

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: January 2026

GOAL #1
Literacy

The percentage of students 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)

**Summary of Artifacts Indicating Implementation
(See SSP)**

**Data Summary of Evidence Indicating Impact
(See SSP) Include progress toward goals**

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.

Artifacts:

- Documentation Reports from software
- Progress on this Domain on the BEACON Assessment, given at 3 different intervals (fall/winter/spring)

Artifact Summary:

- Unit Plan/gradebook reviews indicate that ELA teachers have planned for and provided students 5 or more practice sessions using NoRedInk as a class activity.
- All teachers have allowed time in Panther Block for completion of these practice activities.
- ELA teachers have been monitoring progress, recording no less than 5 classwork/formative grades for all students in ELA classes per unit.
- The ELA Coordinator from our school has ensured that teachers are knowledgeable on how to use the NoRedInk program.
- BEACON results overall indicate growth by a minimum of 15 points in each quartile in all three grade levels from the Fall to Winter Beacon Assessment in ELA.
- Grammar/Conventions Scale Score Comparison

	Fall Beacon	Winter Beacon
6	550	587
7	587	596
8	645	680

Evidence:

- Formative grades for NoRedInk practice for each student in the ELA class, pulled from the NoRedInk reporting software as part of the total grade for the ELA course.
- Minutes from ELA Monthly Departmental meetings
- Unit Plans and CCC Documents
- *Still to do:* Additional optional training from the vendor is being pursued in the second semester to assist teachers with maximizing NoRedInk usage.
- Progress data digs held with ELA teachers on the specific domain of Writing Conventions of Standard English as measured by the Beacon Assessment at three intervals (August, December, and April/May), to identify students by name needing support, and integrating this data with student reflection.

Evidence Summary:

NoRedInk usage is being implemented as required, and students are practicing grammatical skills regularly.

ELA Teachers have identified by name all students who remain at the "Support Needed" level on Winter BEACON results. This group of students will be invited to our morning tutoring through 20-day funds, and will be REQUIRED to attend 1 day a week of intervention block in ELA to support growth in this area.

<p>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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> • Teacher-created unit plans as a CCC • Professional Learning activities in grade level meetings • Small group learning activities, walk through data, etc. <p>Artifact Summary:</p> <p>Explicit vocabulary instruction is being integrated into the Reading classroom regularly. ELLevation strategies are being implemented, but not always at a rate of weekly, as teachers are continuing to implement the new Reading curriculum and are following the Expanded Frameworks. This focus will continue. Because teachers write Unit Plans rather than daily plans, this has proven more difficult to monitor as intended. A list of strategies will be integrated into the Unit Plan for Reading.</p> <p>Performance on CommonLit360 Unit Assessments continues to improve as students demonstrate growth in vocabulary and other reading skills.</p> <p>Teachers are integrating Small Groups regularly as part of instruction, just not always around the ELLevation strategies.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Weekly collaboration minutes from Reading teachers and CCC documents (agendas, Unit Plans, etc.) • Minutes from ELA Departmental meetings • Data for Progress/Growth in Reading on the Beacon Assessment at three intervals (August, December, and April/May). • Students at the “Support Needed” band have been placed into an intervention reading class to promote progress. <p>Evidence Summary:</p> <p>Observations have been conducted by ELA Department Coordinator and administrators of all Reading classrooms multiple times throughout the first semester, indicating an adherence to the Expanded Frameworks.</p> <p>There is a focus on explicit vocabulary instruction, but not all strategies are ELLevation strategies. Many of the strategies are coming from the CommonLit 360 text and instructional materials rather than ELLevation. Perhaps the specificity of using ELLevation was overly specific. Vocabulary instruction happens almost daily in the reading classroom, but the strategies are varied.</p> <p>Data reveals a potential need for a small group Reading class in the future in addition to our intervention reading classes, in order to target students with IEPs who need more intensive instruction.</p>
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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)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
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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.

Artifacts:

- 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)

Artifact Summary:

- Observations and review of Unit Plans show that teachers are having students practice math fluency skills as a warmup twice each week with mental math (typically Mondays and Fridays, but it varies at times).
- Anchor charts for fluency and fraction strategies are present in each math classroom 6-8
- BEACON Scores are showing growth in the domain of Numerical Reasoning from Fall to Winter assessment.

	Fall Beacon	Winter Beacon
6	515	558
7	565	585
8	482* *192 kids included; does not include Algebra	518* *192 kids included; does not include Algebra

Evidence:

- Progress on the Beacon assessment, given at 3 different intervals (fall/winter/spring);
- Monthly performance data maintained on local spreadsheet by CCC administrator

Evidence Summary:

- After the winter administration of the BEACON Assessment, teachers participated in grade level meetings to dig into the school-wide and individual classroom data to focus on next steps.
- The CCC administrator turned over the spreadsheet to the teacher team so that it would always be available to them.
- Overall BEACON scores show mixed levels of improvement. While the overall scale scores have improved, a deeper look shows movement within the bands. In 6th grade, more students are projected to score at Level 4, with fewer changes to the bands at Level 1 and 2. In 7th grade, focus is needed to bring Level 2 students to Level 3. And in 8th Grade, we are making the most growth based on FALL to WINTER BEACON scores to bring kids to Level 3, but need additional focus on our kids who can excel at Level 4.

GOAL #3
School Selected

The number of students who repeatedly miss the ROAR Rally reward program for D's or 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.

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
<p>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</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> 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>Artifact Summary: Quarterly reflections on overall student performance have transitioned to semester-based in some grade levels. Reflection on student understanding and performance on the assessment/standard is a regular part of formative and summative assessment practices across all content areas and grade levels.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> 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>Evidence Summary: Grade recovery is shifting. Instead of focusing on grade recoverin from the Summative Assessment, many CCC's shifted to grade recovery based on Formative Assessment and Next Steps given. Unexpectedly, as teachers take on this work, a template has been developed for creating the reflection and next steps for formative assessment by teacher leaders, and it is commonly used across multiple grades and CCCs. Teachers have 5 days/week that they can pull students for intervention. One day/week has been designated for IEP case managers to pull students on his/her caseload for progress monitoring purposes.</p>

<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 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.</p>	<p>Artifacts:</p> <ul style="list-style-type: none"> Revised ROAR Lessons Calendars from focused interventions Disciplinary data including number of students with more than one office referral and those repetitively missing ROAR Rally <p>Artifact Summary:</p> <p>ROAR Lessons were revised by the teacher leadership team and all students received these updated lessons in Panther Block.</p> <p>Teacher leaders and grade level administrators maintained a list of students missing ROAR Rally each 4.5 weeks. Varied reasons exist for why a student may miss—some are due to missing work (0's), some due to disciplinary action, some due to failing grades. Data indicates that it is not office referrals but classroom behavior and grades. Focused interventions have been held with our “high flyer” disciplinary issues and has yielded VERY positive results. Grade level administrators meet to encourage positive behavior and academics. While classroom behavior or low grades may still prevent a student from attending, we have had significantly fewer office referrals and days missed for OSS/ISS as a result of these actions.</p> <p>The teacher leaders are considering dropping 0's and F's from the mid-point ROAR Rally since grades are still in progress. This has led to some students missing ROAR Rally and de-incentivizing making up work. This is a work in progress as we continue to work to determine what is the best way to encourage positive behavior and work completion.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> Monthly discipline data monitoring from the DIS4100 report and our internal tracking sheet is shared with counselors and all instructional staff in a grade level meeting by the discipline AP. <p>Evidence Summary:</p> <p>Disciplinary data requiring administration action has decreased in 7th and 8th grades. We've had some unusual circumstances in 6th grade that have skewed the data.</p> <p>Classroom behaviors (missing work, low grades, disruptive behavior) have still led to repetitively missed ROAR Rally for several students.</p> <p>Fewer students are on the Retention List and being referred to RTI for missing work/failing grades than in previous years.</p>
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Provide a rationale/reason as to why any action step was not implemented.

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
#1	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.	While ELLevation strategies are being integrated in Reading and other content area classes, monitoring indicates that this is not happening at the frequency expected. With the new Reading curriculum, there has been a learning curve for all Reading teachers, and this has revealed that the weekly frequency for specific strategies is not aligned with the Expanded Frameworks. In addition, we have not held focused Professional Learning on ELLevation as we expected to do. Instead, we held several before-school optional sessions, led by our ESL teacher leader, open to teachers of all content areas. Continued focus on this area is needed, and we will determine a more realistic timeline for implementation.