Annual Event Graduation Rate was 74.9%. The 4 year Graduation Rate at DCHS for SWD students was 92.3% The drop out rate for the system was at 3.8%. For FY16, the 4-year cohort graduation rate was 90.5% for all students and 79.31% for SWD. For FY15, The graduation rate for annual event rate (77.4%) was above the state average of 61.6%. The 4-year cohort graduation rate for SWD students was 75%. This dramatically increased from the prior year's data at 33.33%. 2013 data indicated a graduation rate of 31.6% and 25% in 2012. The data will continue to be monitored. Compared to all student graduation rates, there continues to be a need for support to help all SWD students graduate with a regular diploma. (5) Although we have come off the disproportionality list, we will continue to monitor practices, policies and procedures and the data in the areas of discipline and identification. Support is a continued need from DOE and GLRS in this area.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>The district is diligently working to narrow the achievement gap among all student groups. The district has put a great deal of effort in providing support to the schools in this area. Some of the resources being used to provide the much needed support are Brainpop, Renaissance Learning, Edmentum, Edgenuity, Progress Learning, Scholastic Classroom Magazines, Kami, SAT/ACT Test Prep and USA Test Prep to name a few. Various trainings and resources will be provided throughout the year. The School Improvement Coordinators and</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>Educational Technology Specialist will be instrumental in providing additional support and trainings. Training will also occur for the core curriculum of each department/grade level. Staff will work on classroom instructional strategies and management techniques to improve student behavior and student achievement.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Challenges	<p>One of the main challenges we continue to deal with is providing additional resources to help struggling students, student attendance, student motivation. We will continue to reach out to the families and provide them with the much needed support through frequent communication, family engagement activities during and after school, and community involvement and support. Perception data collection from feedback forms and parent surveys will be utilized to find the most appropriate services and opportunities for parents.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Title I, Part A - Foster Care

Strengths	<p>The district has procedures in place to ensure a fair and equal education for the foster care and homeless students as well. Resources are available to support and assist homeless and foster care students. The School Social Worker and School Counselors assist in this area. Title I funds are set aside each year to provide financial assistance to any student in foster care as needed.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Challenges	<p>Sometimes it is difficult to identify homeless students. The district has to rely on the staff and other community resources to help identify the homeless students through digital, anonymous forms and contact with homeless liaison and school counselors.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Title I, Part A - Parent and Family Engagement

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Strengths	<p>The district offers a variety of ways to promote and encourage parent engagement. A sincere effort is made across the district to encourage parents to become more involved in their child's education. The Parent Mentor and Parent Engagement Coordinator are very instrumental in providing the support and opportunities for parents to become more involved. The district offers a wide variety of family engagement activities at each school. There are several communications tools in place to keep parents abreast of what is going on in the schools. These include, powerparent, school websites, newsletters, social media, remind 101, and call/text notification systems.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Challenges	<p>It is still difficult to reach many of the parents of our small sub groups. The Parent Engagement Coordinator, Parent Mentor, and School Counselors will continue to assist in this area.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>With the help of the DOE, the district is able to provide a migrant personnel to work with the migrant students. This person not only provides a great deal of support for the students, but for the parents as well. She is provided with the resources and the training needed to assist the migrant students and families in our district.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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Challenges	<p>Sometimes it is difficult to serve all the students as much as they need to be served due to the number of students verses the one migrant personnel. The migrant students need continuous support in math and reading at the elementary, middle, and high school level. The OSY need assistance with speaking and comprehending English. The P3 and P4s need assistance with school readiness skills. The district tries to provide as much support as possible in the needed areas.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Dodge county currently does not have any Neglected and Delinquent Facilities or children identified.
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Challenges	Dodge County currently does not have any Neglected and Delinquent Facilities or children identified.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	<p>The Dodge County School System is fortunate to have a dedicated team of educators who are committed to ongoing learning and delivering high-quality instruction to all students. Title II-A funding has played a critical role in supporting professional learning and training that promote effective teaching practices across all grade levels. Many teachers have chosen to advance their careers by pursuing additional degrees, certifications, and endorsements. Title II-A provides valuable opportunities for both teachers and school leaders to grow professionally—individually and collectively—as part of a continuous learning community. School and district administrators actively seek out opportunities that encourage educators to embrace lifelong learning and adopt a holistic approach that supports the academic, social, and emotional development of every child.</p> <p>Dodge County Schools also emphasizes the importance of using reliable data from testing platforms, including GMAS scores, to inform instruction and guide decision-making at all levels.</p> <p>To support effective planning and collaboration, the district ensures that teachers have access to appropriate space, technology, time, and resources. Collaborative planning—within grade levels, departments, and across grade bands—ensures that students are progressing through the curriculum efficiently and with the support of data-driven instruction.</p> <p>As the district welcomes new teachers and staff, it is essential to provide targeted support and training to help them develop the skills necessary for success in the classroom. Title II-A funds will be used to enhance instructional strategies and classroom management techniques through content-specific professional learning opportunities. Additionally, with new administrators in many schools, leadership development will be a focus throughout the 2025–2026 school year to strengthen their effectiveness and impact.</p>
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:
 "100% transfer of FY25 Title II, Part A funds."

<p>Challenges</p>	<p>As a rural community and smaller school district, Dodge County educators and leaders often serve in multiple roles beyond their formal titles and job descriptions. Teachers are frequently required to manage a range of responsibilities throughout the school year that extend well beyond traditional classroom duties. Similarly, school and district leaders are tasked with overseeing various areas, often taking on multiple roles to meet the needs of the system.</p> <p>This broad scope of responsibilities can limit the time and resources available for staff to explore, learn, and implement new instructional strategies without adequate support. Securing the necessary resources to provide this support is an ongoing challenge. Providing additional compensation to mentor teachers and teacher leaders helps ease the burden of the extra tasks required throughout the year.</p> <p>While the district has strong testing platforms that yield valid and reliable data, teachers often lack the time to disaggregate and analyze this data effectively. The academic calendar offers limited opportunities for focused data review. Although teachers use staff development days to analyze student performance, these days are often filled with competing priorities and obligations.</p> <p>In previous years, schools employed academic coaches who played a crucial role in data analysis and instructional support. However, due to financial instability in past years, these positions were eliminated. As a result, the responsibility for collecting, analyzing, and interpreting data shifted entirely to teachers. This decentralized approach makes it difficult to ensure data reliability and consistency. When each teacher analyzes data independently, the interpretation can become subjective and fragmented. A centralized or team-based approach would offer a clearer and more objective view of instructional needs and outcomes.</p> <p>Additionally, it is challenging to evaluate the effectiveness of data-driven strategies learned during PLCs and professional learning sessions due to frequent staff movement within the system. Teacher mobility—often the result of declining student populations—leads to frequent changes in grade-level and department assignments. High turnover has also impacted the system, as many experienced educators leave for larger districts offering higher salaries and more stability.</p> <p>This turnover undermines consistency in data collection, analysis, and instructional planning. If educators remained in consistent roles and the district could maintain stable staffing, we would be better positioned to gather meaningful data and deliver more effective instruction.</p> <p>Attracting and retaining highly effective, certified teachers continues to be a challenge. To address staffing shortages, the LEA allows schools to hire non-certified teachers who meet district Professional Qualifications (PQ). Once hired, these teachers are supported through mentoring, guidance in the certification process, and, when applicable, participation in a state-approved GaTAPP program. The district may</p>
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

	also assist with reimbursement for GACE testing and fees related to endorsements in non-required content areas. a=1a=1!--a=1!--a=1!--a=1!--a=1--
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	English Learner (EL) students are demonstrating positive growth in language proficiency, as measured by the ACCESS assessment. The district employs a highly experienced ESOL teacher with over 14 years of expertise in English language instruction. Additionally, a part-time ESOL teacher has been contracted to support students at both the middle and high school levels. The number of students enrolled in the ESOL program has seen a significant increase. In response, the district is continuously assessing student needs and is working to increase the number of classroom teachers certified with an ESOL endorsement—funded through Title II-A—to enhance support for all English Learners. !--a=1a=1!--a=1!--a=1!--a=1!--a=1--
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Challenges	Scheduling continues to be a challenge for the district. Currently, there is one full-time ESOL teacher, one ESOL position that has not been filled, and one part-time contracted ESOL teacher serving all four schools. Coordinating services across multiple schools with varying schedules can be difficult. Additionally, the district has seen an increase in newly enrolled students who are significantly below grade level, often due to extended periods of time out of school prior to enrollment.!--a=1!--a=1!--a=1!--a=1!--a=1--
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Dodge County currently does not receive McKinney-Vento Education for Homeless Children. However, the district has resources in place to assist and support all homeless students. It is our goal to provide the same quality education for all students.
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Challenges	Sometimes it is difficult identifying homeless students in our district. We have to rely on the teachers and the counselors to contact district staff when homelessness is suspected in students and their families.
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	SSAE provides our district with the opportunity to address some of the student needs in the areas of well-rounded educational opportunities, safe and healthy students, and the effective use of technology. This grant allows the high school to provide: stipends for teachers to provide a two day orientation for the upcoming freshmen and supplies, restorative justice coordinator, collaborative planning in the summer, art projects and supplies, and a data collection specialist. It allows the middle school to provide: a Restorative Justice Program and coordinator including training, supplies and materials, orientation and supplies for upcoming sixth graders, collaboration and planning in the summer, materials and supplies for stem, PE and music. The grant allows the elementary schools to provide: stipends for teachers to provided extra-curricula activities in music and art, drama costumes, art musical instruments, PBIS Software/Application, a technology/data collection specialist, Brave Young Men & Women coordinator, supplies for PBIS support, and STEM supplies.
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Challenges	Prioritizing the needs at each school was a challenge because of limited funding and restrictions on what is allowable and what is not.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Strengths	All four schools in the district are Schoolwide Title I schools. All students are given the same opportunity to receive a high quality education by an effective educator. Dodge County Achievement Center is served through Title I as a Targeted Assistance School.
Challenges	Student attendance can be a challenge for a select few. When the students are not present for class, it makes it difficult to provide a high quality education.

Title V, Part B - Rural Education

Strengths	The Dodge County School System qualifies for the Rural Education Achievement Program (REAP), which supports the district in enhancing instructional quality and improving student achievement through the use of Title V-B funds. As a rural community, administrators are closely connected to the needs of their schools and are better positioned to identify priorities and allocate federal resources effectively. Title V-B funding allows the district to provide additional resources, support, equipment, and supplies that directly benefit students and educators.
Challenges	As a rural district, we face ongoing challenges in competing with more affluent communities and school systems when it comes to resources and financial support. Teachers often work with outdated or unreliable equipment that may require frequent repairs, and students frequently have to share technological devices due to limited availability. Recruiting and retaining qualified teachers is also a significant concern. Additionally, the district experiences low levels of parental involvement and depends on a small number of local businesses for community support. To address these challenges, teachers need greater access to resources that support the delivery of rigorous grade-level content. Title V-B funds are essential in helping the district purchase supplemental materials, educational licenses, subscriptions, and classroom supplies. However, because funding is limited, the Title V-B director must carefully prioritize spending—focusing on the most impactful and high-need items that directly support both student learning and teacher effectiveness.

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	Increase student achievement in EOG and EOC courses/grade levels and close the achievement gap with data measured through EOG and EOC assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	The reason that the stakeholder team decided that the trend was getting worse was due low student motivation (according to perception data), student absences, rigorous and effective instruction.!--a=1--
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Overarching Need # 2

Overarching Need	Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.
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	The GaDOE is the community-based partner for this overarching need for PL and resources. The local sheriff's department and police department are the community-based partners for the implementation of school resource officers at Dodge County Schools.!--a=1--
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Overarching Need # 3

Overarching Need	Increase teacher retention and teacher effectiveness in all content areas.
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	3

Additional Considerations	The need to hire fully certified teachers may also impact the student achievement.!--a=1--
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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 - Increase student achievement in EOG and EOC courses/grade levels and close the achievement gap with data measured through EOG and EOC assessments.

Root Cause # 1

Root Causes to be Addressed	Teachers are inundated with data but need training and resources to help analyze data to improve student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : Cares III/ARP

Additional Responses	!-a=1--
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Root Cause # 2

Root Causes to be Addressed	Staff are changing subject areas, grade levels, and departments to better serve student with the student population decreasing each year With those changes, staff need to be trained on content, GaDOE standard updates, classroom management strategies and analysis of student data to guide 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

Root Cause # 2

Impacted Programs	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
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Additional Responses	!-a=1--
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Root Cause # 3

Root Causes to be Addressed	Lack of resources for teachers in the classroom to help students find instructional material relevant (may include essential supplies, manipulatives, software subscriptions, supplemental books and technological devices).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Title Vb

Additional Responses	!-a=1--
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Overarching Need - Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.

Root Cause # 1

Root Causes to be Addressed	Lack of consistent behavior management within all areas of the school and the bus.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	!-a=1--
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Root Cause # 2

Root Causes to be Addressed	Students misbehaving due to lack of rigorous and effective instruction and lack of engagement/motivation in the classroom setting potentially due to a decrease in staff attendance or content knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment 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 III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 2

Additional Responses	!--a=1--
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Root Cause # 3

Root Causes to be Addressed	Students with emotional and behavioral issues seeking to have more one on one contact with an adult in hopes of alleviating some behavior concerns.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	!--a=1--
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Overarching Need - Increase teacher retention and teacher effectiveness in all content areas.

Root Cause # 1

Root Causes to be Addressed	We have been in the midst of a teacher shortage, and struggling to find highly qualified teachers and paraprofessionals that wish to work in the district. We have an extremely high number of induction level teachers at all grade levels and departments due to veteran teachers seeking employment in larger districts.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	!--a=1--
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District Improvement Plan 2025 - 2026



Dodge County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dodge County
Team Lead	Mariella Douglas
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in EOG and EOC courses/grade levels and close the achievement gap with data measured through EOG and EOC assessments.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of resources for teachers in the classroom to help students find instructional material relevant (may include essential supplies, manipulatives, software subscriptions, supplemental books and technological devices).
Root Cause # 2	Staff are changing subject areas, grade levels, and departments to better serve student with the student population decreasing each year With those changes, staff need to be trained on content, GaDOE standard updates, classroom management strategies and analysis of student data to guide instruction.
Root Cause # 3	Teachers are inundated with data but need training and resources to help analyze data to improve student achievement.
Goal	Increase the percentage of all students scoring at levels 3 and 4 on the EOC and EOG assessments by 2% in each content area from the testing data. (Growth from Baseline year 21-22 to 25-26).

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Grade Level Span(s)	NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Class sizes will be reduced to help meet the needs of struggling learners, including sub-groups and ESOL students. One-on-one tutors will be use to provide additional support. A Student Support Coach will provide services to our most at-risk students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class size reduction worksheet and assessment data
Method for Monitoring Effectiveness	Test scores for classes with class reduction.
Position/Role Responsible	Title 1 Director, Testing Coordinator, Principals, Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
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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)?	The district will also partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist with providing academic instruction.
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Action Step # 2

Action Step	Additional summer instruction, remediation, and transition programs will be offered to assist struggling students and sub-groups. Test prep software, computers, and materials will be purchased to supplement the curriculum during the regular school year and during summer remediation. The School Improvement Coordinators, Educational Technology Specialists, Academic Interventionist (Title IVA), and Technology/Data Collection Specialist(Title IVA) will assist with meeting this goal.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in Sheets, student attendance
Method for Monitoring Effectiveness	Assessment Data

Action Step # 2

Position/Role Responsible	Title 1 Director, Principals, Teachers
Evidence Based Indicator	Moderate

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	The district will partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist with providing academic instruction.
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Action Step # 3

Action Step	Teachers will collaborate beyond the regular school day/year to complete curriculum pacing/mapping, data analysis, common assessment development, and input and goal setting for core academics.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 3

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Assessment data, sign-in sheets
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Federal Programs Director, Principals, School Improvement Coordinators
Evidence Based Indicator	Moderate

Timeline for Implementation Others : Summer

Does this action step support the selected equity intervention? Yes

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	Provide instructional supplies and material to classes in hopes to increase student achievement and understanding of material taught through project based learning, visual, and other forms on instructional accommodations.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged

Action Step # 4

Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders and requests with explanation.
Method for Monitoring Effectiveness	Test data
Position/Role Responsible	Curriculum Director Administrators
Evidence Based Indicator	NA

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase school climate and school culture ratings as a result of a decrease in office referrals and discipline data.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of consistent behavior management within all areas of the school and the bus.
Root Cause # 2	Students misbehaving due to lack of rigorous and effective instruction and lack of engagement/motivation in the classroom setting potentially due to a decrease in staff attendance or content knowledge.
Root Cause # 3	Students with emotional and behavioral issues seeking to have more one on one contact with an adult in hopes of alleviating some behavior concerns.
Goal	Increase the district's School Climate rating score by 1.5% from the last time that a rating was provided (prepandemic).

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	DCPS will use the PBIS Software/Application that is a part of PBIS.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Educator's Handbook Data for Office Referrals, ISS days and OSS days
Method for Monitoring Effectiveness	Discipline Data
Position/Role Responsible	Administrators, MTSS/PBIS Coordinator, Educational Technology Specialists
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
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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)?	Partnerships will include collaborations and trainings with DOE and RESA on PBIS. The district will also partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors.
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Action Step # 2

Action Step	Counselors, Behavior Interventionist, Resource Officers and Mentors will provide additional behavioral support and counseling for students. Dodge County Elementary School will implement a Brave Young Men and Women program to increase social-emotional and leadership skills for students. Dodge County Middle School will implement speakers for anti-bullying and positive behavior. Warrior Camp and Indian Camp teachers to provide a smooth transition for students from 5th to 6th grade and 8th to 9th grade to assist with classroom management, PBIS implementation, and increasing the school climate. In addition, a Restorative Justice Program will be implemented at Dodge County Middle School and Dodge County High School. The Restorative Justice Program and Coordinator are intended to support students with behavior difficulties in order to ensure students are present in the classroom and receive behavior support. The Resource Officers will be instrumental in assisting with the Restorative Justice Program. Teacher, Counselors, and Administrators will complete social/emotional professional learning (Title II) to help support students and staff. Students will participate in anti-bullying motivational speakers.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting logs, home visits, parent contact logs, PL agendas
Method for Monitoring Effectiveness	Discipline Data
Position/Role Responsible	Counselors, Restorative Justice Coordinator, Behavior Interventionist, Resource Officers, Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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)?	Partnerships will include a District Safety Team that includes collaboration with staff from the Local Sheriffs Department, 911 Center, Hospital, Department of Juvenile Justice and the Fire Department.!--a=1!--a=1!--a=1!--a=1!--a=1!--a=1--
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Action Step # 3

Action Step	Teachers and Administrators will participate in training related to increasing student achievement, student data analysis, MTSS, PBIS, Mindset, Trauma informed care, effective classroom management, CCRPI calculations and updates, and increasing school climate ratings that are considered allowable for federal program funding.
Funding Sources	Title II, Part A IDEA

Action Step # 3

Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, redelivery notes, agendas from PLC and collaborative meetings.
Method for Monitoring Effectiveness	Discipline data
Position/Role Responsible	Curriculum Director, Special Education Director, MTSS Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	Partnerships will include collaborations and trainings with DOE, RESA, GLRS, independent contractors, GAEL affiliates, CIS, businesses such as Arconic, OEMC, NASA, Project Lead the Way, local Chamber of Commerce, Leadership Dodge, and local colleges and universities. In addition, the district will also partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist the teachers. Partnerships will include a District Safety Team that consists of staff from the Local Sheriffs Department, 911 Center, Dodge County Hospital, Department of Juvenile Justice, and the Fire Department.
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Action Step # 4

Action Step	Administrators will actively monitor staff reports generated by the Human Resources and Finance Department. Staff that go over the allotted sick and/or personal days will meet with administrators and/or CFO to discuss a plan of action.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Attendance reports and leave forms reports
Method for Monitoring Effectiveness	Attendance reports and leave forms reports
Position/Role Responsible	Principals, HR, CFO
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

Action Step	A behavior screener will continue for grades K-8 that will produce a score for a student's intrinsic, as well as extrinsic, behaviors. A behavior rubric will then be utilized to place students appropriately in behavior tiers for interventions.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Behavior screener scores, behavior rubric scores
Method for Monitoring Effectiveness	Screeners data, Discipline data
Position/Role Responsible	MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	CSB of Middle Georgia
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Action Step # 6

Action Step	Students will receive a variety of extracurricular activities in efforts to provide a well-rounded education. These activities include additional music and art activities and performances after school.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Daily attendance for participation
Method for Monitoring Effectiveness	Sign in sheets
Position/Role Responsible	Teachers, Principals
Evidence Based Indicator	Moderate

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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)?	The district will partner with the Local Art Guilds and Recreation Department.
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Action Step # 7

Action Step	The school system will continue to collaborate with the local police department to provide SROs to help ensure a safe campus for students and staff. Resource officer will assist schools and parents when appropriate and necessary. The resource officers will complete training for SROs.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Time log, discipline data and reports
Method for Monitoring Effectiveness	Reduction of discipline data and an increase in parent involvement
Position/Role Responsible	Superintendent, safety coordinator, federal programs director.
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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)?	Partnerships with local law enforcement agencies will be necessary to be effective.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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Action Step # 8

Action Step	Train and support administrative interns, new administrators, and existing administrators at the school levels to help promote leadership capabilities, teacher/admin relationships, and increase the opportunity to develop and strengthen school leaders within our system.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Documentation of administrative duties and assigned responsibilities completed
Method for Monitoring Effectiveness	Principal feedback; Surveys
Position/Role Responsible	Principals, Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 9

Action Step	Make family and community aware of available resources and increase opportunities for two-way communication with stakeholders by sending home information, sending by email or text alerts, using the Remind 101, posting in the community, social media, school marquis and screens, signs, newsletters in local newspaper, speaking and various community events, stakeholder meeting updates and updating website. Ident-a-kid will also be used to facilitate two-way communication with students, teachers, parents, visitors, and stakeholders. It will print and keep record of student sign in, check out, tardies, early dismissals, and visitor passes. Simple Dismissal program will be utilized to ensure safe dismissal of students to parents and guardians. (Safe and Healthy)
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Feedback through surveys
Method for Monitoring Effectiveness	Perception data collected through surveys
Position/Role Responsible	Title 1, Curriculum Director, SPED Director, Parent Mentor, Parent Involvement Coordinator, Educational Technology Specialist, Technology/Data Coordinators, Superintendent, Food Service, Transportation, and All Administrators, teachers and Staff
Evidence Based Indicator	Moderate

Timeline for Implementation Yearly

Action Step # 9

Does this action step support the selected equity intervention?	Yes
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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)?	Partnerships will include collaborations and trainings with DOE, RESA, GLRS, independent contractors, GAEL affiliates, CIS, businesses such as Arconic, OEMC, NASA, Project Lead the Way, local Chamber of Commerce, Leadership Dodge, and local colleges and universities. !-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 10

Action Step	Student attendance will be monitored closely. Students that miss or are tardy five or more days per grading period will be required to meet with the counselor. The Ident-A-Kid program will be used to track student attendance. It will also be used to keep track of students that report to school late and/or leave early.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Attendance and tardy reports
Method for Monitoring Effectiveness	Attendance and tardy reports
Position/Role Responsible	Counselors, Administrators and Teachers
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Action Step # 10

Does this action step support the selected equity intervention?	Yes
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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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 11

Action Step	Students will receive support for connections courses in efforts to provide a well-rounded education. These activities include additional support for connections courses, STEM activities, and additional physical education, music, and art materials and equipment.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Daily attendance for participation
Method for Monitoring Effectiveness	Grades
Position/Role Responsible	Teachers, Principals
Evidence Based Indicator	Moderate

Action Step # 11

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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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)?	The district will partner with the Local Arts Guild and the Recreation Department.!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--!--a=1--
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase teacher retention and teacher effectiveness in all content areas.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	We have been in the midst of a teacher shortage, and struggling to find highly qualified teachers and paraprofessionals that wish to work in the district. We have an extremely high number of induction level teachers at all grade levels and departments due to veteran teachers seeking employment in larger districts.
Goal	Retain current teachers and support the teachers to become more effective as documented in student achievement data and school climate data.

Action Step # 1

Action Step	Provide incentive for teachers to actively lead PLCs as a Lead Teacher, and be mentor teachers to induction level teachers in Dodge County Schools.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-In sheets, assignments, agendas meeting logs, Dodge County Induction Phase Teacher program summary
Method for Monitoring Effectiveness	Active involvement in PLCs and Induction teacher program by collecting documentation of implementation. Perception data collected through surveys
Position/Role Responsible	Curriculum Director, Principals, Special Education Director, mentor teachers
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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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)?	Local Resa districts!-a=1--!-a=1--
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Action Step # 2

Action Step	Provide career advancement opportunities through additional certification and endorsements and through alternative pathways to certification, along with study books and material to help teachers when they are participating in the programs.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Course work from Endorsement; Certification add on Professional Learning documentation
Method for Monitoring Effectiveness	Active involvement in PLs by collecting documentation of implementation and PL evaluation docs. Perception data collected through surveys
Position/Role Responsible	Curriculum Director, Federal Programs Director

Action Step # 2

Evidence Based Indicator	Promising
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Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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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)?	Certification and endorsements will be earned through RESA partnerships. !-a=1--!-a=1--
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>In developing this plan, the district met with stakeholders from all groups: teachers, principals and other school leaders, paraprofessionals, parents, community partners and instructional support personnel throughout the 24-25 school year, at the annual meeting in May 2025, and during the summer months prior to FY26. During FY26, stakeholder input will be gathered through informal talk sessions, surveys, and organized meetings in regards to programs, resources, and services for Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B.</p> <p>!----comment node----!--a=1--</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>a. Professional learning plans are collaboratively written by the school principal and the teacher for all teachers with Induction certifications and teacher with Level 1 or 2 Summative evaluations. When necessary, GaPSC is contacted to determine qualifications needed to be met before the remediation plan is written. The plan includes the necessary steps to meet the district's professional qualification requirements or a clear renewable certificate, the timeline for completion, and a required completion date. In the case of an emergency where we are unable to locate a paraprofessional who is qualified, a remediation plan will be developed between the paraprofessional and the principal. The same content will be in this remediation plan as for the teacher. Ineffective, out-of-field, and inexperienced teachers will be heavily monitored with frequent mentor and administrative meetings to discuss progress in content knowledge and pedagogy skill acquisition. This mentorship and collaboration will greatly benefit teachers, and all students, especially low-income and minority students in the Title I schools.</p> <p>b. A timeline for teachers who require a professional learning plan and/or a clear renewable certificate is written into the remediation plan for the teacher or paraprofessional. Monitoring is completed according to the timeline written into the remediation plan and is monitored by the building principal and the Title II-A Coordinator. The plan is monitored no less than 3 times per year. The teacher must present evidence of course work completed and passed or passing test scores in accordance to the remediation plan. The evidence is placed in the teacher's file at the Central Office or housed in the TLE platform.</p>
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Serving Low Income and Minority Children

	<p>The Parent' Right to Know is printed in each school's handbook and signed by the parents/guardians. It is also updated yearly on the school website. Signatures are checked for every student by the homeroom teacher. Parents are also advised of their Right to Know at the annual Title I-A Parental Involvement Annual Review.</p> <p>The Title II-A Coordinator notifies principals of any teachers in their building who do not meet the district professional qualifications requirements. A written notice is constructed and signed by the superintendent and copies sent to the appropriate school to be mailed to each parent/guardian in the class taught for 20 or more consecutive days by a teacher who does not meet the district professional qualifications. Principals notify the Title II-A Coordinator of the date the letters were mailed and a log is made.</p> <p>The administration at each school looks at the schedules of all low-income and minority students before school starts to ensure that the students are not placed with an ineffective, out-of-field, or inexperienced teacher two years in a row.</p> <p>!-a=1--</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The district and the schools have traditionally used state assessment data to help identify teacher and student needs and inform professional development. Professional learning needs surveys were also used. Lower scores on the state Milestones, particularly in ELA and Science, has required the district to consider more real time data to inform instruction. Thus, the district has begun developing common assessments. District office administrators will lead the teachers in real time data analysis from the common assessments that will inform instruction and differentiated instructional needs. The teachers', administrators', School Improvement Coordinators, and paraprofessionals' professional learning plans and goals will be used to inform professional learning needs. The district collaboratively chose to have one professional learning goal for all certified personnel this year that will ensure sustained, on-going, and job-embedded professional learning in an area that was chosen by the staff at each school. Each school surveyed, voted, and selected a topic to improve student achievement. Each staff member will be required to participate in the professional development in the area selected. The majority of the learning and analysis will be job- embedded during PLC time. The professional learning focus on data analysis will be evidence based to align with ESSA's new definition of professional development. Measures used to determine whether the district and school efforts are resulting in improvements in teaching and student outcomes will include data from common assessments, Milestones data, TKES/TAPS data, LKES/LAPS data, progress monitoring data, and the district's graduation rate.</p>
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Professional Growth Systems

	<p>The district also plans to include opportunities for administrative interns, career advancement opportunities through additional certification and endorsements, and alternative pathways to certification as professional growth and career development. Ineffective, out-of-field, and inexperienced teachers will be heavily monitored with frequent mentor and administrative meetings to discuss progress in content knowledge and pedagogy skill acquisition. This mentorship and collaboration will greatly benefit teachers, and all students, especially low-income and minority students in the Title I schools.</p> <p>!----comment node----!--a=1--</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education and Gifted service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Dodge County School System waives certification for teachers in grades P-12 for all fields.</p> <p>!--a=1--</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>As minimum professional requirements for DCSS, teachers to be hired are to have the following:</p> <ol style="list-style-type: none"> 1.Hold a bachelor's degree or higher from a GaPSC-accepted accredited institution. <p>OR</p> <ol style="list-style-type: none"> 2.Have complete all requirements in a Bachelor's degree in Education other than student teaching. <p>AND</p> <ol style="list-style-type: none"> 3.Secure a GaPSC Clearance Certificate indicating completion of background check. <p>CTAE teachers:</p> <ol style="list-style-type: none"> 1.A minimum of a 2-year degree in their field; OR 2.At least two (2) years of verified work experience in the field; AND 3.Secure a GaPSC Clearance Certificate indicating completion of background check. <p>!----comment node----!--a=1--</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Federal funding will be prioritized to meet the needs of high poverty schools. DCSS has only one school that has been identified as a Title I CSI school, Dodge Alternative Center. Additional funds received for the CSI school will be used to improve graduation rates and increase student and staff security.</p> <p>!-a=1--</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Counselors at the elementary schools follow the state requirements and provide career lessons to all students in grades 1-5. Middle school counselors also follow state requirements for career education. The county has also received grants for STEM activities at all grade levels. Dodge County High offers the following pathways:</p> <p>CTAE: AGRICULTURAL SCIENCE AV/TECHNOLOGY BUSINESS TECHNOLOGY JROTC EARLY CHILDHOOD EDUCATION ENGINEERING, DRAFTING, and DESIGN FOOD AND NUTRITION MAINTENANCE and LIGHT REPAIR EMS/Firefighter FINE ARTS: MUSIC ART ADVANCED ACADEMICS: MATH SCIENCE SOCIAL STUDIES</p> <p>SWD and 504 students also receive services through Vocational Rehabilitation. Our county also works closely with Easter Seals to provide employment opportunities for SWD students.</p> <p>!-a=1--</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The Dodge County School System implemented Positive Behavioral Intervention and Supports (PBIS) fully in the 2016-17 school year; we just completed our 8th year of system-wide implementation. The PBIS framework utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance. Based on Educator's Handbook data, the number of office referrals decreased by 7% from 2,647 incidents down to 2,460 incidents from Fy21 to FY 23. Also, the number of minor incident referrals decreased by 29% from 8,815 incidents down to 6,265 incidents from FY 21 to FY 22. Bus referrals (a point of focus for our discipline issues) decreased by 26% from 287 incidents down to 211 incidents from Fy21 to FY 23 .</p> <p>The primary and elementary schools will continue to use the PBIS Rewards System. Positive student behavior is rewarded daily, weekly and quarterly and through various ways such as intercom announcements, prize drawings, pizza parties, extra recess and water days. Combined with Tier 2 interventions (such as behavior report cards) and Tier 3 interventions (such as behavior groups), the MTSS structure should help ALL schools see a decrease in discipline issues this year, as well as an increase in positive school climate. In recent years, the system has participated in CPI (Crisis Prevention Intervention), Mindset, and Restorative Justice and these practices have become an embedded part of our MTSS structure. The Satchel Pulse SEL screener has now been utilized for the past 2 years; it helps to identify students who may be at risk with internalizing behaviors. This has guided us in providing extra support for students who were not identified by external behavioral patterns. Part time behavior interventionists are on staff at the primary and middle schools, and a licensed therapist serves all of our schools on a daily basis.</p> <p>!----comment node----!--a=1--</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Students in 8th grade tour the high school in the Spring of the year. All parents are required to attend a 9th grade Orientation Meeting at DCHS and required to meet with their child's advisor and complete their course registration paperwork. SWD students are also involved in their transition plan meetings which also occur in the Spring of their 8th grade year. A high school SWD teacher is present at all of the 8th grade transition meetings. At the transition meetings, a Transition Plan is written as part of their IEP and this plan addresses their strengths, preferences, post-secondary goals and objectives. Students are required to take a career assessment to determine what things they are interested in. Each year, annual transition plans are updated generally at their Annual Review IEP meeting. Vocational rehabilitation services are also available to all SWD. The Parent Mentor has scheduled meetings for parents this school term to assist parents with understanding post-secondary opportunities and the transition process for insurance and disability information on transitioning to adulthood. A Summary of Performance is also completed for all students with an IEP upon graduation.</p> <p>All upcoming Freshmen can also participate in Freshman Academy or Indian Camp before school begins each year. All upcoming 6th graders can participate in Warrior Camp before the school year begins. All grade levels at the high school level have Grade Level Orientation meetings. Parents and students are invited to attend.</p> <p>Some SWD students participate in High School High Tech. They attend seminars that include post-secondary information and motivation to graduate. Some students are also a part of the State Student Ambassador Program that helps develop leadership for our students with disabilities. All students again participate in ASPIRE at their IEP meetings.</p> <p>The system will plan monthly participation in the regional transition collaborative in Dublin, GA. The system will seek out avenues to offer non-credit/credit vocational courses at the high school through the technical college. The system will offer field trips or preferably job "shadowing" of local businesses and industry within the community for students with disabilities and continue to offer students with disabilities the opportunity to attend and participate in transition conferences and/or any transition opportunities afforded through the Vocational Rehabilitation program and the state DOE .</p> <p>Students in 11th and 12th grade participate in the I CAN conference annually. This conference is held at the local college and students enjoy a motivational speaker and then attend breakout sessions on their area of choice related to post-secondary transition.</p> <p>!-a=1--</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The purpose of Child Find is to identify, locate and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay. The Dodge County School System serves students ages 3-21 who require special education and related services. The SPED Director meets annual with daycare providers, local pediatricians, Headstart providers and any state funded Pre-K programs in the county to discuss the Child Find law and our procedures. Pamphlets are also made available at these facilities. The Director also attends at every staff meeting at each school annually to discuss Child Find and the information is run annually in the newspaper. District Special Education staff also present annually at a Special Education Stakeholder's meeting and at our annual Special Education Home School meeting. There are currently not any private schools in our system. If students are to be transitioned from BCW, they contact the Preschool Special Needs teacher or the Special Education Director and a transition meeting is set up 90 days before the child turns 3. If the Director is called, the information is shared with the Preschool Special Needs Teacher and she coordinates all meetings with BCW to ensure that students are evaluated within a timely manner and if the child meets eligibility requirements, they begin services on their 3rd birthday. Pre-K students at Dodge Pre-K, private daycares and Headstart follow the RTI process and are screened and evaluated as appropriate. If a parent or other private daycare calls the school system, students are screened and evaluated as appropriate in the areas of cognitive, social emotional, adaptive, physical and communication. Hearing and vision are also part of the screening process. If delays are noted on the screening, and if interventions have shown little to no progress, the child will be evaluated. An eligibility team meets after the evaluation is finished to determine eligibility for services. If the student is deemed eligible, the child can be served once he or she is at least 3 years of age. There is a Preschool classroom for Students with Special Needs and it is located on the Pre-K campus. Eligible students are served based on need of services. Goals and objectives are developed to address their individual needs. The goal of our Preschool Special Needs program is to remediate any areas of development that are concerns for our students and help them be able to transition successfully to the next level in the Least Restrictive Environment. If a student is enrolled in Dodge Pre-K, we also provide an additional special education paraprofessional to assist these students transition to the regular classroom and experience success in the regular classroom setting. Transition meetings are held for all 4 year olds transitioning to the elementary school before the beginning of the new school year. ASPIRE meetings allow these young children to participate in their classrooms. Regular education students attending Dodge Pre-K, private Pre-K's or Headstart programs tour the elementary schools in the Spring of the year. Parents are also invited to attend information sessions on the transition. Open House is then held right before school begins and students and parents can meet their new teachers.</p> <p>!-a=1--</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>The primary, elementary, middle, and high schools are all Schoolwide Title I schools. Dodge County Achievement Center is a Targeted-Assisted School. The multi-criteria selection that will be used with include scores from the EOC and EOG, retention status, report card grades, and GAA if applicable.</p> <p>!-a=1--</p>
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Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The Dodge LEA is currently comprised of one primary school, one elementary school, one middle school, one high school and the Dodge County Achievement Center. The primary, elementary, middle, and high school are all Schoolwide Title I schools. All schools use class size reduction funded through Title I, Part A funds. Based on the needs, assessment, Dodge County Schools has chosen class size reduction as part of an overall school strategy to reform and improve academic services to the most at-risk students within the school. Class size reduction allows teachers to provide differentiated instruction for at-risk learners in the core content areas of reading, writing, math, science, and social studies. Teachers are able to provide more individual instructional time with students when there is a lower teacher/student ratio. Others instructional strategies, such as adjusting content coverage, grouping practices, direct instruction, grouping of students, cooperative learning, graphic organizers, peer coaching/tutoring, School Improvement Coordinators, and Educational Technology Specialists are used as well. In addition, the 21st Century After School Program is in place at the elementary, middle and high school levels. All QBE funds will be used to fund the programs and staff required by QBE. All program funds are carefully monitored to ensure that federal funds do not supplant. QBE funds will be used for state earned teachers and paraprofessionals, instructional programs, materials and supplies in accordance with state guidelines. Computer assisted programs are in evidence in all schools (such as the Academy of Reading, A Learning, Accelerated Math, Accelerated Reader, STAR Math and Reading, Study Island, Scholastics, Edgenuity, Performance Matters, Education Galaxy, as well as SAT and ACT test prep). These programs are funded through Title I, Part A; Special Education Title VI, Part B; Title II, Part D; Title VI, REAP and local funds. These programs are available to all students in all Dodge LEA schools. QBE funded EIP programs are in evidence in the elementary schools and ELT at the middle school, as well as, special education inclusion programs. All instructional programs are focused on and incorporate the GSE , with the primary goal being increased student achievement. Staff in all schools are involved in ongoing, intensive staff development activities</p>
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Title I, Part A – Educational Programs

	<p>funded through Title II, Part A; Title I and Special Education Title VI, Part B. All training activities for teachers focus on the GSE standards and on increased student achievement. Prioritized staff development activities include but are not limited to classroom management and discipline strategies, inclusion workshops, differentiated instruction, assessment for learning, GSE training with concentration on performance standards and cultural poverty and technology, SRA instruction (reading and mathematics), Struggling Reader, etc. In addition, Educational Technology Specialists provide professional development and assistance with instructional technology at all schools. The Dodge LEA consults on a regular basis with the group home in Dodge County for neglected youth. Children in either or both of the categories are not denied any available services or resources. Every effort is made to coordinate services among all agencies involved. Neglected and/or Delinquent students have access to all available instructional programs before, during and after school provided by the Dodge LEA. At the present time, Dodge has no neglected or delinquent students. Students with limited English proficiency and/or ESOL eligible students are not categorically denied any instructional programs service or available resources. The Dodge LEA currently has two full time certified, ESOL Teachers and a part-time contracted ESOL Teacher serving eligible students at the four schools. The ESOL certified teachers provide individual and small group instruction to eligible students, as well as, classroom support, instructional strategies, materials and resources to regular education classroom teachers. A migrant education personnel is employed to work with migrant and ESOL eligible students and families. All instruction is focused on improving English proficiency and mastery of the GSE standards. The programs/activities as referenced above are available to all schools for all students including those in the Dodge County Achievement (DCAC), after school programs, or settings addressing high risk youth.</p> <p>!-a=1--</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Schools have been provided information and training on how to (1) identify migrant students and migrant rights (2) read birth certificates (3) follow system and state policy. Each school has a designated clerical person who serves as the school registrar. This individual works collaboratively with the school counselor. The registrars receive training to streamline and provide continuity in handling interstate and intrastate records requests. All school records transfers are handled in a consistent and timely manner. The school level SIS clerks make every effort to obtain pertinent school records, including information on health, when children move from one school to another. This is done by fax, telephone, and certified mail (when applicable). The Occupational Survey is given during new student registration and back to school registration. Once it is completed it is reviewed by both the school registrar and the SSP. When a parent checks yes to any of the questions on the survey, they are immediately reviewed by the SSP. The SSP contacts the family by phone and or home visits to interview. The SSP conducts regular consultation with the classroom teachers as well. The migrant student information exchange (MSIX) is utilized to aid efforts in coordinating services for migratory students interstate and intrastate. Training is available through the GADOE MEP Region 2 office as needed.</p> <p>The Dodge County School System has procedures in place to provide a timely transfer of school records for all students including migratory students. When a Migrant student or any student transfers to another system, their school records are sent as soon as they are requested. These records include academic information, attendance information, health and immunization records, standardized testing results, qualifications for educational programs, and the need for special services such as EL, special education, etc. The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are faxed to the receiving school. A hard copy is then sent through US mail in a timely manner. The district will effectively utilize the MSIX Program to aid the process of records transfer and coordination of services. Also, clerks and recruiters are able to utilize the Student Information Exchange (MSIX) to aid in the transferring of pertinent school records, including information on health, when children move from one school to another.</p> <p>!-a=1--</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Migrant students are given the opportunity to participate in all programs that are offered to the other students, including the after school program, parent meetings and activities, community service information, and food banks. Translations are provided for all information regarding school information, meetings, and activities. Any services provided by the Dodge County School System is documented as to the date, time, place, and participants. Sign in sheets and agenda are provided and filed.</p> <p>During the regular year and summer, as funding allows, once a preschool participant is identified, the family will be contacted to assess the child's need and to offer school readiness services. School readiness instruction and/or assistance with enrolling at Head Start or Pre-K will be offered to the family by migrant personnel. In addition, the family will be given referrals to other community services as needed. An implementation plan will be submitted and approved by GADOE prior to providing services. These services will be documented and kept on file.</p> <p>During the regular year and summer, as funding allows, once a non-enrolled youth, OSY, or dropout is identified he or she will be given the SOY Profile Form to assess their needs. Based on the results of the survey, they will receive support from the migrant personnel. This support includes but is not limited to assistance with learning to speak English, hygiene education, health, GED, high school enrollment, and the ISOSY Lessons. Once a week the SSP will contact the OSY to provide services. Again, all services will be documented and kept on file.</p> <p>These observations will be documented and shared with the migrant personnel, the coordinator, and the GADOE. In addition, at the end of the school year, a required evaluation will be done on each implementation plan approved by the GADOE. These evaluations are submitted to the GADOE and filed locally.</p> <p>!-a=1-</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Goal 1: Improve graduation rate outcomes for students with disabilities: All faculty, staff, and students will commit to the mission statement: Making a Difference: Every Student. Every Day. The mission statement will carry throughout the system and community to make everyone aware that graduating all students is a collaborative effort. We will increase the focus on academic achievement throughout the system and provide an after school program for struggling students with an instructional focus on academics through the 21st Century grant. We encourage 9th - 12th grade parent involvement for registration. The system will seek out avenues to offer non-credit/credit vocational courses at the high school through the technical college. The system will also collaborate with local transition agencies: Vocational Rehabilitation, STAR Innovation, Transition Alliance and High School High Tech to encourage and support our students with disabilities opportunities for the job force and provide them with community resources.</p> <p>1. Specific Activities:</p> <ul style="list-style-type: none"> ● Our parent mentor will continue work with a target group of students and their parents. Career fairs and parent sessions will be offered for parents. The Parent Mentor will schedule a meeting with the Parent to Parent Coordinator to provide training for parents on their students transitioning from high school. The parent mentor will be highly involved with the students and parents to provide information for students and their transition goals. The Parent Mentor Yearly plan will include this information. The SPED Director will monitor each year to ensure this goal has been completed. ● All SWD students will be encouraged to participate in ASPIRE. It is anticipated that there will be an increase in parental involvement at these meetings. ● Case managers will also review each transition plan and transcripts with parents and students to ensure students are on track to graduate at each annual review with transition meeting. Students will be encouraged to be a Pathway completer. ● Special education teachers and special ed. director will meet monthly at collaborative meetings to review and discuss transition issues. Sign-In Sheets and agendas will be monitored by SPED Director. ● The vocational rehabilitation counselor will strive to meet with the team each semester to discuss concerns. Mrs. Brown, SPED Director will schedule the meetings with the vocational rehabilitation counselor. VR will also be invited to attend the first collaborative meeting at DCHS by the SPED Director to provide teachers with information on their services. Sign in sheets and agendas will be monitored by SPED Director.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ●The area vocational rehabilitation counselor visit the schools weekly and offer Pre-Employment services to students receiving VR services. ●Vocational Rehabilitation will be invited to transition meetings by casemanagers. The SPED Director will check all meeting notices to ensure VR has been invited specifically for all Juniors and Seniors. ●The system will offer field trips or preferably job "shadowing" of local businesses and industry within the community for students with disabilities and continue to offer students with disabilities the opportunity to attend and participate in transition conferences and any transition opportunities afforded through Vocational Rehabilitation and the state DOE. ●SWD and 504 students in grades 10, 11 and 12 will participate in the 'I CAN' conference to increase awareness on careers and career readiness. The vocational colleges, local employers, apprenticeship program personnel will be invited to participate to present to students and teachers. Agendas and sign-in sheets will be monitored by SPED Director. Evaluations after the program has been implemented will also be monitored by the SPED Director. ●The system will participate in the bi-monthly regional transition collaborative meetings in Dublin, GA. Kathy Simmons, Parent Mentor is the designee for the county to attend the scheduled meetings. The SPED Director will also attend meetings as necessary. Agendas and sign in sheets will be monitored by the SPED Director. ●Selected students also participate in High School High Tech and participate in the various opportunities that this program offers that includes field trips to various businesses, colleges, and vocational schools. The SPED Director will be involved in all email collaboration with the HSHT Coordinator at DCHS. The students will receive training but there is no PL needed for teachers about the program. Teachers will accompany all students on any field trips with the affiliated organization. ●Student Ambassador Program will also continue to be implemented and students will be afforded opportunities to learn to become a leader and work collaboratively with others. Support is offered through GLRS and the SPED Director will monitor agendas and sign-in sheets. Training will be held at least once per semester and students will be afforded the opportunity to utilize their leadership skills at the annual I CAN Conference. <p>2. Documentation: Semester Quality Checks by the SPED Director- Lead Teachers will complete Checklist Devised for each area; A FY 22 Calendar will be created with all due dates and the SPED Director, Lead Teachers, Teachers, Paraprofessionals, Parent Mentor, Inclusion Coach, School Psychologist and the SPED Secretary will all have access to the calendar of events. The SPED Director will monitor each month to ensure compliance.</p> <p>3. PL: The SPED Director will designate attendees for training on transition by the DOE, GLRS or RESA. Staff will be designated by the SPED Director to attend based on their area of need in related training. The SPED Director will provide training on transition at the initial</p>
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IDEA Performance Goals:

	<p>beginning of the year SPED meeting. The SPED Director will also designate one month during the school year to focus on transition and provide training related to transition.</p> <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Goal 2: 1. Specific Activities:</p> <ul style="list-style-type: none"> ● The Special Education Director will schedule to meet with BCW, local doctor offices and private daycares, Pre-K's and Headstart Programs in the community to discuss Child Find for these young children once per year. An agenda and sign in sheet will be kept for the meeting. Organizations are notified by letters sent to them or taken in person by Special Education Director and/or Parent Mentor. ● Paraprofessional training will occur once per semester to ensure that the paraprofessional is trained to work with students with special needs. A paraprofessional handbook has been created and will be given to all special education paraprofessionals at the beginning of the school year and training will also be provided on the handbook. Training will occur on co-teaching models, differentiated instruction, accommodations, strategies, interventions and classroom management. The SPED Director will conduct the training and keep sign in and agenda information. DCSS will partner with East Central GLRS to also provide any training for paraprofessionals that they may offer. ● Training will be provided through DODGE BOE on assistive technology if a need arises and sign-in sheets and agendas will be kept. DCSS will also partner with East Central GLRS to provide an assistive technology training that is offered. ● The Preschool Special Needs teacher will participate in a local consortium for Preschool Special Needs teachers with support from East Central GLRS. ● The SLP's in our district will participate in a SLP Consortium with support from East Central GLRS. ● The OT and PT's will participate in an OT and PT Consortium with support from East Central GLRS. ● Our School Psychologists will participate in the School Psychologist Consortium with support from East Central GLRS. ● DCSS will contract with PBS to provide BCBA's to provide behavioral training and supports for teachers in the classroom and with RBT's under the supervision of BCBA's to provide supports for students with specific behavioral concerns and with the team involving instructing these students. ● iPADS will continue to be used for students to improve development in all areas. A technology log is kept on these items by the SPED
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IDEA Performance Goals:

	<p>Secretary and monitored each year.</p> <ul style="list-style-type: none"> ● Pre-K students will also participate in ASPIRE to support self-determination skills even at ages 3-5. ASPIRE parent surveys will be turned in on all students by the teacher to Kathy Simmons. Mrs. Simmons will monitor completion and notify the director if they are not submitted. ● A paraprofessional will continue to be utilized at Dodge Pre-K for support in the regular education classroom for students that can be successful in a regular education classroom with support from an additional paraprofessional. IDEA will pay for this paraprofessional and the SPED Director can monitor funding each month on drawdown reports. ● The PREK SPED classroom teacher will continue to use GELDS and will participate in any trainings or updates available. DCSS will partner with East Central GLRS to provide any necessary trainings and included in the Preschool Consortium. Sign-in sheets and agendas will be kept on trainings. The SPED Director will notify Prek personnel of the trainings offered. The toolkit provided by GADOE will also continue to be implemented in the classroom. The SPED Director and/or inclusion coach will conduct a minimum of 2 walkthrough observations for the year in the Pre-K Special Needs classroom and in the Pre-K Para Inclusion classroom to ensure fidelity. ● Current Procedures: Procedures are found in the SPED Procedures Manual and include transition procedures and child find procedures. ● List of services offered and where service is located: Daycares: Lolly's, Pride and Joy, Trinity, Busy Bee's in the Eastman area; Headstart in the Eastman Community; homes; PreK classrooms located at Dodge PreK, Lollys and Pride and Joy. Look Who's Talking, private speech services, will also partner with us to provide information to parents regarding Child Find in our system. <p>2. Staff Designated to Support 3-5 Population: Preschool Special Needs Teacher, Preschool Special Needs Paraprofessionals (2); PreK Paraprofessional in an Inclusion setting at Dodge PreK</p> <p>3. PL to outside agencies: The Special Education Director will schedule to meet with BCW, local doctor offices and private daycares, Pre-K's and Headstart Programs in the community to discuss Child Find for these young children once per year. An agenda and sign in sheet will be kept for the meeting. Organizations are notified by letters sent to them or taken in person by Special Education Director and/or Parent Mentor. Also see specific activities for PL to outside agencies.</p> <p>4. Parent Trainings and/or informational sessions:</p> <ul style="list-style-type: none"> ● An informational session will be held once per year for the public and parents. Letters will be sent home by each student with information on child find and a meeting notice with the date, time and location of the meeting. Agendas and sign in sheets will be kept by the SPED Director. ● Child Find pamphlets will be placed by the Parent Mentor in local doctor offices and other community offices. ● A Child Find summary will also be placed in the Dodge County News each year in the Back to School Section on the paper.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ●The SPED Director will attend each beginning of the year staff meeting and New Teacher Orientation to discuss Child Find to all staff at the school. Agendas and sign in sheets will be kept. ●As parents, doctors or other health or community members call the Board of Education indicating a child is in need of possible services, the School Psychologist and/or Special Education Director will follow up with the parent of the child to discuss Child Find and the procedures as noted in the Special Education Procedures manual. ●Different agencies use different universal screeners for Child Find when they make a referral. When a referral is made, our office meets with the parents and a screening is conducted using the DP-4 Parent Interview form initially and the school psychologist and/or sped director will meet with parents to discuss the needs. <p>5. The SPED Director will monitor to make sure procedures are followed by use of checklist that includes a list of activities provided, agenda's and sign in sheets.</p> <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Goal 3: 1. and 2. Activities to improve provision of FAPE and specifically providing FAPE to students:</p> <ul style="list-style-type: none"> ● Professional development for general education and special education teachers, as well as paraprofessionals will be ongoing throughout the year in areas of LRE/IEP/Eligibility/Discipline/Child Find, Co-teaching, MTSS, PBIS, SDI, Differentiated Instruction, Assistive Technology, Autism, Classroom Management, FBA and BIP training, Self-Advocacy, continuum of service options, and evidence based strategies in literacy, math and written language for SWD, effective strategies for instruction with students with significant cognitive disabilities. The SPED Director, Inclusion/MTSS Coach, GLRS, RESA, and/or other agencies will offer training to staff. The SPED Director will monitor trainings and keep agendas and sign-in sheets. Redelivery of trainings that designated teachers attend outside of the system will occur during monthly collaborative meetings or other scheduled times. The redelivery topic will be placed on the monthly agenda. ● New Teachers will be provided a two day training during the year involving GO-IEP and IEP training and on processes and procedures by the Special Education Director. The Inclusion Coach will meet with new teachers weekly for coaching. East Central GLRS will also provide support for new teachers needing additional training through the TPRP training program. Agendas and sign-in sheets for training dates will be kept. ● The SPED Director will review scheduling procedures with administrators and lead teachers to appropriately serve students at each school to meet state targets. Teachers and administrator will receive training around continuum of service options for students to ensure this procedure is followed in IEP meetings. Several pieces of
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IDEA Performance Goals:

	<p>data that include student progress, strengths and weakness and individual needs are always considered. Students will be served based on their IEP and all IEP's reflect services that the committee deemed necessary for the student based on a continuum of services. Special education services and supports are provided either in the regular education setting or in a special education setting. The child's IEP team will discuss the individual child's needs and determine the type of services, supports, and setting(s) that are appropriate to address those needs. A full continuum of services are provided based on IEP needs for all eligible students. Consultative, additional supportive services, collaborative, co-teaching, separate class, separate school, home-based instruction, hospital homebound and residential placement are considered on the continuum of services.</p> <ul style="list-style-type: none"> ● The SPED Director will meet in September/October with Special Education teachers and data clerks from each school to look at every student's IEP services, schedule and FTE record to ensure that the student's services in the IEP match the schedule and are being provided. ● Teachers are required to send a copy of the FTE, sheet, caseload sheet, service page in IEP, student schedule, their schedule twice per year to the director to check. Also, teachers are required twice per year to send a segment sheet for each class with student names and disability area for each student they serve to ensure that the class size is appropriate. This also ensures that services are being met for students as deemed necessary in the IEP. ● All teachers have access to GO-IEP. The casemanager is responsible for adding all regular education teachers to the students case in GO-IEP. The regular education teachers will have read-only access to the IEP. A log is available that will account for each time someone views the case. In regards to new students enrolling in the system, all records from the previous system will be uploaded by the SPED secretary on the documents tab and teachers will have access to print or view the IEP that is not yet in GO-IEP. At the beginning of year year, the SPED Director will meet with all teachers in the system to discuss GO-IEP and how to use it. An agenda and sign-in sheet will be kept. ● At the end of the school year, the SPED Director will meet with lead teachers and counselors at each school to assist in creating a schedule based on projections for the next school year for the services in each child's IEP. ● The Parent Mentor will work closely with the teachers at the school and the parents of the students. The parent mentor will keep a log of all encounters with teachers, staff, students and parents. ● The Inclusion Coach will complete weekly walkthroughs in all inclusion classes and provide support to regular education and special education teachers. The IC will email walkthrough data to administrators each week. ● Monthly collaborative special education meetings will occur with the Director/Inclusion Coach and Special Education Teachers meet on a weekly basis to discuss any pertinent information. Updates on SPED
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IDEA Performance Goals:

	<p>law and procedures that may be provided through training from GADOE, GLRS, RESA, or other educational affiliations will be discussed at each monthly meeting. A calendar for the year is created by the SPED Director and each month a topic based on areas of need will be discussed. The calendar is given to all teachers at the beginning of the school year. Important due dates is also available on the calendar.</p> <ul style="list-style-type: none"> ● At the beginning of the school year, teachers and paraprofessionals will be provided training on procedures, including all IEP and eligibility procedures. Agendas and sign in sheets are kept. ● The procedures manual for SPED is also available to all staff on-line. One printed copy will be housed in each Lead Teacher's room at each school. As updates occur, the Lead Teachers will be notified to print the section updated for the notebook. All teachers will be notified by email once updates are made to the procedures manual each year. ● This school year, DCSS is partnering with East Central GLRS to provide on-going professional development training through the Special Education Teacher Induction Program for New Special Education Teachers (0-3 years of experience). This program is aligned with the GA-TPRP and is designed to support GADOE in their efforts to improve the retention of new special education teachers through the development and implementation of high quality mentoring and induction programs. Coaching will be utilized and agendas, checklists, follow-up meetings, and sign-in sheets will be utilized to ensure compliance. ● DCSS will contract with PBS to provide BCBA's to provide behavioral training and supports for teachers in the classroom and with RBT's under the supervision of BCBA's to provide supports for students with specific behavioral concerns and with the team involving instructing these students. Monthly summaries will be collected. Agendas and sign-in sheets will also be available for all trainings provided by the BCBA's. <p>3. Supervision and monitoring procedures and 5. Procedures and Practices:</p> <ul style="list-style-type: none"> ● The SPED Director will meet in September/October with Special Education teachers and data clerks from each school to look at every student's IEP services, schedule and FTE record to ensure that the student's services in the IEP match the schedule and are being provided. Training will be provided for teachers and administrators on following the continuum of services for students when deciding most appropriate place. Special education services and supports are provided either in the regular education setting or in a special education setting. The child's IEP team will discuss the individual child's needs and determine the type of services, supports, and setting(s) that are appropriate to address those needs. A full continuum of services are provided based on IEP needs for all eligible students. Consultative, additional supportive services, collaborative, co-teaching, separate
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IDEA Performance Goals:

	<p>class, separate school, home-based instruction, hospital homebound and residential placement are considered on the continuum of services. Special education director, lead teachers, and administrators ensure it is followed as an LEA in IEP meetings.</p> <ul style="list-style-type: none"> ● Inclusion coach walkthrough data is collected and reviewed by principals and Sped Director. ● SPED Lead Teachers also collect data and documentation and monitor for compliance. <p>4. How is PL for FAPE offered:</p> <ul style="list-style-type: none"> ● Professional development for general education and special education teachers, as well as paraprofessionals will be ongoing throughout the year in areas of LRE/IEP/Eligibility/Discipline/Child Find, Co-teaching, RTI, MTSS, PBIS, SDI, Differentiated Instruction, Assistive Technology, Autism, Classroom Management, continuum of services. Evidence Based strategies to use in Math and ELA for SWD students and with students with significant cognitive disabilities and Self-Advocacy. The SPED Director, Inclusion/MTSS Coach, GLRS, RESA, and/or other agencies will offer training to staff. The SPED Director will monitor trainings and keep agendas and sign-in sheets. Re-delivery of trainings that designated teachers attend outside of the system will occur during monthly collaborative meetings or other scheduled times. The re delivery topic will be placed on the monthly agenda. ● Monthly collaborative special education meetings will occur with the Director/Inclusion Coach and Special Education Teachers meet on a weekly basis to discuss any pertinent information. Updates on SPED law and procedures will be discussed at each monthly meeting. A calendar for the year is created by the SPED Director and each month a topic based on areas of need will be discussed. The calendar is given to all teachers at the beginning of the school year. Important due dates are also available on the calendar. ● At the beginning of the school year, teachers and paraprofessionals will be provided training on procedures, including all IEP and eligibility procedures. Agendas and sign in sheets are kept. ● This school year, DCSS is partnering with East Central GLRS to provide on-going professional development training through the Special Education Teacher Induction Program for New Special Education Teachers (0-3 years of experience). This program is aligned with the GA-TPRP and is designed to support GADOE in their efforts to improve the retention of new special education teachers through the development and implementation of high quality mentoring and induction programs. ● DATA: Data will be gathered from the Needs Assessment conducted by GLRS. The summary is provided to the district on teacher and administrator needs. Individual teachers may also email the SPED Director if a need arises and they need specific training. The CNA data is also utilized and includes various sources of information. The SPED Director will devise the calendar of PL for the year and it may be updated depending on needs that arise during the year.
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IDEA Performance Goals:

	<p>6. What data is utilized?</p> <ul style="list-style-type: none"> ●Agendas and sign in sheets ●Walkthrough data ●Coaching Follow-up Data ●Checklists for Monitoring ●SPED Calendar ●GA Milestones Data, Universal Screening Data, Educator's Handbook Data, Grades, Attendance Data, Graduation Data, CCRPI Data, SPED Yearly Compliance and Monitoring ●GLRS Survey Data ●DCS Survey Data ●Parent Survey Data <p>!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Goal 4:</p> <ul style="list-style-type: none"> ● The SPED Director will also conduct SPED collaborative meetings will at each school monthly with given topic for discussion and the Inclusion Coach will conduct a meeting once a month the teams. This will also allow to redeliver any information provided by GADOE, GLRS, RESA or any other education affiliations and trainings that the director or other staff may attend. Agendas and Sign-In Sheets will be kept on file. A Special Education Calendar will notate the topic for discussion. ● The parent mentor will send out all survey links to parents and provide support as needed. She will work closely with parents and teachers. ● The Special Education Director will also hold a staff meeting at each school and discuss Child Find, Eligibility, Accommodations, Restraint and Seclusion, Legal Updates, Confidentiality and other pertinent information from the Procedures Handbook. ● All staff will be provided access to the Procedures Handbook by email. ● New special education teachers will participate in on-going trainings and will be provided a SPED teacher mentor. A New Special Education Teacher training will occur in July and August and will be conducted by the SPED Director. A notebook will be provided to teachers. An agenda and sign-in sheet will be kept. ●This school year, DCSS is partnering with East Central GLRS to provide on-going professional development training through the Special Education Teacher Induction Program for New Special Education Teachers (0-3 years of experience). This program is aligned with the GA-TPRP and is designed to support GADOE in their efforts to improve the retention of new special education teachers through the development and implementation of high quality mentoring and induction programs. Coaching and follow-up will be a part of the program. ● The SPED director will attend conferences related to compliance with state and federal laws and regulations each year through GAEL
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IDEA Performance Goals:

	<p>and GCASE. SPED director will have monthly meetings with DOE/GLRS representatives. Redelivery will occur at monthly SPED collaborative meetings at each school. Agendas and sign in sheets will be kept.</p> <ul style="list-style-type: none">● Paraprofessional training will also be provided throughout the school year by the SPED Director. DCSS will also partner with East Central GLRS to provide any additional paraprofessional training that they may offer. Agendas and sign in sheets will also be kept on file.● The SPED Director will check IEP's before they are finalized for compliance.● The SPED Director will monitor the GO-IEP dashboard to ensure that teachers are compliant with timelines for IEP and Eligibility data. Teachers and principals will be notified between the 1st and 4th day of the month of any past due IEP's.● Walk-through data for SPED teachers will also be collected by the SPED Director, as well as the Inclusion Coach.● Before the FTE (1) sign-off, the SPED Director will meet with each teacher and go over all information in the system for FTE information to ensure accuracy.● A checklist of completion of activities has been designed by the SPED Director to ensure compliance. <p>!-a=1--</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>ON #2 Goal 2, AS 6 - CONTINUING - Students will receive a variety of extracurricular activities in efforts to provide a well-rounded education. These activities include additional music and art activities and performances after school.</p> <p>ON#2 Goal 2, AS 12 - CONTINUING - Students will receive support for connections courses in efforts to provide a well-rounded education. These activities include additional support for connections courses, STEM activities, and additional physical education, music, and art materials and equipment.</p> <p>ON#1 Goal 1, AS 3 - CONTINUING - Teacher collaboration beyond the regular school day - Teachers will complete curriculum pacing/mapping, common assessment development, and input and goal setting for core academics. - These additional resources will provide well-rounded support to increase academic achievement.</p> <p>ON#1 Goal 1, AS 2 - CONTINUING - Academic Interventionist - Academic Interventionist to support students in academics that are demonstrating difficulties in reading and mathematics.</p> <p>!----comment node----!--a=1--</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>ON #2 Goal 2, AS 1 - CONTINUING - PBIS Software to support PBIS implementation. - These additional resources will provide a safe and healthy learning environment.</p> <p>Goal 2, AS 2 - CONTINUING - Restorative Justice Coordinator - The restorative justice coordinator will implement restorative justice at the middle and high school after school and during summer school to provide a safe and healthy learning environment and to ensure students with behavior difficulties receive behavior support.</p> <p>Goal 2, AS 2 - CONTINUING - Brave Young Men and Women program to increase social-emotional and leadership skills for students.</p>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>Goal 2, AS 2 - CONTINUING - Warrior Camp and Indian Camp Teachers - Warrior and Indian camp is an orientation for upcoming 6th and 9th graders to assist in providing a smooth transition and to assist with classroom management, PBIS implementation, and increasing the school climate.</p> <p>Goal 2, AS 2 - CONTINUING - Behavior Interventionist - A Behavior Interventionist will provide additional behavioral support and counseling for students.</p> <p>Goal 2, AS 2 - NEW - Anti-Bullying Motivational Speaker for students.</p> <p>Goal 2, AS 9 & 10 - CONTINUE - Simpledu - The Simple Dismissal program will be used to provide an additional layer of safety by ensuring students are dismissed to parents/guardians. Students remain in the school building in classrooms until they are dismissed by the system notifying of parent arrival during dismissal. -These additional resources will help to provide a safe and healthy learning environment.</p> <p>Goal 2, AS 9 - CONTINUE - SmartPass - Students will utilize Smart Pass when in the hallways to ensure students' location at all times and to provide an additional layer of safety.</p> <p>!----comment node----!--a=1--</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Goal 1, AS 2 - CONTINUING - Technology/Data Collection Specialists - will support instruction by utilizing data to collect, disseminate, and disaggregate to help drive instruction and improve student achievement. - These additional resources provide an effective use of technology by utilizing technology in relation to data.</p> <p>!----comment node----!--a=1--</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>There are no Overarching needs, Goals, or action steps in FY25 CLIP related to Technology Infrastructure other than subscriptions and technology training. .!--a=1--</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>LEA progress will be discussed at each monthly cabinet meeting. These meetings include the superintendent, school administrators, and district administrators. Progress will also be discussed at the district leadership team meetings that are held monthly.</p> <p>!-a=1--</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective – Adjust Activities/Strategies to continue to improve performances in the listed equity gaps Data Source- GMAS scores that indicate gaps in literacy and math understanding. Interventions- Additional summer instruction, remediation, and transition programs will be offered to assist struggling students and sub-groups. Test prep software, computers, and materials will be purchased to supplement the curriculum during the regular school year and during summer remediation. Although the students and staff have held a typical school year, there were several deficits that we knew that we had to tackle as seen by the GMAS scores and benchmark testing. The academic progress of students had been halted due to the pandemic, so teachers were having to remediate. Some students seemed to lack motivation and the desire to perform well academic and behaviorally. The techniques and strategies implemented have been working, but we now see the extent to which the students and staff must be supported. The strategies will be altered to better serve all students and staff and hopefully see results that will continue to improve. !-a=1--</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>When reviewing the data sources for the 24-25 school year, an increase in student performance was noted, as well as a decrease in problematic behavior. Because there was positive results seen, the interventions and support will continue. We desire to see more improvements, so the district will adjust interventions for the 25-26 year. The techniques and strategies implemented have been working, but we now see the extent to which the students and staff must be supported. The strategies will be altered to better serve all students and staff and hopefully see results that will continue to improve in the listed equity gaps. !-a=1--</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective – Adjust Activities/Strategies Data Source- Attendance records, discipline reports from Powerschool and Educator's handbook, mental health meetings and notes Interventions- DCHS, DCMS, DCES and DCPS will utilize PBIS interventions and strategies. Bus drivers will participate in student management and PBIS training to help create a safer and more positive environment on the bus. Counselors, Behavior Interventionist, Resource Officers and Mentors will provide additional behavioral support and counseling for students. Motivational speakers will be speak to the students about behavior, bullying, suicide prevention, and vaping. In addition, a Restorative Justice Program will be implemented at Dodge County Middle School and Dodge County High School. The Resource Officers will be instrumental in assisting with the Restorative Justice Program and providing various trainings for both students and staff. Schools will participate in training related to MTSS, PBIS, Mindset, Trauma informed care, effective classroom management, CCRPI calculations and updates, and increasing school climate ratings. A behavior screener will be piloted at 3 different grade levels that will produce a score for a student’s intrinsic, as well as extrinsic, behaviors. A behavior rubric will then be utilized to place students appropriately in behavior tiers for interventions. Students will receive a variety of extracurricular activities in efforts to provide a well-rounded education. These activities include additional music and art activities, including performances during the school day and after school, additional physical. School system will begin the process of developing a resource officer team in partnership with local law enforcement agencies to help provide protection from inside and outside threats for students and staff. Resource officer will assist schools and parents when appropriate and necessary education materials and equipment, and an outdoor learning gardening. Since the spring 2021 test scores were not a true picture of ability, we are unable to use that data in determining with the equity gap was impacted. Last year's test scores will serve as our baseline data and we hope to see improve with the spring 2026 scores in regards to the equity gap. Although the GMAS scores on the EOG and EOC were not nearly as good as we anticipated, we did see growth in almost all areas. At this time, we believe that the interventions were effective, but we wish to adjust them in order to see a larger growth in the 25-26 scores. Behaviors were much more difficult and significant in the 21-22 year. 22-23 saw an improvement. Attendance was hard to measure and</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	<p>consequences were difficult to implement due to covid. There will need to be significant adjustments made to discipline procedures for 23-24 to reduce OSS/ISS and alternative placement to continue to see the improvement using the listed interventions.</p> <p>!--a=1--</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Since the spring 2021 test scores were not a true picture of ability, we are unable to use that data in determining with the equity gap was impacted. 2021-2022 test scores will serve as our baseline data and we hope to see improvement with the spring 2026 scores in regards to the equity gap.</p> <p>Many resources have been utilized and made available through federal funding, specifically including interventionists for academics and behavior, targeted web subscriptions and programs, contracted tutors. We continue to see growth with the students that are receiving interventions, but need to adjust the target groups and interventions to ensure that we see more growth after 2024-2025 testing.</p> <p>Behaviors were much more difficult and significant in the 22-23 year. There will need to be significant adjustments made to discipline procedures for 23-24 to reduce OSS/ISS and alternative placement.</p> <p>!--a=1--</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private Schools!--a=1--
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Title II, Part A	No Participating Private Schools!--a=1--
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Title III, Part A	No Participating Private Schools!--a=1--
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Title IV, Part A	No Participating Private Schools!--a=1--
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Title IV, Part B	No Participating Private Schools!--a=1--
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Title I, Part C	No Participating Private Schools!--a=1--
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IDEA 611 and 619	No Participating Private Schools!--a=1--
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