

*For each School Strategic Plan goal, identify progress on any action steps.  
 Provide data to support the impact/implementation.  
 Implementation artifacts and evidence for impact should align to the SSP.*

**School Name: Dodgen Middle School**

**Monitoring Date:**

**GOAL #1**  
**Literacy**

The percentage of students scoring in the “monitor learning” and “accelerate learning” range in the Vocabulary Acquisition and Use domain will increase by 4% from 81% to 85% as measured by the 2024-2025 ELA Milestones ELA Assessment.

<b>Action Step(s)</b>	<b>Start Date</b>	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
Dodgen ELA teachers will implement a vocabulary practice program (Membean) by designating 30 minutes of practice time weekly for students to focus on the acquisition of new vocabulary, as measured by weekly progress checks and rewarded with quarterly student recognition for progress.	July 2024	<p><b>Performance Target:</b>            Measure growth in new Vocabulary Acquisition and Use as a result of regular practice throughout the school year.</p> <p><b>Implementation (include person responsible):</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will plan for and provide 30-minutes of class time weekly for students to practice new vocabulary acquisition in a series of warmups 3 times/week, as a class activity, etc. And will monitor progress weekly by recording a classwork/formative grade for all students in ELA classes.</li> <li>• ELA Coordinator will ensure all ELA teachers have the required training/knowledge to use the new program.</li> </ul> <p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Documentation reports from the software.</li> <li>• Progress on this Domain on the Beacon assessment, given at 3 different intervals (fall/winter/spring)</li> </ul> <p><b>Progress Monitoring:</b>            Progress monitoring will be completed by the ELA teacher weekly, and will include a weekly grade for each student in the ELA class, which is pulled from the Membean reporting software. Quarterly, the administration will recognize those students who have made the most progress (top 10/top 25/top 50).            Progress on this specific domain as measured by the Beacon Assessment at three intervals (August, December, and April/May).</p>

**Cobb County School District SSP MS/HS**

All content teachers (ELA/Math/Science/Social Studies) will identify key content vocabulary and will provide explicit instruction on the key vocabulary for every unit as measured by notation of key unit vocabulary and learning activities on Unit Plans.

<p><b>Performance Target:</b> Increase student acquisition and usage of new content vocabulary across all content areas</p>
<p><b>Implementation</b> <i>(include person responsible):</i> Teachers across the school will integrate explicit content vocabulary instructional practices.</p> <ul style="list-style-type: none"> <li>• Content Coordinators for each content area will provide create and provide PL for best practices for the explicit teaching of vocabulary, and provide regular reminders during content-area meetings to support the SSP Literacy Goal.</li> <li>• Subject area teachers – provide vocabulary lessons for each unit and notate this on the unit plan.</li> </ul>
<p><b>Artifacts:</b> Artifacts may include unit plans, Professional Learning activities, vocabulary acquisition activities, etc.</p>
<p><b>Progress Monitoring:</b> Progress will be monitored by the assigned CCC administrator by assessing the unit plans for each content area to ensure that vocabulary instruction is planned for each unit, as well as through classroom observations, and by gathering feedback from the teachers and students on the implementation of this new initiative.</p>

<b>GOAL #2</b> <b>Math</b>	The percentage of students scoring at Achievement Level 3 or Level 4 in Mathematics will increase from 81% to 85% as measured by the 2024-2025 Georgia Milestones Assessment.
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Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
Math teachers will implement a school-wide math solving strategy, CUBES, in order to break down the steps to unpacking word problems and solving equations, with a frequency of in-class use at least weekly, as measured by weekly submission of results to math CCC administrator, and by student performance on math assessments.	July 2024	<b>Performance Target:</b> Provide a uniform strategy for unpacking equations in order to grow student ability to comprehend and reason through both word problems and written equations in order to solve with accuracy.
		<b>Implementation (include person responsible):</b> Math teachers use the CUBES strategy at least weekly using a written problem on a half sheet of paper, with the learning target also provided.  Math teachers will collaborate weekly and create a formative/practice activity (warm-up/ticket out the door) where students will be required to use the CUBES strategy on a current learning target.
		<b>Artifacts:</b> Weekly CUBES strategy assignments and CCC administrator’s spreadsheet of accuracy data when using the strategy. Anchor charts in all math classrooms for CUBES strategy Beacon scores in math at 3 intervals (fall/winter/spring)
		<b>Progress Monitoring:</b> Progress on the Beacon assessment, given at 3 different intervals (fall/winter/spring); Weekly performance data maintained on local spreadsheet by CCC administrator
		<b>Performance Target:</b>
		<b>Implementation (include person responsible):</b>
		<b>Artifacts:</b>

	<p>Progress Monitoring:</p>
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<b>GOAL #3</b> <b>School Selected</b>	The number of days students serve OSS or ISS due to disciplinary action for policy violations will decrease by 5% from 424 days to 403 days (or less) as reported on the annual Discipline Summation Report (DIS4100).
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Action Step(s)	Start Date	<b>What is the desired outcome of the action step?</b> <b>How will the action step be implemented?</b> <b>What artifacts will be used to show implementation?</b> <b>What evidence will be used to progress monitor the outcome?</b>
All homeroom teachers will implement a school-wide goal setting/reflection lesson with students at the start of each quarter, which will include a review of academic grades, standardized test scores, disciplinary violations, etc. This will be measured through teacher review of student reflections and goals, increased student ownership/awareness of their own data, and monitoring of student discipline data.	August 2024	<b>Performance Target:</b> Increase student awareness and ownership of their own academic and disciplinary data and set goals for themselves so they are more engaged in school and less likely to engage in negative behavior.
		<b>Implementation (include person responsible):</b> The Operational Leadership Team will create the goal-setting sheet and lessons for each quarter, and the administration will provide the disciplinary data. Students will learn how to access their own standardized test scores in CTLS, and will track their own progress.
		<b>Artifacts:</b> Reflection and goal setting sheets maintained by teachers/students Lessons created and provided by the leadership team Quarterly discipline data tracking
		<b>Progress Monitoring:</b> Student disciplinary data analysis Review of quarterly goals
Counselors will implement a daily intervention/reflection program with any student assigned to ISS as measured by ISS service sign-in records and discipline data for number of students assigned to and returning to ISS.	August 2024	<b>Performance Target:</b> Staff will help students reflect on the actions that resulted in disciplinary action in order to make better choices in the future.
		<b>Implementation (include person responsible):</b> Our counseling team will create and implement a series of 2-5 20-minute reflection/character lessons for students who have been assigned to ISS in order to help them process through the actions that caused the discipline and reflect on how they could have handled the situation differently. They will visit the ISS classroom daily and implement one of these lessons each day. Counselors will also help students with knowing how to approach friends and classmates as they return to class.
		<b>Artifacts:</b> Presentations/Lessons given to students by the counselors Calendars/sign-in sheets from ISS Disciplinary data including number of students with more than one office referral

**Progress Monitoring:**

Monthly discipline data monitoring from the DIS4100 report will be shared with counselors and all instructional staff in a grade level meeting to track the effectiveness of this action.

**Final Notes**

**Principal Signature**

Patricia Alford

**Assistant Superintendent**