



District Improvement Plan 2019 - 2020



Dodge County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

| | |
|-----------|--------------|
| District | Dodge County |
| Team Lead | Tonya Brown |

| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | |
|---|---|
| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| <input type="checkbox"/> | 'FUND 400' - Consolidation of Federal funds only |

| 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) |

2. DISTRICT IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

| | |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | CCRPI: Increase student achievement and close the achievement gap. Teachers will need training for effective instruction including DI/SDI and Co-teaching; PLC's; Use of technology in the classroom; Differentiation; STEM Implementation and training for teachers in all schools; MTSS training ; Common Grading/Common Assessments; Data Driven Decision Making Training; PBIS; effective classroom management strategies; CCRPI calculations, increasing school climate; increasing lexile levels; CTAE; teaching strategies for ELL students. and specific content topics |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Teachers need additional training in the areas of classroom management, differentiated instruction, STEM, instructional technology, content knowledge, SDI and MTSS, Co-Teaching, deescalation techniques through Mindset training, CCRPI, increasing school climate ratings, and the Fine Arts. Induction teachers need more support in hopes of retaining qualified and effective teachers. |
| Root Cause # 2 | New teachers and new co-teacher teams will need to be trained and may require more intense follow-up and coaching provided for those teachers through a new teacher induction program. Teachers also have little incentive to come to the district rather than going to other districts in the area. |
| Root Cause # 3 | Follow-up through classroom observations and/or coaching needs to be a priority to ensure once teachers are trained that they are utilizing what they have learned. |
| Root Cause # 4 | Lack of resources for teachers in the classroom (may include essential supplies, manipulatives, software subscriptions, supplemental books and technological devices). |
| Root Cause # 5 | Effective leadership training in these areas also needs to occur to ensure inner rater reliability of walk-through data. Admin and Counselor interns need to learn how to appropriately and effectively lead teachers and staff to increase morale, climate, and student achievement. |
| Root Cause # 6 | Teachers are inundated with data but need training and resources to help analyze data. Teachers will be provided the time to use that data and plan for effective instruction. Teachers should be guided in a PLC for specific professional learning topics decided on by the staff at each school according to specific data. New or induction level teachers need to be provided a mentor to help guide through the processes and procedures as well as provide emotional support. Each department needs a lead teacher that has been found to be effective and a positive peer. |
| 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. |

Equity Gap

| | |
|----------------------|---|
| Equity Gap | Student achievement identify subgroups, grade level span and content area(s) |
| 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 |
| Subgroup(s) | Economically Disadvantaged Race / Ethnicity / Minority |
| Equity interventions | EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions |

Action Step # 1

| | |
|-----------------|---|
| Action Step | Teachers will be provided PL as needed in content, teaching strategies, co-teaching, SDI, MTSS and including PBIS, Check and Connect, Mindset, classroom management, STEM strategies, differentiation, instructional technology, and collaboration time during the school day, after school, and in the summer. Teachers will also be provided additional resources to support instruction, including supplies, materials, software programs and licenses. Data Centers will be maintained at each school. The School Improvement Coordinators, Educational Technology Specialists, and Technology and Data Collection Specialists will assist with meeting this goal. (Title IV, A will help fund the data centers, Technology and Data Collection Specialists, some software programs and collaboration time for teachers). |
| Funding Sources | Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA |
| Subgroups | Economically Disadvantaged Foster |

Action Step # 1

| | |
|--------------------------------------|---|
| Subgroups | Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Observations, PLC sign-in sheets, TKES, assessment data |
| Method for Monitoring Effectiveness | Monitoring Rubric completed by person(s) responsible for action steps. |
| Position/Role Responsible | PL/Title II-A Director, SPED Director and Principals, School Improvement Coordinators, Educational Technology Specialists |
| Evidence Based Indicator | Promising |
| Timeline for Implementation | Monthly |

| | |
|---|--|
| What partnerships 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. The district will also partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist the teachers with academic instruction. |
|---|--|

Action Step # 2

| | |
|-----------------|---|
| Action Step | Class sizes will be reduced to help meet the needs of struggling learners, including sub-groups and ESOL students. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |

Action Step # 2

| | |
|--------------------------------------|--|
| 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 I-A Director |
| Evidence Based Indicator | Promising |
| Timeline for Implementation | Yearly |

| | |
|---|---|
| What partnerships 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. |
|---|---|

Action Step # 3

| | |
|--------------------------------------|---|
| 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 | Coherent Instruction Effective Leadership 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. |
| Position/Role Responsible | Curriculum Director, Principals, Special Education Director, mentor teachers |
| Evidence Based Indicator | Demonstrate a Rationale |
| Timeline for Implementation | Monthly |

| | |
|---|--|
| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is | Partnerships will include collaborations and trainings withDOE, RESA, GLRS, independent contractors, GAEL affiliates, CIS, businesses suchas Arconic, OEMC, NASA, Project Lead the Way, local Chamber of Commerce,Leadership Dodge, and local colleges and universities. |
|---|--|

Action Step # 3

| | |
|---|--|
| What partnerships 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 withDOE, RESA, GLRS, independent contractors, GAEL affiliates, CIS, businesses suchas Arconic, OEMC, NASA, Project Lead the Way, local Chamber of Commerce,Leadership Dodge, and local colleges and universities. |
|---|--|

Action Step # 4

| | |
|--------------------------------------|--|
| 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 signs, newsletters in local newspaper, speaking and various community events, stakeholder meeting updates and updating website. |
| Funding Sources | Title I, Part A IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | Parent Feedback |
| Method for Monitoring Effectiveness | Monitoring Rubric completed by person(s) responsible for action steps. |
| 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 | Demonstrate a Rationale |
| Timeline for Implementation | Weekly |

| | |
|---|--|
| What partnerships 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 withDOE, RESA, GLRS, independent contractors, GAEL affiliates, CIS, businesses suchas Arconic, OEMC, NASA, Project Lead the Way, local Chamber of Commerce,Leadership Dodge, and local colleges and universities. |
|---|--|

Action Step # 5

| | |
|--------------------------------------|---|
| Action Step | SRA Corrective Math Intervention materials will be ordered and program implemented in Tier 3 Math Intervention classes. |
| Funding Sources | IDEA |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | CEIS Voluntary Plan -Progress monitoring of targeted students |
| Method for Monitoring Effectiveness | CEIS review |
| Position/Role Responsible | SPED Director/MTSS Coordinator |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Weekly |

| | |
|---|---|
| What partnerships 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)? | No outside partnerships except company training provided to teachers. Support from GLRS and DOE on CEIS review. |
|---|---|

Action Step # 6

| | |
|--------------------------------------|--|
| Action Step | Provide incentive for teachers to become certified/endorsed in Gifted Education and ESOL and implement the strategies learned from the endorsement courses to better serve students in an inclusive setting. |
| Funding Sources | Title II, Part A |
| Subgroups | English Learners Migrant |
| Systems | Coherent Instruction Professional Capacity Supportive Learning Environment |
| Method for Monitoring Implementation | Course work from Endorsement; class observation from district ESOL teacher |
| Method for Monitoring Effectiveness | Access testing data |

Action Step # 6

| | |
|-----------------------------|--|
| Position/Role Responsible | District ESOL teacher, Federal Programs Director |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Quarterly |

| | |
|---|--|
| What partnerships 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)? | Endorsements will be earned through RESA partnerships. |
|---|--|

Action Step # 7

| | |
|--------------------------------------|--|
| Action Step | Additional summer instruction, remediation, and transition programs will be offered to assist struggling students and sub-groups. Test prep software materials will be purchased to supplement the curriculum. (This will be funded by Title IV, Part A) |
| Funding Sources | Title IV, Part A |
| Subgroups | N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation | Sign in Sheets, student attendance |
| Method for Monitoring Effectiveness | Assessment Data |
| Position/Role Responsible | Principals, Teachers |
| Evidence Based Indicator | Moderate |
| Timeline for Implementation | Monthly |

| | |
|---|--|
| What partnerships 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. |
|---|--|

Action Step # 7

| | |
|--|---|
| <p>What partnerships 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)?</p> | <p>The district will partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist with providing academic instruction.</p> |
|--|---|

2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

| | |
|---|---|
| Overarching Need as identified in CNA Section 3.2 | Increase school climate ratings as a result of a decrease in office referrals and discipline data, as well as a decrease in absenteeism for staff. |
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Students with emotional and behavioral issues need to have more one on one contact with an adult in hopes of alleviating some behavior concerns. This could be addressed through mentor programs, one-on-one tutoring, counselors, and counselor interns. |
| Root Cause # 2 | Lack of consistent behavior management within all areas of the school and the bus. |
| Root Cause # 3 | Students misbehaving due to lack of instruction, lack of engagement/motivation in the classroom setting potentially due to a decrease in staff attendance. |
| Goal | Increase the district's CCRPI score by 1.5%. |

Equity Gap

| | |
|----------------------|---|
| Equity Gap | Discipline OSS Identify Subgroups and grade level spans |
| 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 |
| 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 | DCHS, DCMS, SDES and NDES will use the PBIS Software/Application that is a part of PBIS. (This will be funded by Title IV, A) |
| 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 | Monitoring rubric |
| Position/Role Responsible | Administrators, MTSS/PBIS Coordinator, Educational Technology Specialists |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Quarterly |

| | |
|---|---|
| What partnerships 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. |
|---|---|

Action Step # 2

| | |
|-----------------|---|
| Action Step | Bus drivers will participate in student management and PBIS training to help create a safer and more positive environment on the bus. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority |

Action Step # 2

| | |
|--------------------------------------|---|
| Subgroups | Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation | Agendas, Sign-In sheets, Meeting notes |
| Method for Monitoring Effectiveness | Monitoring rubric |
| Position/Role Responsible | District PBIS Coordinator |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Quarterly |

| | |
|---|--|
| What partnerships 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. The district will also partner with Dodge Community and Schools to provide Site Coordinators and Americorps Tutors to assist the teachers with academic instruction. |
|---|--|

Action Step # 3

| | |
|--------------------------------------|---|
| Action Step | Counselors, Behavior Interventionist, and Mentors will provide additional behavioral support and counseling for students. In addition, a Restorative Justice Program will be implemented at Dodge County Middle School. (The Behavior Interventionist, Mentors, and Restorative Justice Program will be funded with Title IV, Part A) |
| 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 | Meeting logs, home visits, parent contact logs |
| Method for Monitoring Effectiveness | Monitoring rubric, student attendance |

Action Step # 3

| | |
|-----------------------------|--|
| Position/Role Responsible | Counselors, Truancy Officer, Restorative Justice Coordinator, Behavior Interventionist |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Monthly |

| | |
|---|---|
| What partnerships 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. |
|---|---|

Action Step # 4

| | |
|--------------------------------------|--|
| Action Step | Schools will participate in training related to MTSS, PBIS, Check and Connect, Mindset, Trauma informed care, effective classroom management, CCRPI calculations and updates, and increasing school climate ratings. |
| Funding Sources | Title II, Part A IDEA |
| 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 | Monitoring rubric |
| Position/Role Responsible | Curriculum Director, Special Education Director, MTSS Director |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Yearly |

| | |
|--|---|
| What partnerships with IHEs, business, Non-Profits, Community based organizations, | 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 |
|--|---|

Action Step # 4

| | |
|--|--|
| <p>What partnerships 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)?</p> | <p>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.</p> |
|--|--|

Action Step # 5

| | |
|---|---|
| <p>Action Step</p> | <p>Administrators will actively monitor staff attendance with reports generated by the HR 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.</p> |
| <p>Funding Sources</p> | <p>N/A</p> |
| <p>Subgroups</p> | <p>N/A</p> |
| <p>Systems</p> | <p>Effective Leadership Professional Capacity</p> |
| <p>Method for Monitoring Implementation</p> | <p>Attendance reports, leave forms</p> |
| <p>Method for Monitoring Effectiveness</p> | <p>Leave and attendance reports</p> |
| <p>Position/Role Responsible</p> | <p>Principals, HR, CFO</p> |
| <p>Evidence Based Indicator</p> | <p>Promising</p> |
| <p>Timeline for Implementation</p> | <p>Yearly</p> |

| | |
|--|--|
| <p>What partnerships 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)?</p> | |
|--|--|

Action Step # 6

Action Step # 6

| | |
|--------------------------------------|--|
| Action Step | A behavior screener will be piloted at 3 different grade levels that will produce a score for a student's extrinsic, as well as intrinsic, 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 | Monitoring rubric |
| Position/Role Responsible | MTSS Coordinator |
| Evidence Based Indicator | Strong |
| Timeline for Implementation | Yearly |

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

Action Step # 7

| | |
|-----------------|--|
| 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, including performances during the school day and after school, additional physical education materials and equipment, and an outdoor learning gardening. (These activities and materials will be funded by Title Iv, Part A) |
| Funding Sources | Title IV, Part A |
| Subgroups | N/A Economically Disadvantaged Foster Homeless |

Action Step # 7

| | |
|--------------------------------------|---|
| Subgroups | 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 | Participant counts |
| Position/Role Responsible | Teachers, Principals |
| Evidence Based Indicator | Moderate |
| Timeline for Implementation | Weekly |

| | |
|---|--|
| What partnerships 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. |
|---|--|

DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding

- how best to improve the district’s activities to meet the purpose of Title II, Part A;
- and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA 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 III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.

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. The stakeholders were provided a copy of the Data Variable for the Comprehensive Needs Assessment copies of student achievement data comparing the past 3 years of data. Tools for Determining Priorities was used as the format of the meeting. After a lengthy discussion of the data, the group then came up with the top 7 priorities. A rubric was created and used by the stakeholders to prioritize each priority against the other 7 priorities. After the results were compiled, the top 3 priorities chosen by the group are School Climate, Classroom Management, and an increase in Staff Attendance. Committees also agreed that classroom technology and support for induction teachers are needed throughout the year. Title IIa will help provide mentor ship programs and meetings with induction level teachers and highly skilled veteran teachers. Induction teachers will be provided opportunities to strengthen content area knowledge and pedagogy skills through professional learning on and off campus. All new teachers attend a teacher orientation and will be in continuous communication with the Title IIa director/curriculum director to help answer questions and provide recommendations or resources. . The elementary, middle, and high school are all School wide Title I schools. Therefore, every student is provided the same high quality education. The Title IIa director will partner with the Special Education and Federal Program directors to ensure that professional learning opportunities are being provided to all staff, especially new teachers. The two goals for the FY20 School year are: 1) Increase the percentage of all students scoring at levels 3 and 4 on teh EOC and EOG assessments by 2% in each content area; 2) Increase the district's CCRPI score by 1.5%. All federal programs will collaborate and work together to ensure all goals and actions steps are implemented. These actions steps include:

- Providing PL as needed in content, teaching strategies, co-teaching, SDI, MTSS and including PBIS, Check and Connect, Mindset, Classroom Management, STEM, differentiation, instructional technology, and collaboration time during the school day, after school, and in the summer. Additional resources will be provided to support instruction, including supplies, materials, software programs, data centers, School Improvement Coordinators, Educational Technology Specialists, and Technology and Data Collection Specialist.
- Class size reductions and additional summer instructions and remediation.
- Providing incentives for teachers to actively lead PLCs as a Lead Teacher and be mentor teachers to induction level teachers.
- Making family and community aware of available resources and increase

Stakeholder Involvement to Improve and Coordinate Activities

| | |
|--|---|
| <p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding</p> <ul style="list-style-type: none"> ● how best to improve the district’s activities to meet the purpose of Title II, Part A; ● and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA 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 III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community. | <p>opportunities for two-way communication with stakeholders.</p> <ul style="list-style-type: none"> ● Ordering SRA Corrective Math Intervention materials. ● Implementing PBIS software. ● Providing bus drivers with PBIS and student management training. ● Providing additional support through Counselors, Behavior Interventionist, Mentors, Restorative Justice Programs, Truancy Officer, and a Behavior Interventionist. ● Providing training in MTSS, PBIS, Check and connect, Mindset, Trauma Informed Care, and Classroom Management. ● Providing a well-rounded education through extracurricular activities to include music, art, physical education, and outdoor gardening. |
|--|---|

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 contents will be in this remediation plan as for the teacher.</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</p> |
|---|--|

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>placed in the teacher's file at the Central Office or housed in the TLE platform. The Parent' Right to Know is printed in each school's handbook and signed by the parents/guardians. <i>Signatures are checked for every student by the homeroom teacher.</i> 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> |
|---|---|

Professional Growth Systems

| | |
|--|--|
| <p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> ● how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; ● how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; ● how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); ● how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and ● what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. | <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> |
|--|--|

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 - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]</p> | <p>Yes</p> |
|--|------------|

PQ – Waiver Recipients

| | |
|--|---|
| <p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:1. for all teachers (except Special Education), 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> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. 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>The district, as a Strategic Waiver District, waived certification requirements. Certification is waived for all teachers, Pre-K-12, and in all content fields, except special education, only when a certified and/or In-field teacher is not available or considered the best candidate.</p> |
|--|---|

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>Although Dodge County School System prefers to hire teacher who are certified and in-field, we realize that may not always be possible. Dodge County School System has made a commitment to hire the best candidate possible and provide intensive support during the certification process. As minimum professional requirements for DCSS, teachers to be hired are to have the following:</p> <ol style="list-style-type: none"> 1. Earned a bachelor's degree from a GaPSC approved, accepted institution; 2. Secure a GaPSC Clearance certificate indicating completion of a background check. |
|--|---|

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>Any teacher hired to teach special education must pass the applicable special education GACE within the year hired.</p> |
|--|--|

State and Federally Identified Schools

| | |
|--|--|
| <p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p> | <p>Title II-A and V-B funds 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> |
|--|--|

CTAE Coordination

| | |
|--|--|
| <p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● 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>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</p> <p>FINE ARTS: MUSIC ART</p> <p>ADVANCED ACADEMICS: MATH SCIENCE</p> |
|--|--|

CTAE Coordination

| | |
|--|--|
| <p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • 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>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> |
|--|--|

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 2016-17 school year. We just completed our 3rd year of system-wide implementation. The framework utilizes evidence-based strategies to enhance school safety, decrease problem behavior, establish positive school cultures, and improve academic performance. Based on Education Handbook data, the number of OR's decreased by 19% from 17-18 to 18-19. However, the number of MIR's increased by 5% from 17-18 to 18-19. This school year, the team implemented PBIS in the Classroom and Check and Connect. The MTSS team and administrators have been trained in Check and Connect and the training was redelivered to each school for implementation. DCMS, SDES will continue to use the PBIS Rewards System and NDES will begin implementation this school year. Positive student behavior is rewarded daily, weekly and quarterly and through various ways such as intercom announcements, prize drawings (including \$100 bill!), pizza parties, extra recess and snow cone parties. Combined with Tier 2 interventions (such as Behavior Report cards) and Tier 3 interventions (such as behavior groups including the program Second Step, PBIS) should help ALL schools see a decrease in discipline issues this year, as well as an increase in positive school climate. At DAC, a PBIS Coach was added last year. She attended all PBIS coaches meetings. Chuck Ellington, School Climate Specialist from RESA, will provide a day of training in classroom management to DAC staff during preplanning. The system had at least one person in the system trained as a trainer in Mindest and they will continue to redeliver this information to staff. In recent years, the system has participated in CPI (Crisis Prevention Intervention). A Restorative Justice Program has been added to Dodge County Middle School, a Behavior Interventionist has been added to South Dodge Elementary, and a Truancy</p> |
|--|---|

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>Officer has been added to Dodge County Achievement Center in efforts to assist with discipline as well as attendance.</p> |
|--|--|

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:</p> <ul style="list-style-type: none"> • 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>Students in 8thgrade tour the high school in the Spring of the year. All parents are required to attend a 9thgrade 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 8thgrade year. A high school SWD teacher is present at all of the 8thgrade 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 will particiapte in Warrior Camp before the school year begins.</p> <p>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>Check and Connect will be implemented this school year and will target at least 25 students per school. Mentors will be established and mentors will discuss transition plans with the students.</p> <p>The system will plan monthly participation in the regional transition collaborative in Dublin, GA. The system will seek out avenues to offer</p> |
|---|--|

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:</p> <ul style="list-style-type: none"> ● 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>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> |
|---|---|

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</p> |
|---|--|

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>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.</p> <p>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> |
|---|---|

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 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> |
|---|--|

Title I, Part A – Instructional Programs

| | |
|--|--|
| <p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. | <p>The Dodge LEA is currently comprised of five schools, two elementary schools, one middle school, one high school and the Dodge County Achievement Center. The 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</p> |
|--|--|

Title I, Part A – Instructional Programs

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.

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 due to smaller class size. 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, Oddesseyware, APEX Learning, 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 CCGPS , with the primary goal being increased student achievement. Staff in all schools are involved in ongoing, intensive staff development activities funded through Title II, Part A; Title I and Special Education Title VI, Part B. All training activities for teachers focus on the CCGPS 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, CCGPS 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 a full time certified, ESOL teacher serving eligible students at the four schools. The ESOL certified teacher provides 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

Title I, Part A – Instructional Programs

| | |
|--|--|
| <p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. | <p>students and families. All instruction is focused on improving English proficiency and mastery of the CCGPS 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> |
|--|--|

Title I, Part C – Migrant Intrastate and Interstate Coordination

| | |
|--|---|
| <p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). | <p>Schools have been provided information and training on how to (1) identify migrant students and migrant rights (2) read a Mexican birth certificate (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 Migrant Education Program personnel make home visits and conduct regular consultation with classroom teachers. 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> |
|--|---|

Title I, Part C – Migrant Supplemental Support Services

| | |
|---|--|
| <p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> 2. to migratory preschool children 3. to out-of-school youth and drop-outs/ul 4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer. | <p>We are required to give "priority for services" to migrant children: (1) who are failing, or most at risk of failing, of meeting the state's challenging academic content and achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services". The Dodge County School district uses the Occupational Survey provided by the GaDOE MEP Region 2 to identify migrant students. Using the Georgia Department of Education Migrant Allocation Formula the system will be able to provide additional services depending on the amount of funding through: (1) Part-time Home School Liaison(s); (2) Tutors; (3) Volunteers. GaDOE MEP Region 2 will serve as resource staff to help develop the best service model depending on funds and resources available. Meetings will be held for Migrant families to receive materials (handbooks, registration materials) translated for them. TransAct will be used for NCLB related home-school written communications from their library of resources.</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>At this time, Dodge County does not have any migrant pre-school students. If and when the system does get migrant preschool students they will be given the readiness assessment and based on the results they receive individual tutoring by the Migrant Personnel. An implementation plan will be submitted and approved by GADOE prior providing services. These services will be documented and kept on file.</p> <p>Once a non-enrolled youth is identified will be given a survey 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, and high school enrollment. Again, all services will be documented and kept on file.</p> <p>A representative from the GADOE will complete observations for each implementation plan. 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> |
|---|--|

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

Goal 1: Improve graduation rate outcomes for students with disabilities: All faculty, staff , and students will commit to the mission statement: Dedicated to Our Desire to Graduate Everyone. 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 a before and 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.

1. Specific Activities:

- 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 participate in ASPIRE. It is anticipated that there will be an increase in parental involvement at these meetings. ASPIRE surveys will be completed by parents after each meeting and submitted by the teachers. Kathy Simmons, Parent Mentor will monitor the completion and notify any case manager if a form has not been submitted.
- 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 meet with the team each semester to discuss concerns. Mrs. Brown, SPED Director will schedule the meetings with the vocationalrehabilitationcounselor. 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.
- 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.

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

- 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.
- Check and Connect will continue to be implemented system wide for all students and this will impact our special education students. Targeted students will be selected by the Check and Connect Coordinators and students will be provided a mentor. Data will be kept on students using the Check and Connect APP. Mentors are encouraged to meet weekly with students. The SPED Director can monitor the progress on the APP at anytime. Professional development is offered through the support of GLRS and the DOE.

2. Documentation: Semester Quality Checks by the SPED Director-Checklist Devised for each area
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 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.

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

Goal 2:

1. Specific Activities:

- 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. 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.
- Training will be provided through DODGE BOE on assistive technology if a need arises and sign-in sheets and agendas will be kept.
- 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 Secretary and monitored each year.
- 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. 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.**

2. Staff Designated to Support 3-5 Population: **Preschool Special Needs Teacher, Preschool Special Needs Paraprofessional; PreK Paraprofessional in an Inclusion setting at Dodge PreK**

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**

IDEA Performance Goals

| | |
|--|---|
| <p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; | <p>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.</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. ● 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. <p>5. The SPED Director will monitor to make sure procedures are followed by use of checklist.</p> |
|--|---|

| | |
|---|---|
| <p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; | <p>Goal 3:</p> <p>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, RTI, MTSS, PBIS, Check and Connect, SDI, Differentiated Instruction, Assistive Technology, Autism 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. 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. ● The SPED Director will review scheduling procedures with administrators and lead teachers to appropriately serve students at each school to meet state targets. 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. ● The SPED Director will meet in September/October 2019 with Special |
|---|---|

IDEA Performance Goals

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;

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.
- **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, beginning August 2019, 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 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 is 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.
- 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.

3. Supervision and monitoring procedures and 5. Procedures and Practices:

- The SPED Director will meet in September/October 2019 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

IDEA Performance Goals

| | |
|---|---|
| <p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; | <p>the IEP match the schedule and are being provided.</p> <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, Check and Connect, SDI, Differentiated Instruction, Assistive Technology, Autism 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 is 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. ● 6. 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. |
|---|---|

| | |
|---|--|
| <p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. | <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. ● 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 |
|---|--|

IDEA Performance Goals

| | |
|---|--|
| <p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. | <p>will be provided a SPED teacher mentor. A New Special Education Teacher training will occur in August or September 2019 and will be conducted by the SPED Director. A notebook will be provided to teachers. An agenda and sign-in sheet will be kept.</p> <ul style="list-style-type: none"> ● The SPED director will attend conferences related to compliance with state and federal laws and regulations each year through GAEL 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. ● Paraprofessional training will also be provided throughout the school year by the SPED Director. ● 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 complaint 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. |
|---|--|

Title IV, Part A – Activities and Programming

| | |
|--|---|
| <p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> ● well-rounded educational opportunities for all students, if applicable ● safe and healthy students, if applicable. ● the effective use of technology, if applicable. | <p>Dodge County Schools will continue with several of the initiatives that are in progress, including PBIS, a restorative justice program, outdoor learning classroom, art and music supplies, teacher collaboration, transition programs, and additional supportive technology. These resources will assist with improving academic achievement and behavior management.</p> <p>Goal 1 - Increase the percentage of all students scoring at levels 3 and 4 on the EOC and EOG assessments by 2% in each content area.</p> <p>Action Step #1 - The Technology and Data Collection Specialists will be responsible for setting up and maintaining the Data Centers. The centers will be updated on a quarterly basis as needed. The Technology and Data Collection Specialist will be instrumental in providing the teachers and administrators with up-to-date data information regarding CCRPI, assessments, surveys, and any additional data needed throughout the school year. Hopefully, these additional resource will lead to an increase in student performance on the Georgia Milestones.</p> |
|--|---|

Title IV, Part A – Activities and Programming

| | |
|--|--|
| <p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> • well-rounded educational opportunities for all students, if applicable • safe and healthy students, if applicable. • the effective use of technology, if applicable. | <p>Action Step #7 - Additional instruction and remediation will be provided in the summer to assist struggling students. Teachers will work additional days in the summer to remediate students and prepare them for the re-take on the Georgia Milestones. Hopefully, these students will receive a passing score on the state assessment.</p> <p>Goal 2 - Increase the district's CCRPI score by 1.5%.</p> <p>Action Step #1 - Dodge County High School, Dodge County Middle School, South Dodge Elementary, and North Dodge Elementary have implemented PBIS in each school. The PBIS software is an additional tool used to supplement PBIS. An increase in positive behavior should lead to improved academic achievement.</p> <p>Action Step #3 - A Behavior Interventionist will be utilized at South Dodge to work with students to help develop social skills, improve their ability to learn in school, and help reduce negative or disruptive behaviors. A Restorative Justice Coordinator will be used at Dodge County Middle School to assist in providing a safe, supportive and positive school culture which should lead to improvement on the CCRPI.</p> <p>Action Step #7 - Students will receive a variety of extracurricular activities in an effort to provide a well-rounded education. A well-rounded education goes hand in hand with student achievement and will hopefully assist in raising CCRPI scores.</p> |
|--|--|

Title IV, Part A – Ongoing Consultation and Progress Monitoring

| | |
|---|---|
| <p>Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.</p> | <p>LEA progress will be discussed at each monthly cabinet meeting. These meetings include the superintendent, school administrators, and district administrators. Progressed will also be discussed at the district leadership team meetings that are held quarterly. They include board members, superintendent, school administrators, district administrators, teachers, parents, and community members.</p> |
|---|---|

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

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

| | |
|--|---|
| <p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> ● 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>Equity Gap 1: Student Achievement- Intervention Effective- Adjusting Activities and Strategies</p> <p>Equity Gap 2: OSS reduction- Intervention Not Effective- Adjust Activities</p> |
|--|---|

| | |
|--|--|
| <p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p> | <p>Equity Gap 1: Student achievement did increase in some content areas due to the PL and teacher training in specific areas. Material and resources provided helped teachers.</p> <p>Equity Gap 2: Due to the ineffective strategies selected and implemented to reduce OSS, the Overarching need and goals have been adjusted to better serve students and staff. The nature of the incidents that resulted in an OR have become more intense and dangerous. It is important to address teaching strategies, classroom management, restorative practices, and other techniques to help in this matter.</p> |
|--|--|