

*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 all students in scoring in the Level 2-4 range in ELA will increase through a focus on growing our SWD population by 3% from 76.9% to 79.9% scoring in the Level 2-4 range as measured by the 2025-2026 Milestones Assessment.

Action Step(s)

Start Date

What is the desired outcome of the action step?
How will the action step be implemented?
What artifacts will be used to show implementation?
What evidence will be used to progress monitor the outcome?

Dodgen ELA teachers will implement regular grammatical conventions practice (NoRedInk) by utilizing at least 5 lessons per instructional unit, as seen in the CCSD Expanded ELA Frameworks and measured by notation of the lessons in the Unit Plans and student performance data on NoRedInk concept quizzes given for each unit.

July 2025

Performance Target:
 Show growth in Writing Conventions of Standard English on the BEACON assessment as a predictor for Milestones as a result of regular practice throughout the school year.

Implementation (include person responsible):

- ELA teachers will plan for and provide students at least 5 practice sessions using NoRedInk as a class activity, etc. and will monitor progress, recording no less than 5 classwork/formative grade for all students in ELA classes per unit.
- ELA Coordinator will ensure all ELA teachers have the required training/knowledge to use the new program.

Artifacts:

- Documentation reports from the software.
- Progress on this Domain on the Beacon assessment, given at 3 different intervals (fall/winter/spring)

Progress Monitoring:

Progress monitoring will be completed by the ELA teachers during each instructional unit, and will include formative grades for this practice for each student in the ELA class, which is pulled from the NoRedInk reporting software. The ELA coordinator will also monitor this with the department during each unit through departmental meetings. Progress on this specific domain as measured by the Beacon Assessment at three intervals (August, December, and April/May).

Dodgen reading teachers will implement an ELlevation strategy in small groups at least once per week to provide explicit instruction on analysis, vocabulary, and comprehension strategies, as measured by unit plan notations and student performance on the CommonLit 360 Unit Assessments.

Cobb County School District SSP MS/HS

Performance Target:

Increase student overall reading proficiency/percentage of students reading on or above grade level through strategic weekly practice with analyzing texts, vocabulary, and comprehension strategies.

Implementation *(include person responsible):*

- New Reading course will be implemented this year utilizing new Georgia curriculum and CCSD Reading frameworks in all Reading courses grades 6-8.
- Reading Teachers will attend ongoing required district and local school PL to ensure they have the required training to use the new resources and implement the new Reading curriculum.
- Reading/ELA Coordinator will provide PL for best practices for the explicit teaching of analyzing texts, vocabulary, and comprehension strategies and will provide regular reminders during monthly content-area meetings to support this SSP Literacy Goal.
- ESL Lead Teacher will provide ongoing PL for best practices using ELlevation in small groups to develop academic vocabulary.
- Reading teachers will plan for and use small group instruction during reading class at least weekly for explicit instruction and practice with analyzing texts, vocabulary, and comprehension strategies.

Artifacts:

Artifacts may include unit plans, Professional Learning activities, small group learning activities, walk through data, etc.

Progress Monitoring:

Progress monitoring will be completed by the Reading teachers weekly during the planning for each instructional unit. The ELA coordinator will also monitor this with the department during each unit through monthly departmental meetings. The CCC administrator will attend CCC meetings and monitor unit plans, conduct walkthroughs, and gather feedback from teachers and students.

Data for Progress/Growth on Reading scores will also be monitored as measured by the Beacon Assessment at three intervals (August, December, and April/May).

GOAL #2 Math	The percentage of students scoring at Achievement Level 3 or Level 4 in Mathematics will increase by 5% as measured by the 2025-2026 Georgia Milestones Assessment.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
All Dodgen Math teachers will implement basic skills practice in both mental math fluency and fractions with in-class practice activities at a frequency of twice per week (ie. "Mental Math Monday" & "Fractions Friday") as measured by student performance on weekly formative math assessments.	July 2025	<p>Performance Target: Increase student competency in Numerical Reasoning on the BEACON assessment as a predictor for Milestones, growing student's ability to accurately solve equations with rational and irrational numbers through weekly fluency practice.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> Math teachers will use a variety of tools (DeltaMath, Forms, paper) to assess fluency and numerical reasoning in math each week. Math teachers will collaborate weekly to create appropriate fluency practice activities based on the units and learning targets identified for each math unit by grade level CCC. <p>Artifacts:</p> <ul style="list-style-type: none"> Weekly fluency practice activities and assignments and CCC administrator's spreadsheet of accuracy data when using the strategy. Anchor charts in all math classrooms for fluency and fraction strategies Beacon scores in Numerical Reasoning at 3 intervals (fall/winter/spring) <p>Progress Monitoring: Progress on the Beacon assessment, given at 3 different intervals (fall/winter/spring); Monthly performance data maintained on local spreadsheet by CCC administrator</p>

GOAL #3 School Selected	The number of students who repeatedly miss the ROAR Rally reward program for D's of F's or disciplinary consequences will decrease throughout the year (baseline to be established at first 4/5 week celebration) as reported on our internal tracking spreadsheet.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
All academic teachers will implement formative assessment self-reflection and goal setting practices with students based on their formative assessment results with a frequency of at least once per unit. This will be measured through teacher review of student reflections and goals, increased student ownership/ awareness of their own data and required next steps, and through the monitoring of student attendance at the reward incentive celebration each 4.5 weeks.	July 2025	<p>Performance Target: Increase student ownership and success through awareness of their own assessment performance data.</p> <p>Implementation (include person responsible): Each academic CCC will establish a common assessment plan to assess students based on clear learning targets and success criteria to include a student reflection sheet for common formative assessments. Students will self-reflect following at least one common formative assessment per unit in each class. Students will also be made aware of the next steps to take based on their performance. Panther Block will occur daily and allow for immediate intervention for students who require it.</p> <p>Artifacts: Reflection and goal setting sheets maintained by teachers/students Assessment plans and student data created and maintained by each CCC team Intervention practices and next steps from formative assessment data Panther Block intervention activities and attendance Quarterly discipline data tracking & tracking of students repetitively not able to attend ROAR Rally</p> <p>Progress Monitoring: Student formative assessment data analysis/reflection Review of quarterly goals CCC submission of data from their formative assessments Panther Block utilization for intervention based on formative data</p>
All teachers will implement ROAR lessons and reinforce expectations with their homeroom students. At a frequency of once per month, the Operational team members will review the each month's data and list of students not currently successful, and provide PL on best practices based on current trends to all staff	July 2025	<p>Performance Target: Staff will help students reflect on the actions that resulted in disciplinary action in order to make better choices in the future.</p> <p>Implementation (include person responsible): The Operational Team has revised the instructional materials for our ROAR school-wide behavior expectations for the start of the 2025-2026 school year, along with more targeted components based on our most frequent behavioral incidents.</p>

through grade level meetings. At a frequency of once every 4.5 weeks, students who have missed the ROAR Rally celebration more than once will receive focused intervention from our school counseling team through a group setting during Panther Block time. Implementation will be monitored through monthly minutes at our grade level meetings and attendance data from focused intervention sessions.

Cobb County School District SSP MS/HS

Our Operational leadership team will track the students not attending ROAR Rally each 4.5 weeks and the discipline report and report on this monthly in grade level meetings.

Our counseling team will implement 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.

Our counseling team will form focused intervention groups based on the data each 4.5 weeks and hold these group meetings during Panther Block time.

Artifacts:

Presentations/Lessons given to staff and students
 Calendars/sign-in sheets from focused interventions
 Disciplinary data including number of students with more than one office referral and those repetitively missing ROAR Rally

Progress Monitoring:

Monthly discipline data monitoring from the DIS4100 report and our internal tracking sheet 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

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