



Comprehensive Needs Assessment 2025 - 2026 School Report



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	Dr. Jennifer Bellflower
Team Member # 2	Assistant Principal	James Jones
Team Member # 3	Assistant Principal	Richard Gay
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	Lametra Davis
Team Member # 3	Counselor	Britny Honeycutt
Team Member # 4	Paraprofessional Representative	Jessica Brown
Team Member # 5	Math Department Chair	Ashley Dixon
Team Member # 6	Science Department Chair	Taylor Screws
Team Member # 7	Social Studies Chair	Sandy Gay
Team Member # 8	ELA Chair	Christian Jones
Team Member # 9	Special Education Chair	Melisa Cape
Team Member # 10	Parent	Haley Graham

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	Parent	Lynn Peacock
Stakeholder # 2	Parent	Kristin Jones
Stakeholder # 3	Parent	Dr. Dana Mullis
Stakeholder # 4	Community Stakeholder	Daneese Carter
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	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

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	<p>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.</p>	✓
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

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	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

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.	

Coherent Instruction Data

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.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>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.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>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.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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.	

Coherent Instruction Data

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.	

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>	

Effective Leadership Data

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>	

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.	

Effective Leadership 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>	

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>	

Effective Leadership Data

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>he 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>	

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

Effective Leadership Data

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

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 Data

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 Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>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.</p>	
2. Operational	<p>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.</p>	✓
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

Family and Community Engagement Data

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	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	✓
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 recently received a School Climate ratings. 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 5 star climate rating this year, 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 that 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 specific academic needs 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 conclusions regarding achievement or other related data.</p> <p>1. The major strengths 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- 50.6%, 7thgrade-53.8%, and 8thgrade- 53.9%. ? Percentage of students Proficient (level 3-4): 6th grade ELA was 36.8% and Math was 26.3%, 7thgrade ELA was 26.6% and Math was 26.8%, and 8th grade ELA was 27.1% and Math was 34.9%. ? 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. The major needs we discovered were . . . ? 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, 6thgrade showed needs improvement in domains of Geometry and Numbers Operations and Fractions, 8thgrade showed needs improvement in domains of Geometry and Algebra and Functions, and 7thgrade indicated weakness in domains Geometry and Statistics and Probability. ? In 8thgrade Social Studies, the weakest area was the domains of Geography and Government/ Civics. In 8thgrade Science, the weakest areas were domains of Waves and Matter.
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<p>What demographic data did you use?</p>	<p>Enrollment summary (males/females, grade level, race/ethnicity) Free/Reduced lunch numbers Migrant Worker Status ESOL Student Numbers</p>
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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.

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. 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</p>

Strengths and Challenges Based on Trends and Patterns

	to the summative evaluation at the end of the year.
<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>	<p>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.</p> <p>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.</p>
<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>	<p>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.</p>
<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>

Strengths and Challenges Based on Trends and Patterns

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?	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.
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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>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> <p>2019 Proficient (Level 3) All Students 2021 Proficient (Level 3) All Students 2021 Proficient + Distinguis hed (Level 3 & 4) All Students 2022 Proficient +Distinguis hed (Levels 3&4) All students 2023 Proficient + Distinguis hed (Levels 3&4) All Students 2024 Proficient + Distinguis hed (Levels 3&4) All Students ELA 28% 30% 27% 38.26 26.5 MATH 27% 23% 25% 38.23 19.9 SCI 16% 12% 22% 25.49 29 SS 26% 22% 21% 33.44 22.8 2019 Proficient (Level 3) SWD Subgroup 2021 Proficient (Level 3) SWD Subgroup 2021 Proficient + Distinguis hed (Level 3 & 4) SWD Subgroup 2022 Proficient + Distinguis hed (Level 3&4) SWD Subgroup 2023 Proficient + Distinguis hed (Level 3 & 4) SWD Subgroup 2024 Proficient + Distinguis hed (Level 3&4) All Students ELA 2% 4% 5% 3% 7% MATH 3% 12% 13% 0% 4% SCI 4% 5% 5% 3% 0% SS 7% 5% 10%</p>
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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.

Strengths	<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.</p> <p>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>
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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.

	The district provides a Migrant Education Program liaison as well as an ESOL coordinator and teacher.
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Challenges	Some of the SPED teachers are not highly qualified. The range of student needs out reaches the resources available.
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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	Lexile grade level equivalency
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	Parent Support
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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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?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 4

Overarching Need	Using data to guide instructional practices
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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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 - Lexile grade level equivalency

Root Cause # 1

Root Causes to be Addressed	lack of rigor and high expectations
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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Overarching Need - Parent Support

Root Cause # 1

Root Causes to be Addressed	Not sure right now
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Parent and Family Engagement Program

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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Using data to guide instructional practices

Root Cause # 1

Root Causes to be Addressed	Explaining data and its necessity to staff.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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School Improvement Plan 2025 - 2026



SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Dodge County
School Name	Dodge County Middle School
Team Lead	James Jones
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	Lexile grade level equivalency
Root Cause # 1	lack of rigor and high expectations
Goal	Increase students' Lexile levels to equivalence or above their current grade levels. Specific Objectives: Increase the consistency of student reading, increase the enjoyment of student reading, effect the combined reading of student and families.

Action Step # 1

Action Step	Analyze Lexile Levels
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Create and implement SSR initiative. Reading time: 20min will be set aside daily for all students to read silently. Monitor Lexile readings: Teachers will monitor the books that the students are reading to ensure that they are on or above the students' Lexile levels.
Method for Monitoring Effectiveness	Data Collection: Gather and analyze current Lexile data to identify trends and patterns of levels. Identify Causes: Determine common reasons for lack of wanting to read, such as attention issues, focus problems, or family circumstances. Monitor and Track Reading Regularly.
Position/Role Responsible	MTSS Coordinator Counselors Grade Level Chairperson Admin. Attendance clerk Classroom Teacher

Action Step # 1

Timeline for Implementation	Quarterly
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<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	Parent Support
Root Cause # 1	Not sure right now
Goal	Enhance parent support to improve student outcomes and strengthen the school community. Specific Objectives: Increase parent engagement in school activities, improve communication between parents and teachers, and involve parents in decision-making processes.

Action Step # 1

Action Step	Understand Parent Needs and Preferences
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Improve Communication Channels. Multi-Channel Communication: Use various communication channels (e.g., emails, newsletters, social media, school website, text messages) to reach all parents. Regular Updates: Provide regular updates on school events, student progress, and important announcements. Two-Way Communication: Establish channels for parents to easily communicate with teachers and school administrators, such as email, phone calls, and parent-teacher conferences. Build a Welcoming School Environment Open House Events: Host open house events and school tours to welcome parents and familiarize them with the school environment. Parent Resource Center: Create a parent resource center with information on school policies, academic resources, and community services. Cultural Sensitivity: Ensure that all communications and events are culturally sensitive and inclusive. Engage Parents in School Activities

Action Step # 1

<p>Method for Monitoring Implementation</p>	<p>Volunteer Opportunities: Offer a variety of volunteer opportunities for parents to participate in, such as classroom assistance, event planning, and extracurricular activities.</p> <p>Parent Committees: Establish parent committees or advisory groups to involve parents in school planning and decision-making.</p> <p>Workshops and Training: Provide workshops and training sessions for parents on topics like supporting their child’s learning, understanding the curriculum, and effective communication strategies.</p> <p>Recognize and Celebrate Parent Contributions</p> <p>Acknowledgment: Regularly acknowledge and celebrate the contributions of parent volunteers and active participants.</p> <p>Awards and Recognition: Implement awards and recognition programs to honor dedicated parents.</p> <p>Provide Flexible Engagement Options</p> <p>Flexible Scheduling: Offer events and meetings at various times (e.g., mornings, evenings, weekends) to accommodate different schedules.</p> <p>Virtual Participation: Provide options for virtual participation in meetings and events for parents who cannot attend in person.</p> <p>Involve Parents in Academic Support</p> <p>Home Learning Resources: Provide resources and strategies for parents to support learning at home.</p> <p>Parent-Teacher Conferences: Ensure regular, meaningful parent-teacher conferences to discuss student progress and how parents can support their child’s education.</p> <p>Create Community Partnerships</p> <p>Local Organizations: Partner with local organizations and businesses to provide additional resources and support for families.</p> <p>Community Events: Organize community events that bring together parents, students, and local stakeholders to build a stronger school community.</p> <p>10. Monitor and Evaluate Progress</p> <p>Feedback Loops: Continuously gather feedback from parents on the effectiveness of engagement strategies and make adjustments as needed.</p> <p>Data Tracking: Monitor participation rates, communication effectiveness, and the impact of parent involvement on student outcomes.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Surveys and Feedback: Conduct surveys and gather feedback from parents to understand their needs, preferences, and barriers to involvement.</p> <p>Data Analysis: Analyze data on current levels of parent engagement, attendance at events, and communication effectiveness.</p>
<p>Position/Role Responsible</p>	<p>Admin. Counselors MTSS Coordinator Family Support Specialist</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 1

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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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	Enhance student motivation to improve engagement, participation, and academic performance. Specific Objectives: Increase student attendance, improve classroom participation, and raise academic achievement.

Action Step # 1

Action Step	Understand Student Needs and Interests
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Create a Positive and Supportive Learning Environment. Classroom Culture: Foster a classroom culture that promotes respect, encouragement, and inclusivity. Growth Mindset: Encourage a growth mindset by celebrating effort, resilience, and improvement. Safe Space: Ensure that students feel safe to express their ideas, ask questions, and make mistakes. Implement Engaging Instructional Strategies. Interactive Lessons: Use interactive and hands-on activities to make lessons more engaging. Technology Integration: Incorporate technology, such as educational apps and digital resources, to enhance learning experiences. Variety in Instruction: Use a variety of instructional methods (e.g., group work, projects, discussions) to cater to different learning styles. Set Clear and Achievable Goals. SMART Goals: Help students set Specific, Measurable, Achievable, Relevant, and Time-bound goals.

Action Step # 1

<p>Method for Monitoring Implementation</p>	<p>Progress Tracking: Regularly track and celebrate progress toward goals, providing feedback and support as needed. Provide Autonomy and Choice. Student Choice: Offer students choices in their learning activities, projects, and assignments. Self-Directed Learning: Encourage self-directed learning by allowing students to pursue topics of interest. Recognize and Reward Effort. Positive Reinforcement: Use positive reinforcement to acknowledge and reward effort and achievements. Incentive Programs: Implement incentive programs that recognize academic and behavioral improvements. Build Strong Relationships. Student-Teacher Relationships: Develop strong, supportive relationships with students to build trust and rapport. Peer Support: Encourage peer mentoring and collaborative learning to foster a supportive community. Involve Parents and Guardians. Communication: Maintain regular communication with parents and guardians about their child's progress and achievements. Engagement: Involve parents and guardians in school activities and decision-making processes. Monitor and Evaluate. Regular Check-ins: Hold regular check-ins with students to discuss their motivation, challenges, and progress. Adjust Strategies: Continuously evaluate the effectiveness of motivation strategies and adjust them based on feedback and outcomes.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Surveys and Interviews: Conduct surveys and interviews to gather information on students' interests, preferences, and motivational factors. Data Analysis: Review attendance records, engagement metrics, and academic performance data to identify trends and areas of concern.</p>
<p>Position/Role Responsible</p>	<p>Admin PBIS chairperson Restorative Justice coordinator</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<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

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Using data to guide instructional practices
Root Cause # 1	Explaining data and its necessity to staff.
Goal	Enhance instructional practices through data analysis to improve student outcomes. Specific Objectives: Identify student learning gaps, tailor instruction to meet individual needs, and monitor progress over time.

Action Step # 1

Action Step	Action Plan: Form a Data Dig Team Team Members: Include teachers, instructional coaches, administrators, data analysts, and IT support. Roles and Responsibilities: Teachers: Provide classroom data and insights. Instructional Coaches: Guide teachers in using data to inform instruction. Administrators: Oversee the initiative and allocate resources. Data Analysts: Process and interpret data. IT Support: Ensure the necessary technology and data systems are in place.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Set Up Data Collection and Management Systems Data Systems: Implement or optimize a Student Information System (SIS) and Learning Management System (LMS) for efficient data collection and management. Data Protocols: Establish protocols for data entry, storage, and access to ensure data integrity and privacy. Conduct Data Digs

Action Step # 1

<p>Method for Monitoring Implementation</p>	<p>Regular Meetings: Schedule regular data dig meetings (e.g., monthly or quarterly). Data Analysis Tools: Utilize tools like spreadsheets, data visualization software, and dashboards to analyze and present data. Focus Areas: Each meeting should focus on specific data points, such as recent assessment results or attendance patterns. Develop Action Plans Collaborative Planning: Use data dig findings to develop targeted action plans. This includes instructional strategies, interventions, and professional development needs. SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound goals based on data insights. Implement Instructional Changes Differentiated Instruction: Tailor instruction to address the diverse needs of students identified through data analysis. Interventions: Provide additional support for students who are struggling, such as tutoring or small group instruction. Professional Development: Offer training for teachers on data-driven instruction and effective use of data tools.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Identify Data Sources Academic Performance Data: Standardized tests, formative and summative assessments, and classroom assignments. Behavioral Data: Attendance records, discipline reports, and student engagement metrics. Demographic Data: Information on student backgrounds to understand context.</p>
<p>Position/Role Responsible</p>	<p>Admin. Dept. Chairperson Grade Chairperson</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<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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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) 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.</p>	<p>Not Applicable</p>
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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; andIncreased 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 6thgraders 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 6thgraders 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.	
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