



Comprehensive Needs Assessment 2023 - 2024 School Report



**Dodge County
Dodge County Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Marcie Jones
Team Member # 2	Assistant Principal	Dr. Jennifer Bellflower
Team Member # 3	Assistant Principal	Juaquita Williams
Team Member # 4	8th Grade Chairperson	LaDonna Dean
Team Member # 5	7th Grade Chairperson	Brooke Villegas
Team Member # 6	6th Grade Chairperson	Sarah Ashley Winans
Team Member # 7	Connections Chairperson	Angela Peacock

Additional Leadership Team

	Position/Role	Name
Team Member # 1	MTSS Coordinator	Sandy Gay
Team Member # 2	Counselor	Sierra McCall
Team Member # 3	Counselor	Lametra Davis
Team Member # 4	Paraprofessional Representative	Dee Snyder
Team Member # 5	Math Department Chair	Shalonda Troupe
Team Member # 6	Science Department Chair	Tonya Coleman
Team Member # 7	Social Studies Chair	Caroline Hollimon
Team Member # 8	ELA Chair	Candace Mazza
Team Member # 9	Special Education Chair	Melissa Cape
Team Member # 10	Parent	Jana Mullis

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Lynn Peacock	Parent
Stakeholder # 2	Kristin Jones	Parent
Stakeholder # 3	Dr. Dana Mullis	Parent
Stakeholder # 4	Daneese Carter	Community Stakeholder
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The leadership team will meet monthly which will be documented with agendas and sign in sheets. Parents will be given an opportunity to provide feedback during parent events, orientations, and school council meetings. Sign in sheets, agendas, and minutes will be available as documentation.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	✓
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	✓
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	✓
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	✓
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	✓
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	✓
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	✓
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The school climate survey was used, as well as local Title I parent surveys. We haven't received a School Climate ratings since SY 2020. What we will do is look over the results of that survey to see if we have improved. This rating can also help us to set some attainable goals.</p>
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>We received a 4-star climate rating in 2020, which indicates that we are on the right path in promoting school improvement by encouraging a safe and sufficient learning environment for all students. We look at the data very closely so we can meet the needs of our students physically, emotionally, and behaviorally.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The needs we will address are . . .</p> <ul style="list-style-type: none"> ● Implementing writing across the Curriculum, Supplemental ELA and Math classes for all grades, and provide different opportunities where students can practice and master their writing skills. ● Implementing remedial ELA & Math (REP) connections based on Milestone scores and RTI Levels for 6th, 7th, and 8th grades. ● Continuing to offer Civics (Government) and STEM (Physical Science LAB) as a connections to improve Georgia Milestone scores and Benchmark scores. ● Continuing to offer TEST PREP opportunities such as (USA Test Prep) and Study Island and using the data from the Georgia Milestone scores testing to help provide all needed supports and resources for the upcoming 6th grade students as well as 7th and 8th grade students ● Improving student behaviors through the use of Restorative Practices, PBIS strategies and incentives, and the use of our Behavior Specialist. ● We are able to offer classes that fall under Fine Arts for our students such as Band, General Music, Art, and Drama.
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>The <u>specific academic needs</u> of those students that are to be addressed in the schoolwide program plan will be . . .</p> <ul style="list-style-type: none"> ● Increase the number of students meeting, exceeding, and scoring proficient on the Science and Social Studies portions of the state mandated test. ● Increase student writing scores and target an increase in Lexile to be within the stretch band. ● Academic support and remediation for the SWD subgroup and/or Tier 3 RTI groups
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<p>What achievement data did you use?</p>	<p>Georgia Milestones Scores, DRC BEACON Benchmark Data, The Big 20 in Science and Social Studies, STAR Reading and STAR Math Data, and other data from informal and formal assessments.</p>
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<p>What does your achievement data tell you?</p>	<p>1. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.</p> <p>1. The major <u>strengths</u> we found in our program were . . .</p> <ul style="list-style-type: none"> ● Milestone Lexile scores indicate that students reading AT or ABOVE grade level were as follows: 6th grade- 46%, 7th grade-56.2%, and 8th grade- 64.2%. ● Percentage of students Proficient (level 3-4): 6th grade ELA was 25.8% and Math was 16.1%, 7th grade ELA was 24.1% and Math was 18.7%, and 8th grade ELA was 29.5% and Math was 24.9%. ● Title I Parent Survey indicates parents are willing and feel welcome to participate in events at the school and consistently be able to see their students progress. <p>The major <u>needs</u> we discovered were . . .</p> <ul style="list-style-type: none"> ● Weaknesses in ELA were Writing, Research, and Language Usage/Conventions in all grades. In ELA we will work to increase the Lexile scores to reach within the stretch band. ● In Mathematics, 6th grade showed needs improvement in domains of Geometry and Numbers Operations and Fractions, 8th grade showed needs improvement in domains of Geometry and Algebra and Functions, and 7th grade indicated weakness in domains Geometry and Statistics and Probability. ● In 8th grade Social Studies, the weakest area was the domains of Geography and Government/ Civics. In 8th grade Science, the weakest areas were domains of Waves and Matter.
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What demographic data did you use?	Enrollment summary (males/females, grade level, race/ethnicity) Free/Reduced lunch numbers Migrant Worker Status ESOL Student Numbers
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What does the demographic data tell you?	The student and parent population that we are serving. It provides feedback regarding the community and potential access to available resources and supports.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The ROOTCAUSE/s that we discovered for each of the needs were . . . (How did you get in this situation? What are some causes?)</p> <ul style="list-style-type: none"> • Many years of focusing on exclusively Math and ELA have caused academic achievement gaps in other subjects, like Science and Social Studies to decline. • Utilize the REP course more efficiently to help remediate students in the areas of deficiency in English Language Arts and Math. • Utilize our ELA Support and Math Support classes to remediate students in the areas of deficiency. • Weak literacy skills among students beginning in elementary school and some students make small levels of progress and others decline or stay at the same level. <p>Many of the students lost essential instructional time due to remote learning and distance learning because of the pandemic. We have worked hard trying to close the achievement gap. Our students are still trying to recover from the deficits that were obtained when online learning was the only option we had during the pandemic.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ol style="list-style-type: none"> 1. 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 2023-2024 school year teachers will continue to implement the Big 3 which includes collaborative planning, professional development, and data review. 2. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information, and to improve, the achievement of individual students and the overall instructional program in the following ways: use of the state Longitudinal Data System to identify trends in students' academic and attendance data, RTI implementation and, Benchmark assessment, STAR Reading and Math results, and data collection program, state standards, and Georgia Milestones training in all areas.
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ol style="list-style-type: none"> 1. 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.
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>DCMS utilizes a variety of learning supports. Teachers utilize a progressive management plan along with PBIS to support positive behavior in the classroom. In addition, DCMS has implemented restorative practices as an alternative to ISS/OSS when students misbehave. Finally, DCSS has employed a full time mental health licensed counselor to meet with students who are referred or in crisis. She works in conjunction with our guidance counselors and community mental health to assist our students with their social, emotional learning.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographically and financially our school system have remained pretty steady over the last few years. We are currently providing free breakfast and lunch for all students based on our free/reduced lunch percentage. Our students with disabilities population has increased over the last few years and we do our best to serve them in the least restrictive environment.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We have examined the Spring 2017, 2018, 2019, 2021, 2022, and 2023 Georgia Milestone results and identified those areas in greatest need of improvement. Chart indicates Proficiency in All-Students and Proficiency in SWD Sub group.</p>							
		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	2022 Proficient + Distinguished (Levels 3&4) All students	2023 Proficient + Distinguished (Levels 3&4) All Students
	ELA	32%	29%	28%	30%	27%	38.26	26.5
	MATH	26%	28%	27%	23%	25%	38.23	19.9
	SCI	26%	22%	16%	12%	22%	25.49	29
	SS	24%	33%	26%	22%	21%	33.44	22.8
		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	2022 Proficient + Distinguished (Level 3&4) SWD Subgroup	2023 Proficient + Distinguished (Level 3 & 4) SWD Subgroup
	ELA	6%	2%	2%	4%	5%	3%	7%
	MATH	9%	4%	3%	12%	13%	0%	4%
	SCI	11%	7%	4%	5%	5%	3%	0%
	SS	3%	2%	7%	5%	10%	0%	5%

Strengths and Challenges Based on Trends and Patterns

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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<p>Students are being scheduled in the least restrictive environment, such as inclusion setting.</p> <p>The RTI process is being implemented with fidelity so we are ensuring that students are receiving academic and behavioral interventions. Students who are screened and identified as having a learning disability are assigned a SPED case manager to create and implement their IEP.</p> <p>All students receive free breakfast and lunch.</p> <p>21st Century After School program is offered for approximately 100, 6th-8th grade students, and provides academic support and enrichment.</p> <p>The district provides a Migrant Education Program liaison as well as an ESOL coordinator and teacher.</p>
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<p>Challenges</p>	<p>Some of the SPED teachers are not highly qualified.</p> <p>The range of student needs out reaches the resources available.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Literacy Weaknesses-weakness primarily in reading on grade level and narrative writing
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	8th grade Science and Social Studies scores
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Students are focused on ELA and Math for 6th and 7th grades. High teacher turnover, with little teacher preparation, in these areas.
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Student motivation and behavior
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Covid, E-learning, interruptions to school over the last couple of years have increase student apathy, a major achievement gap, and mental health incidents.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Literacy Weaknesses-weakness primarily in reading on grade level and narrative writing

Root Cause # 1

Root Causes to be Addressed	Weak literacy skills among students beginning in elementary school. Students reading below grade level as they enter middle school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - 8th grade Science and Social Studies scores

Root Cause # 1

Root Causes to be Addressed	Many years of focusing on exclusively Math and ELA have caused academic achievement in other subjects, like Science and Social Studies to decline.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	We would like to work hard on GMS Math scores decreasing the percentage of students scoring as beginning and developing learners while at the same time increase the percentage of students scoring as proficient and distinguished learners.
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Root Cause # 2

Root Causes to be Addressed	The 2022-2023 Georgia Milestones Assessment System data revealed that the average at elementary schools was 21.61% (SDE) and 31.9% (NDE) of students in grade 5 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 6th grade students performing at or above the proficient level in math on the 2023-2024 assessment to 30%. The 2022-2023 Georgia Milestones Assessment System data revealed that 11.5% of students in grade 6 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 7th grade students performing at or above the proficient level in math on the 2022-23 assessment to 20%. On the Georgia Milestone, the ELA Department will increase ELA scores from 7th grade 17% proficient or above Milestone score to 25% for current 8th graders. .
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
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Overarching Need - Student motivation and behavior

Root Cause # 1

Root Causes to be Addressed	Due to the Pandemic, it has been a struggle to close the achievement gap based on some of the skills the students didn't master when schools switched to online learning. Many of the students lost essential instructional time and lack skill mastery due to remote learning and distance learning because of the pandemic.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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School Improvement Plan 2023 - 2024



**Dodge County
Dodge County Middle School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dodge County
School Name	Dodge County Middle School
Team Lead	Juaquita Williams
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy Weaknesses-weakness primarily in reading on grade level and narrative writing
Root Cause # 1	Weak literacy skills among students beginning in elementary school. Students reading below grade level as they enter middle school.
Goal	<p>The focus of the sixth grade ELA teachers for the 2023-2024 school year will be utilizing the results of prior Georgia Milestone scores, Benchmark assessments and STAR Reading Data to identify needs of individual students; to drive instruction in the classroom. Lexile scores will also be a point of focus in order to improve reading comprehension and fluency, to overall enhance student vocabulary. The 2022-2023 Georgia Milestones Assessment System data revealed that the average at elementary schools was 31.2 % of students in grade 5 performing at or above the proficient performance level on the ELA assessment. We will increase the percentage of current 6th grade students performing at or above the proficient level in ELA on the 2023-24 assessment to 33%. ELA will also work to improve Lexile levels by decreasing the percentage of students below the stretch band score of 830 from 34% to 29%.</p> <p>The 2022-23 Georgia Milestones Assessment System data revealed that 25.8% of students in grade 6 performed at or above the proficient performance level on the ELA assessment. We will increase the percentage of current 7th grade students performing at or above the proficient level in ELA on the 2022-23 assessment to 24.1%. ELA will also work to improve Lexile levels by decreasing the percentage of students below the stretch band score of 925 from 57% to 50%.</p> <p>On the Georgia Milestone, the ELA Department will increase ELA scores from 7th grade 21 % proficient or above Milestone score to 32% for current 8th graders. ELA will also work to improve lexile levels by decreasing the percentage of students below the stretch band score of 970 from 41% to 35%.</p>

Action Step # 1

Action Step	<p>Identified students will participate in Tier 2 and Tier 3 ELA. In addition, Tier 1 students will rotate through a literacy-focused Connections where they will strengthen reading comprehension and writing skills.</p> <p>Students will practice test taking skills on Milestone Mondays and Writing Wednesdays. Teachers will use terminology from the test as they review and test students. Teachers will analyze data from benchmarks, Star Test, and previous milestone scores to address weak areas of students. An ELA connections class will be offered to teach skills students may</p>
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Action Step # 1

<p>Action Step</p>	<p>have missed during the academic year. Teachers will use Freckle, Study Island and Novel studies, based on student STAR scores and Lexile level, to increase overall ELA knowledge, comprehension and application. An ELA connections class will be offered to teach skills students may have missed during the academic year.</p> <p>Students will practice test taking skills on Milestone Mondays and Writing Wednesdays. Teachers will use vocabulary from the Milestone test as weekly vocabulary words and students will be quizzed on them. The vocabulary will be used in direct instruction with students. Teachers will analyze data from Benchmarks, STAR Test, and previous Milestone scores to identify areas of improvement for students. Teachers will use Freckle, Study Island and Novel studies, based on student STAR scores and Lexile level, to increase overall ELA knowledge, comprehension and application. An ELA connections class will be offered to teach skills students may have missed during the academic year.</p> <p>On Milestone Mondays the ELA Department will incorporate a Spiral Review of 8th Grade ELA GSE Reading or Language standards & RACE Writing Wednesdays the ELA Department will incorporate a RACE writing (short constructed response of 5 or more sentences) that correlates to the teacher’s current text(s) or a paragraph within an extended writing response (25 or more sentences) that correlates with the current writing unit standards. ELA teachers will compete in a healthy Lexile growth competition by utilizing visual aids (bar graphs charting student growth via lexile) and the data from the STAR Reading Assessment. Teachers will initiate a whole group discussion of STAR Reading goals and Lexile goals after each STAR Assessment to promote healthy competition to motivate student growth via Lexile.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction</p>
<p>Method for Monitoring Implementation</p>	<p>Tier 2 and Tier 3 students will progress monitor weekly to bimonthly</p>
<p>Method for Monitoring Effectiveness</p>	<p>We will disaggregate the data to chart and monitor student growth.</p>
<p>Position/Role Responsible</p>	<p>MTSS Coordinator Counselors Grade Level Chairperson Admin</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	8th grade Science and Social Studies scores
Root Cause # 1	Many years of focusing on exclusively Math and ELA have caused academic achievement in other subjects, like Science and Social Studies to decline.
Root Cause # 2	The 2022-2023 Georgia Milestones Assessment System data revealed that the average at elementary schools was 21.61% (SDE) and 31.9% (NDE) of students in grade 5 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 6th grade students performing at or above the proficient level in math on the 2023-2024 assessment to 30%. The 2022-2023 Georgia Milestones Assessment System data revealed that 11.5% of students in grade 6 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 7th grade students performing at or above the proficient level in math on the 2022-23 assessment to 20%. On the Georgia Milestone, the ELA Department will increase ELA scores from 7th grade 17% proficient or above Milestone score to 25% for current 8th graders. .
Goal	<p>On the GA Milestone Assessment, the Science Department will increase SCIENCE scores with at least 5% growth in proficient and distinguished learners.</p> <p>On the Georgia Milestone, the SOCIAL STUDIES Department will increase SOCIAL STUDIES scores to meet or exceed the state Milestone score of 30%.</p> <p>The 2022-23 Georgia Milestones Assessment System data revealed that the average at elementary schools was 26.75% of students in grade 5 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 6th grade students performing at or above the proficient level in math on the 2022-23 assessment to 30%. The 2022-23 Georgia Milestones Assessment System data revealed that 16.1% of students in grade 6 performed at or above the proficient performance level on the Math assessment. We will increase the percentage of current 7th grade students performing at or above the proficient level in math on the 2023-24 assessment to 20%. On the Georgia Milestone, the ELA Department will increase ELA scores from 7th grade 24.1% proficient or above Milestone score to 25% for current 8th graders. .</p>

Action Step # 1

Action Step	<p>Big 20 Instruction and benchmarks will be used throughout all social studies and science classes.</p> <p>STEM and Civics will be taught to students as a Connections in hopes of increasing student knowledge in science and social studies.</p> <p>Every Monday while implementing Milestone Monday in the classroom, the Science Department will use their workbooks and other resources for students to read passages and answer questions that are DOK 2 and 3 that will help improve their reading and critical thinking skills.</p> <p>On Monday & Wednesday, the SOCIAL STUDIES Department will begin/end class with DOK 2 or higher questions & implement writing.</p>
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged</p> <p>English Learners</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>
Systems	Coherent Instruction
Method for Monitoring Implementation	<p>Teachers will graph and post results of each Big 20 in the classroom.</p> <p>Students will be rotated through the STEM and Civics connections class each quarter.</p>
Method for Monitoring Effectiveness	Teachers will use data on the Big 20 in social studies and science to help drive their instruction.
Position/Role Responsible	<p>Admin</p> <p>Counselors</p> <p>Grade Level Chairpersons</p> <p>Teacher</p>
Timeline for Implementation	Quarterly

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student motivation and behavior
Root Cause # 1	Due to the Pandemic, it has been a struggle to close the achievement gap based on some of the skills the students didn't master when schools switched to online learning. Many of the students lost essential instructional time and lack skill mastery due to remote learning and distance learning because of the pandemic.
Goal	To decrease the number of days of ISS/OSS by 2% school wide, and protect instructional time for students.

Action Step # 1

Action Step	<p>Students will be issued consequences that may reduce the amount of time out of the classroom. In addition, admin will limit the amount of interruptions to academic time during the school day.</p> <p>The focus of the sixth grade team collectively is to work collaboratively and efficiently, in order to promote a positive school community. This will be evident for both staff and students.</p> <p>Teachers will do this by attending and contributing to collaborative meetings, faculty meetings, and afterschool activities.</p> <p>Teachers will participate in PLs that involve team building skills and classroom management ideas.</p> <p>Teachers will encourage each other as well as speak to each other in a professional manner.</p> <p>Staff will follow the appropriate chain of command when dealing with an issue.</p> <p>Teachers will collaborate and ensure that every student has a positive interaction with at least one teacher each day and that each student is acknowledged by name each day at school.</p> <p>We will reward the students that have perfect attendance every 9 weeks. We will reward them by having an extended break.</p>
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p>

Action Step # 1

Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Provide monthly updates of Educational Handbook data Restorative Justice attendance
Method for Monitoring Effectiveness	Admin will consistently monitor the discipline data to look at minor incident referrals and office referrals. Data such as the top offenses and where they occur will also be monitored.
Position/Role Responsible	Admin PBIS chairperson Restorative Justice coordinator
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>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.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The majority of the teachers at DCMS are 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. A protocol for reviewing applications and decision making after interviews is implemented in order to secure quality teachers. In addition, an inclusion coach and administrators are instructional leaders at DCMS and are involved in assuring that student academic needs are met. As administrators work through TKES, they provide constructive, coaching responses for teacher improvement.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>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.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2)</p>	<p>Not Applicable</p>

objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not applicable</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>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 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. In addition, 8th grade students transitioning to high school participate in a tour of the high school, as well as attending 'Indian Camp' during the summer prior to the start of high school. Students also participate in the Georgia Futures career and coursework planning.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>DCMS will use restorative practices as a alternative to ISS/OSS time for certain discipline infractions. In addition, students may be pulled out of elective classes to complete missing assignments rather than using instructional time. Students receive time to complete restorative justice activities after the completion of the school day and on Saturdays. Dodge Achievement Center is school facility that serves students system wide with serious infractions that may result in extended out of school suspension or expulsion. Students are recommended for enrollment there for a prescribed period of time so they are able to stay on track with their education. After the successful completion of their assignment, he/she may be allowed to return to the home school in good standing.</p>

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.