

**Georgia Department of Education
Title I
Schoolwide/School Improvement Plan**

School Name: Dodge County Middle School	
School Mailing Address: Dodge County Middle School 5911 Oak Street Eastman, GA. 31023	
LEA Name: Dodge County Schools	
LEA Title One Director/Coordinator Name: Dr. Denise Brown	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address: Dodge County Board of Education 720 College Street Eastman, GA. 31023	
Email Address: dbrown@dodge.k12.ga.us	
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SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.

- Please add your planning committee members on the next page. **Note:** The planning team must involve parents in the planning process {**SEC. 1114. SCHOOLWIDE PROGRAMS.** 20 USC 6314. (ii) developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;}

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum at the end of the document.

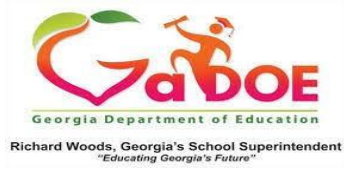


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Planning Committee Members:

NAME	POSITION/ROLE
Marcie Jones	Principal
Dr. Jennifer Bellflower	Assistant Principal
Juaquita Williams	Assistant Principal
Sierra McCall	Counselor
Cindy Bearden	Counselor
Molly Jeffries	8th Teacher
Stefanie Hargrove	7th Teacher
Kristen Jones	6th Teacher
Tonya Coleman	Science Teacher
Paula Cook	Connections Teacher
Brooke Villegas	Math Teacher
Alanna Sowell	Social Studies Teacher
Sarah Ashley Winans	ELA Teacher
Angela Peacock	Media Specialist
Melissa Cape	Special Education Teacher
Mariella Douglas	Parent



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Kirk Smith	Parent
Kennon Graham	Parent



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SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were our administrators, grade level chairpersons, academic instructional staff, connections chairpersons, counselors, media specialist, student government representatives, parental involvement coordinator, parents, and community members. These people are integral to the operations and achievements of Dodge County Middle School. The committee members provided input into the development of our school improvement goals and reviewed the current strategies in place to help meet these goals. The teachers involved will be directly responsible in the implementation of the strategies outlined in the school improvement plan, and along with the parent representatives, will monitor the progress towards achieving the established goals.
- B. As a team, we conducted a comprehensive needs assessment that reflected on an analysis of school performance, culture, and academic data. The following achievement data were used to acquire this information: data review of Ga Milestone scores. In addition, the Title I Parent Survey results were used to evaluate the perceived strengths and weaknesses of Dodge County Middle School. Finally, the leadership team and school council members participated in brainstorming sessions to identify additional areas of need using the new CCRPI as a guide.
- C. There are presently English language learners enrolled at Dodge County Middle School. Students who are potentially eligible for the Migrant Education Program and/or ESOL services are identified during the registration process. The district MEP liaison makes contact with the family and conducts an interview to assist the family in completing the application for the Migrant Education Program. The ESOL coordinator, migrant education coordinator, and regular classroom teachers meet to review student records and make a determination regarding services. The student's guardian has the right to waive services. The migrant education coordinator and ESOL coordinator also assist in providing translation services to help families complete surveys, information sheets, and express concerns or ideas for improvements.

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D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

ACHIEVEMENT DATA: Georgia Milestone

We have examined the Spring 2017, 2018, 2019 & 2021. Georgia Milestone results and identified those areas in greatest need of improvement. Chart indicates Proficiency in All-Students and Proficiency in SWD Sub group.

	2017 Proficient (Level 3) All Students	2018 Proficient (Level 3) All Students	2019 Proficient (Level 3) All Students	2021 Proficient (Level 3) All Students	2021 Proficient + Distinguished (Level 3 & 4) All Students
ELA	32%	29%	28%	30%	27%
MATH	26%	28%	27%	23%	25%
SCI	26%	22%	16%	12%	22%
SS	24%	33%	26%	22%	21%

	2017 Proficient (Level 3) SWD Subgroup	2018 Proficient (Level 3) SWD Subgroup	2019 Proficient (Level 3) SWD Subgroup	2021 Proficient (Level 3) SWD Subgroup	2021 Proficient + Distinguished (Level 3 & 4) SWD Subgroup
ELA	6%	2%	2%	4%	5%
MATH	9%	4%	3%	12%	13%
SCI	11%	7%	4%	5%	5%
SS	3%	2%	7%	5%	10%

Dodge County Middle School's academic targets will include improvements in each core content area as measured by the Georgia Milestones Assessments. Students with disabilities are being scheduled in inclusion classes for science and social studies. SWDs are continuing to be served in self-contained classes in areas of ELA and Math. In addition, DCMS strives to have at least 95% participation on each exam as required by the CCRPI. There is no achievement data available from the 2020-2021.



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CCRPI & School Climate Star Rating Results:

We have examined the Title 1 Parent Surveys and were awarded the following School Climate Star Rating results for the school years 2016, 2017, 2018, 2019. Also included are CCRPI scores.

	SY 2017	SY 2018	SY 2019	SY 2020
CCRPI	73.7	76.1	67.3	No Score
School Climate Star Rating	4	5	5	No Score due to COVID

This diagnostic tool showed that we are on the right path in promoting school improvement by encouraging a safe and substance free learning environment and daily attendance, however our CCRPI dropped.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
 - Economically disadvantaged students (ED) . . .
 - African-American students
 - Students with disabilities (SWD). . .
 - Students with limited English proficiency (LEP)
- F. The data has helped us reach conclusions regarding achievement or other related data.
 1. The major strengths we found in our program were . . .
 - o Milestone lexile scores indicate that students reading AT or ABOVE grade level were as follows: 6th grade- 50%, 7th grade-69%, 8th grade- 72%
 - o Percentage of students Proficient (level 3-4): 7th grade 33% was above system and RESA district percentage of 32%. 8th grade 43% was tied with system and state percentage 43% and above RESA district percentage of 41%
 - o Title I Parent Survey indicates parents are willing and feel welcome to participate in events at the school.
 2. The major needs we discovered were . . .
 - o Weaknesses include writing in ELA: Domain Specific- 6th grade and 8th grade- Narrative writing 7th grade- Extended Writing – Language Usage/Conventions

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- In Mathematics, 6th grade and 8th grade showed needs improvement in domain of Geometry, and 7th grade indicated weakness in domain of Ratios and Proportional Relationships.
 - In 8th grade Social Studies, the weakest area was the domain of Government/Civics. In 8th grade Science, the weakest area was domain of Matter.
3. The needs we will address are . . .
- Implementing writing across the Curriculum and Creative Writing courses
 - Implementing remedial ELA & Math (REP) connections based on Milestone scores for 6, 7, 8 grades
 - Continuing to offer Civics (Government) and STEM (Physical Science LAB) as connections to improve Milestone scores.
 - Continuing to offer TEST PREP connections (USA Test Prep) based on Milestone scores for the 7th and 8th grade students
 - Improving student behaviors through the use of A Second Chance Works (Restorative Justice Program).
4. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- Increase the number of students meeting or exceeding on the Science and Social Studies portions of the state mandated test.
 - Increase student writing scores and target mid-point lexiles for increase reading ability.
 - Academic support and remediation for the SWD subgroup and/or Tier 3 RTI groups
5. The ROOTCAUSE/s that we discovered for each of the needs were . . .
(How did you get in this situation? What are some causes?)
- Many years of focusing on exclusively Math and ELA have caused academic achievement in other subjects, like Science and Social Studies to decline.
 - Utilize the REP course more efficiently to help remediate students in the areas of English Language Arts and Math.
 - Weak literacy skills among students beginning in elementary school.
 - Due to the COVID-19 Pandemic, it was a struggle to provide students with the best education possible. Many of the students lost essential instructional time due to remote learning and distance learning because of the pandemic.



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G. The measurable goals/benchmarks we have established to address the needs were . . .

GOAL 1: On the Georgia Milestone, the ELA department will increase ELA scores to meet or exceed the state standard 6th grade 33%, 7th grade 32%, 8th grade 32%.

GOAL 2: On the Georgia Milestone, the Math department will increase MATH scores to meet or exceed the state standard 6th grade 22%, and 7th grade 25%, and 8th grade 22%.

GOAL 3: On the Georgia Milestone, the Science department will maintain high performance in levels 3&4 showing at least a 5% growth in proficient and distinguished.

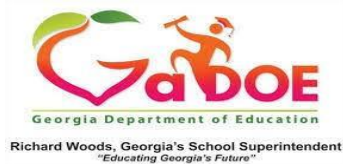
GOAL 4: On the Georgia Milestone, the Social Studies department will increase proficient learners by at least 4%.

GOAL 5: On the Georgia Milestone, the SWD sub-group will to increase proficient learners by 3%.

*2. Schoolwide reform strategies that are scientifically researched based and directly tied to the comprehensive needs assessment and academic standards

Response: Teachers provide instruction that is anchored in the state standards and is inquiry-based. Inclusion classes for students with disabilities are co-taught by regular content teachers and special education teachers to ensure differentiation. In addition, Response to Intervention has been included in the daily scheduling so that each student is receiving enrichment or remediation in Math or Reading. RTI folder holders monitors and helps co-teaching pairs, as well as provides assistance for RTI. Professional development for implementation of RTI, state standards, and inclusion best practices is ongoing. During the school year, DCMS students are also served through the 21st CCLC After School Program and gifted services in Math, ELA, Science, and Social Studies. Accelerated Classes are provided at DCMS. Students can receive high school credit in the area of 8th Math (Algebra I).

Although our overall pass rates are similar to surrounding schools and the state, the data indicates that our students with disabilities subgroup are consistently performing below the regular education students at the school and state levels on the End of Grade assessments in math.



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Our goal is to ensure that all students complete the necessary academic and testing requirements necessary to promote to the next grade and level of their education. Software programs and ancillaries, such as Study Island, Brain POP, Renaissance Learning, Studies Weekly, USA TEST PREP, and Scholastic Scope, are used to increase student achievement. Two sessions of summer school are also provided for students needing additional academic support. Protecting instructional time and maximizing learning time are major concerns for all classes.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

- A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . .
- Warrior Camp is hosted for upcoming 6th graders.
 - Use of computer-based preparation programs such as Study Island, Brain Pop, and USA TEST PREP to help students study, practice, and master the standards covered on state mandated testing.
 - Parent involvement in the registration process is required.
 - Parent visitations are scheduled each grading period for parents and teachers to discuss student achievement, as well as Fall and Spring Parent Events.
 - Students are encouraged to research a career pathway using Georgia Futures.
 - 21st Century Community Learning Centers After School Program

2(b). Are based upon effective means of raising student achievement.

- B. *Response:* Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. (Cite Research to support selected strategies.) During the 2020-2021 we plan to focus on using Rigor, Relevance, and Relationships to support and improve instructional practices among teachers.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

- C. *Response:* We have increased the amount and quality of learning time by continuing to serve students in through WIN, 21st Century Community Learning Centers After School Program, and summer school. RTI time allows students daily instructional time for



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enrichment or remediation in ELA and Math. Each student receives two connections class and time has been added to Science and Social Studies classes. The 21st CCLC after school program provides an opportunity for students to get help with homework and participate in enrichment activities. Summer school is available to give students the chance to get back on track for the upcoming year. We are continuing to look at ways to increase and maximize instructional time. Announcements are only made at the beginning and ending of the school day. There are modified bell schedules for assemblies and early dismissal to ensure students receive academic time in each class.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA). Field Trip Note: Districts **must include documentation** to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and **must be** connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation **must be** provided during the budget approval process. Required based on FY12 US ED monitoring.

Response: Dodge County Middle School administrators and faculty work collaboratively with district leaders, the leadership team, and additional stakeholders to support the development and implementation of the School Improvement Plan. Administration, team leaders, grade level leaders, and departmental leaders consistently review and monitor student progress throughout the year by analyzing multiple types of data.

Collaboration is evident among content teachers and instructional support teachers as they plan for their inclusion classes. This work is supported by the Inclusion Coach and the administration. Resource and inclusion classes are offered to students identified as needing special education services at Dodge County Middle School. The teachers will meet over the summer to analyze data and set specific content goals for the upcoming school year.

Administrators are instructional leaders at DCMS and are involved in assuring that student academic needs are met. As administrators work through TKES, they perform regular, formative walk-throughs and evaluations, leading up to the summative evaluation at the end of the year.

*3. Instruction by highly qualified professional staff.



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Response: A qualified professional staff provides instruction at Dodge County Middle School. The instructional staff of Dodge County Middle School is moving towards meeting the highly qualified criteria established in *No Child Left Behind (NCLB)* federal statute.

All teachers at DCMS are in teaching in field. All of our administrative and instructional staff have earned degrees in their fields from reputable educational institutions. The quality of the staff is further reflected in the education degrees of Dodge County Middle School's teachers and their years of experience. The staff has an average of 16 years of experience. A protocol for reviewing applications and decision making after interviews is implemented in order to secure quality teachers.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. There are currently many highly qualified teachers seeking employment in our area.

Dodge County Middle School has a low attrition rate. Vacancies occur when someone retires or occasionally moves from Dodge County. Some teachers who are products of the Dodge County School System attended college and returned to Eastman to teach at their alma mater. The system posts vacancies on the Teach Georgia website, in the *Dodge County News*, and on the system web page (www.dodge.k12.ga.us) with a link to the school.

Dodge County Middle School implements a new teacher induction program for teachers new to the profession and/or new to the school. A mentor teacher system is going to be used to pair new teachers with veteran teachers. These groups will meet monthly to discuss professional issues and concerns. New teachers will participate in a peer observation process. This mentoring system is designed to provide professional support up to three years. Teachers new to the profession will remain in the process for 3 years, and teachers new to the system with prior experience stay only one year.

Factors that attract and contribute to the retention rate of highly qualified teachers at Dodge County High School are the state-of-the-art facility and supportive administrators and colleagues. Other factors include a safe learning and working environment and classes with technology and other instructional supplies. The climate of the school is positive and well disciplined. Many teachers live in Dodge County and have their children enrolled in local schools.

***4. Professional development for staff to enable all children in the school**



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Response:

- A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, the faculty and leadership team attends monthly meetings where necessary student achievement information is provided and instruction is offered regarding daily operations and new instructional tools. In addition, parents are asked to attend student orientation meetings and additional professional learning opportunities through the 21st CCLC after school program to ensure students remain on track academically.
- B. Dodge County Middle School's professional development activities are aligned with the state's academic content, state standards, and student achievement standards as measured by the state mandated exams. High impact, research-based professional development activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement. Staff members provide feedback regarding desired professional development through an annual survey. Recent or planned professional development activities include:
- GRASP/RTI Training-Edwina Termun and Tonya Brown
 - Georgia Milestones Webinars-Department of Education
 - Georgia Milestones Information Sessions-Heart of Georgia RESA
 - CCRPI Sessions- Heart of GA RESA
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Resources include time away for classroom teachers, including substitute pay. In addition, the inclusion coach has been assisting in providing professional learning for RTI implementation through the Freckle and DRC Beacon program used for progress monitoring. Title I funds were utilized also to purchase Brain Pop, Study Island, and Scholastic magazine to help address academic problems in reading and math. During the 2021-2022 teachers continue to implement the Big 3 which includes collaborative planning, professional development, and data review.
- D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following



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ways: use of the state Longitudinal Data System to identify trends in students' academic and attendance data, RTI implementation and GRASP assessment and data collection program, state standards, and Georgia Milestones training in all areas.

***5. Strategies to increase parental involvement.**

Response:

- A. Dodge County Middle School has involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by allowing our school council to review and have input in all plans. In addition, the schoolwide plan and parent involvement policy are made available at parent meetings for review. Parents are informed about the plans and asked to provide input regarding student achievement, budgets, and strategic planning. Advisement from all parents is sought after and taken into consideration through a variety of ways including surveys, Title I parent meetings, parent conferences, and open house.

- B. We have developed a parent involvement policy included in our appendices that
 - includes strategies to increase parental involvement
 - describes how the school will provide individual student academic assessment results, including an interpretation of those results
 - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - Parent-Student-Teacher compact
 - Parent Involvement checklist included

***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Response:

- A. Dodge County Middle School does not have any plans for assisting preschool children in the transition from early childhood programs. However, many things are done to help rising 6th graders be successful in school. Upcoming sixth graders attend 'Warrior Camp' during the summer at the middle school. The camp is useful in that it informs the students of rules, regulations, and procedures. Activities are also planned to



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familiarize the students with the layout of the campus. Parents of these rising 6th graders are invited in the spring to the school for a tour of the facility and a discussion about parental involvement opportunities. They are also invited back again during pre-planning to get their child's schedule and to visit all of the student's teachers to see what kind of supplies are needed and learn of any special procedures that must be followed.

***7.** Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A. Teachers at Dodge County Middle School disaggregate assessment data for all students with emphasis on the results of those students who do not master standards or are borderline achievers. Some examples are listed below:

- The administrative team analyzes student growth data and makes plans for each grade level to review the data.
- DCMS has a high performing Leadership Team that meets monthly. Each grade level and department has a representative on the team. Members serve as a conduit for communication between the teachers, staff, and the administration. All items brought before the team are discussed and a consensus is reached for decision making.
- Grade level meetings are conducted weekly. The collaborative time is used for planning and discussing assessment data. An agenda is provided, minutes recorded, and filed with the principal.
- Various computer instructional programs are used for interventions and remediation.

***8.** Coordination and integration of Federal, State, and local services and programs.

Response:

A. Dodge County School System integrates federal, state, and local services and programs. Federal Title programs include Title I-Part A, Title II-Part A, Title IV-Part A, Title VI-Part B, and IDEA. Federal grants including 21st Century Community Learning Centers are also integrated educational federal programs. QBE (Quality Basic Education Act) funds are used to fund programs and staff as required by state law



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SPLOST (Special Local Option Sales Tax) funds are used to supplement QBE funding to provide financing for construction/renovations at the schools.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:
 Title I
 Title II
 Title III
 Migrant Education
 ESOL
 21st CCLC
 Communities in Schools
 GLRS
 HGRESA

8(b). Description of how resources from Title I and other sources will be used.

Response: Dodge County Middle School's Title I funds are used in a supplementary manner to provide enrichment and remediation in academic classes. Monies are spent in order to hire extra teachers and paraprofessionals, purchase supplemental teaching materials, and fund parent involvement activities. Examples include Study Island, Brain Pop, Renaissance Learning, Studies Weekly, USA TEST PREP, and Scholastic Scope. Teachers are able to request supplemental instructional materials. Their requests are presented before the Leadership Team and administration for approval to be adopted.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: N/A

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:
 A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with



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effective, timely additional assistance. Those activities include RTI and 21st Century Community Learning Centers after school program. RTI allows students to receive instructional extension or remediation, depending on their current level of understanding in ELA and Math. Students are involved in consistent progress monitoring through the RTI process and the REP course for students in need. The 21st CCLC program provides an opportunity for struggling students to get extra help and provides activities and supervision for students after regular school hours.

9(a). Measures to ensure that students' weaknesses are identified on a timely basis.

Response:

- All students are tested, tiered, and progress monitored through RTI. These students are consistently assessed on their progress and performance in Reading and Math.
- Inclusion classes for Students with Disabilities are co-taught by regular classroom and special education teachers to ensure that students are being taught the necessary standards.
- Parent conferences are scheduled each grading period for parents and teachers to discuss student achievement.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Response: Teachers and professional staff routinely attend professional development training in RTI. Weekly meetings are arranged to help with the understanding and implementation of the RTI process. In addition, administrators ensure all teachers have support in needed areas by conducting focus walks and providing immediate feedback. Professional development days are also built in to the system calendar to provide training opportunities for the professional staff.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:
 Teacher-parent conferences that detail what the school will do to help the student:

- Frequent communication with the parents by phone, email, and face-to-face meetings



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- Administrator-Teacher-Parent-Student Compacts
- Utilizing Power Parent to monitor student's grades and attendance
- A literacy night for students and parents to spotlight student work and help increase literacy among students and parents.

Teacher-parent conferences that detail what the parent can do to help the student:

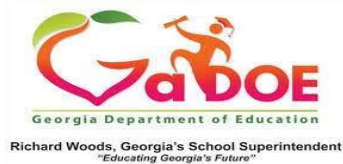
- Utilize the system website, www.dodge.k12.ga.us, to gather information about school and classroom happenings.
- As much as possible, parents assist students with homework
- Sign and return progress reports and report cards
- Attend school sponsored meetings (Open House, 6th grade orientation, guest speakers)
- Consider becoming a volunteer or mentor

Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:

- Teacher and administrators share information about safety nets for struggling students, including summer school and 21st CCLC after school program.
- Scheduling to maximize instructional time
- Tutors/Mentors who work with individual students
- Social worker and parent involvement coordinator work to assist parents and students.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and quarterly report cards. Teachers communicate directly with parents through telephone calls, notes sent home, and email as they monitor student progress. Parents and students also have access to *Power Parent*, a web link for parent and students to monitor grades and attendance. Individual score reports and state brochures about interpreting results are sent home. Parents are also informed of available programs and resources for test remediation. Group sessions are conducted with parents to provide information regarding state testing, results, and what they mean in terms of student achievement. Furthermore, DCMS utilizes the annual fall Title I meeting, Open House, parent workshops, school council meetings, and the student handbook to provide parents timely verbal and written information concerning: an explanation of the school's curriculum; assessments used to measure student progress; individual assessment results; the interpretation of those results; and the proficiency levels students are expected to meet.



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11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: The system testing coordinator and school counselors ensure that all state level testing data is collected according to state guidelines. The Georgia DOE disaggregates the data and provides documentation to the system and the school. System and school administrators and teachers review testing data and develop plans for the upcoming year.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The state mandated assessments meet reliability and validity requirements. Test data is relayed to parents, teachers, and students only after official results have arrived from the state DOE.

13. Provisions for public reporting of disaggregated data.

Response: Disaggregated test data is reported to the public in accordance with state guidelines. The Georgia Department of Education compiles annual reports of student achievement which are published on-line and in local news outlets and newspapers. The College and Career Readiness Performance Index (CCRPI) provides a numerical score for each school based upon a variety of factors related to the school's efforts to improve student achievement.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response: Dodge County Middle School has been designated as a school wide Title I school. This plan serves to review and update requirements for continued school wide status.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).



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Response:

Stakeholders assisted with the development of the Title I plan in the following ways:

- Parents have opportunities to be involved in the planning, review, and improvement of the Title I plan in an organized, on-going, and timely manner. Valuable input is gathered during the annual Title I meeting, Parent Involvement meetings, and school council meetings.
- Additional input is gathered with parents and student's complete satisfaction surveys.
- Students share their input through surveys and student council meetings.
- DCMS provides information about the Title I plan to Communities in Schools, faith-based groups, businesses, and other community organizations about ways they can support instructional and motivational programs.
- The DCMS Leadership Team reviewed and contributed to the development of the plan.

16. Plan available to the LEA, parents, and the public.

Response: A hard copy of the plan will be available at Dodge County Middle School at the Dodge County Board of Education. A digital version may be accessed on the school's website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: The ESOL teacher and the migrant liaison will ensure the translation of the plan for those students and parents who are non-English speaking.

18. Plan is subject to the school improvement provisions of Georgia's ESEA Flexibility Waiver approved February 6, 2012

Response: Dodge County Middle School will abide by the requirements of the School Improvement provisions of Title I Section 116.