

*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

Increase the percentage of all students scoring in the Level 2-4 range in ELA through a focus on decreasing our Level 1 population from 5.13% to 3% (or less!) scoring in the Level 1 range as measured by the 2026-2027 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 and Reading teachers will teach basic skills with grammar and conventions at a frequency of at least twice per week by implementing mini-lessons on Parts of Speech, Punctuation types and usage, Phrases/Clauses/Sentence types, and mechanics as measured by student performance data on in-class assessments, NoRedInk, concept quizzes, and student performance on the Beacon in this domain. This will be reinforced in all content areas through expectations for correct capitalization and punctuation on written assignments.	August 2026	<p>Performance Target: Show growth in “Language: Grammar Conventions” on the BEACON assessment as a predictor for Milestones as a result of regular instruction throughout the school year.</p> <p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • ELA and Reading teachers will plan for and provide at least 2 mini-lessons on grammar and conventions per week. • ELA and Reading teachers will collect performance data on in-class assessments, software, etc. at least twice per week. <p>Artifacts:</p> <ul style="list-style-type: none"> • Documentation reports from NoRedInk software and CommonLit 360. • Rubrics from all content areas that include expectations for correct capitalization and punctuation. • Progress on this Domain on the Beacon assessment, given at 3 different intervals (fall/winter/spring) <p>Progress Monitoring: Progress monitoring will be completed by the ELA and Reading teachers during each instructional unit through formative grades. Skills Assessments pre/post test data Progress on this specific domain will be measured by the Beacon Assessment at three intervals (August, December, and April/May).</p>

<p>Dodgen ELA teachers will implement listening practice through the use of “Listenwise” in Savvas at a frequency of once per unit as measured by student performance on comprehension questions following each “Listenwise” activity.</p> <p>This will be reinforced in Reading classes with “Media Exploration” activities in each unit as well as in all academic content areas.</p>	<p>Performance Target: Increase student performance on “Interpeting Text: Listening” on the BEACON assessment as a predictor for Milestones, reducing the number the number of students scoring in “Support Needed.”</p>
	<p>Implementation <i>(include person responsible):</i></p> <ul style="list-style-type: none"> • ELA teachers will plan for and use “Listenwise” from the curriculum materials to teach listening skills during each unit. • Reading teachers will utilize “Media Exploration” activities in CommonLit 360 during each unit. • Content area teachers will integrate listening activities (cloze notes, podcasts, note-taking, turn and talk, academic discourse) as reinforcement of this skill.
	<p>Artifacts:</p> <ul style="list-style-type: none"> • Artifacts may include unit plans, learning activities, walk through data, performance on comprehension checks, etc. • Progress on this Domain on the the BEACON assessment, given at 3 different intervals (fall/winter/spring).
	<p>Progress Monitoring: Progress monitoring will be completed by the ELA and Reading teachers during the planning for each instructional unit. The ELA coordinator and CCC administrator will also monitor this with the department during each quarterly departmental meeting. Progress on BEACON assessment will also be monitored at three intervals (August, December, and April/May).</p>

GOAL #2 Math	Increase the percentage of students scoring at Achievement Level 3 or Level 4 in Mathematics by 5% as measured by the 2026-2027 Georgia Milestones Assessment thourgh a focus on numerical reasoning and fluency.
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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 numerical reasoning with timed DeltaMath assignments on fact fluency, where students must solve 20 questions in 3-5 minutes and score at least 90% proficiency. The practice will occur	August 2026	<p>Performance Target: Increase student competency in Numerical Reasoning on the BEACON assessment as a predictor for Milestones, growing student’s ability to accurately complete basic computation through weekly fluency practice.</p>
		<p>Implementation <i>(include person responsible):</i></p> <ul style="list-style-type: none"> • Math teachers will use DeltaMath to assess fluency and numerical reasoning in math each week. • Math teachers will grade student performance once each 4.5 weeks.

<p>weekly, with grades taken once during each 4.5 week progress reporting period. Once 90% has been achieved, the math teachers will add additional skills to the fluency practice to grow proficiency in all areas (fractions, decimals, integers, powers, roots, etc.)</p> <p>All Dodgen Math teachers will utilize decoding math strategies (CUBES, 3-Read Protocol, "Find the Math," etc.) at a frequency of at least weekly in order to strengthen comprehension of content vocabulary and application of the correct operations in mathematical word problems.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Weekly fluency practice activities and assignments. • CCC Meeting minutes • Data reports from DeltaMath • 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) Walkthrough data Formative grades</p>
	<p>Performance Target: Increase student accuracy in approaching and solving word problems.</p>
	<p>Implementation (include person responsible):</p> <ul style="list-style-type: none"> • Math teachers will teach and reteach multiple comprehension strategies for decoding math word problems (CUBES, 3-Read Protocol, "Find the Math," etc.) and require students to use these when attacking word problems. • Math teachers will require evidence of application of these strategies when students submit work.
	<p>Artifacts:</p> <ul style="list-style-type: none"> • Anchor charts • Student work samples • Lesson plans
<p>Progress Monitoring: Student performance when solving word problems as reported in teacher grades. Walk-through data</p>	

GOAL #3 School Selected	We will increase awareness and student ownership of their own standardized performance data (Beacon, Milestones, Iowa, CogAT, PSAT) in order to help students set goals for their own futures, such as placement in AC classes, STEM and other high school academies, magnet schools, etc. to promote student success.
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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 lead a reflection lesson on student data with Panther Block classes at a frequency of three times per year (August, January, and March) where students will document their own scores on standardized assessments and reflect on their progress, identify their strengths and weaknesses, and set goals for future performance. This will create an awareness of how their student data is used in placement, magnet and Academy applications, etc. This will be housed in the student agenda with a goal of increased student ownership of their own data.	August 2026	Performance Target: Increase student ownership and success through awareness of their own assessment performance data and its impact on future goals.
		Implementation (include person responsible): During Panther Block, following BEACON assessment windows, each Panther Block teacher will utilize the one-pager integrated into the student agenda in order for students to complete with their own standardized assessment data. Beacon, Milestones, IOWA/CogAT, PSAT8/9 data will be added to the document and maintained so that students can see growth, areas for improvement, etc. Interpretation guides for the scores will be provided and students will be guided through a reflection on their own performance.
		Artifacts: Reflection and goal setting portfolios maintained in student agenda Panther Block reflection lessons
		Progress Monitoring: After each BEACON window, administration will set the date for reflection. Review of student portfolios will help during Conference Week with parents

Final Notes
Empty space for final notes

Principal Signature

Patricia Alford

Assistant Superintendent