

School Improvement Plan 2012-2013

System and School Name: Dodge, Dodge County High School School Year: 12-13

Measurable Goals: Common Core Georgia Performance Standards are implemented effectively and efficiently in 100% of Math and English classrooms.						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I, A, PL	Incorporate effective standards-based teaching strategies and the use of CCGPS units in each math and English classroom.	Ongoing	Unit/curriculum map writing workshops (HGRESA/GLRS-\$500) CCGPS training and redelivery/webinars (HGRESA/GLRS -\$500) Mentors for new teachers Hands-on resources (dry-erase boards, markers, manipulatives, etc.-\$1000)	Administrators, Curriculum Director Inclusion Coach, Classroom Teacher	Departmental meeting sign-in sheets Redelivery sign-in sheets Curriculum Maps and Frameworks	Use of CCGPS units and effective teaching strategies observed during focus walks and formal observations.
C, I, PL	Provide teachers with support materials that offer and demonstrate effective standards-based teaching strategies.	Ongoing	Content-area workshops/conferences (\$1000) Literacy and Math Consultants (HGRESA)	Curriculum Director, Administrators Inclusion Coach, Classroom Teacher	Lesson plans incorporating teaching strategies	Use of standards-based teaching strategies noted in focus walks, informal, and formal observations.

C, I, PL	Incorporate differentiation strategies into each unit to ensure all students are provided multiple opportunities to achieve mastery of standards.	Ongoing	LRE Workshops (DOE/GLRS)	Academic teachers Special Education Director Inclusion Coach	Differentiated Instruction strategies noted in content units	Differentiated instruction is noted in focus walks, informal, and formal observations.
C, I, PL	Introduce comprehensive curriculum maps to facilitate curriculum alignment for each Math and English course that encompasses CCGPS standards and elements.	Ongoing	Professional Learning Communities/Unit Writing Workshops (HGRESA)/ Learning Village (GADOE-Title Funds)	Administrator Curriculum Director Academic teacher	Curriculum maps posted/include in student notebooks	Curriculum maps posted in rooms noted during focus walks. Students are able to reference curriculum map in their notebooks.
I, PL	Use well-written essential questions and subject frameworks to guide instructional practices of each unit	School Year 12-13	Professional Learning Communities/Unit Development (HGRESA \$500); State frameworks; Supplemental resources to assist with instructional practices (Coach books-\$1500)	Administrators Curriculum Director Academic Teacher	Essential questions are included in units	Essential questions visible and discussed; knowledge of state frameworks; completion of Coach book exercises.

I, SC	Display student models and samples of student work to demonstrate desired results	School Year 12-13	N/A	Classroom Teachers	Student work posted	Student work is displayed and contains standards-based commentary.
I, A, SC	Develop and administer benchmark tests at the end of each grading period to assess student knowledge and progress—use results to differentiate instruction	School Year 12-13	Online Assessment System/USA Test Prep (\$1400) Webinar trainings on using OAS and interpreting results Data Director	Administrator Literacy and Math Consultants Academic Teacher	Benchmark Exams	Benchmark test results are shared with teachers and students. Results are used to examine and implement any necessary changes in pacing and/or instruction.
A, SC	Display data on bulletin boards in a highly visible location	Ongoing	Bulletin Board supplies-(\$100) Software to generate charts and graphs	Counselors Academic Teachers FLP Coordinator	Teacher and student response to bulletin board	Increased awareness of student achievement
C, I, PL, L	Continue professional development for implementation and evaluation of Common Core GPS in Language Arts and Math.	School Year 12-13	Elluminate and Georgia Public Broadcasting webinars Departmental meetings	Administrators Curriculum Director Inclusion Coach Academic Teachers	Sign In Sheets and PLU documentation	Develop understanding of Common Core GPS and assessment of CCGPS.

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Measurable Goals:

- In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the Math I End of Course Exam.**
- In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Math II End of Course Exam.**
- In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the US History End of Course Exam.**
- In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the American Literature End of Course Exam.**
- In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the 9th Grade Literature End of Course Exam.**
- In SY 2012-2013, there will be a 3% increase in the number of students who score at a proficient level on the Biology and Physical Science End of Course exam.**
- In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Economics End of Course exam.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I, A, PL, SC	Provide instruction that is inquiry-based and meaningful for all students.	Ongoing	Content-specific workshops and conferences (\$5,000) Literacy, Math, and Science Consultants-(HGRESA) AP Teacher Training	Administrators Curriculum Director Instructional Support Teachers Inclusion Coach Content teachers	Unit/lesson plans; GAPSS Analysis; Disaggregated test data; Pre/Post Tests and Benchmark Exams	Percentage increase in scores on formative and summative assessments

Measurable Goals:

In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the Math I End of Course Exam.

In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Math II End of Course Exam.

In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the US History End of Course Exam.

In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the American Literature End of Course Exam.

In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the 9th Grade Literature End of Course Exam.

In SY 2012-2013, there will be a 3% increase in the number of students who score at a proficient level on the Biology and Physical Science End of Course exam.

In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Economics End of Course exam.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I, A	Use of computer-based test preparation program	12-13 School Year	USA Test Prep (\$1400)	Counselors, Academic Coach, Teachers	Data showing number of log-ins, Required teacher quizzes and tests, Benchmark Exams	Increased percentage of Basic and Advanced Proficiency scores on state issued End of Course Exams
A, PO, SC	Implementing incentives for students, who at the end of their junior year, have met state testing requirements.	Spring 2013	'Pass-All Party' Celebration, Exemption from teacher-made final exams, Publicity in local newspaper	Administrators, Academic Coach, Counselors, Teachers	Attendance logs of student participation, donated door prizes,	Increased percentage of first-time test takers who score proficient on all state testing requirements.

Measurable Goals:

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In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the American Literature End of Course Exam.

In SY 2012-2013, there will be a 2% increase in the number of students who score at a proficient level on the 9th Grade Literature End of Course Exam.

In SY 2012-2013, there will be a 3% increase in the number of students who score at a proficient level on the Biology and Physical Science End of Course exam.

In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Economics End of Course exam.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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SFC, A	Incorporate academic assemblies/pep rallies	Ongoing	Motivational speakers (\$500) Community Leaders-no cost	Counselors	Student participation	Gains on standardized assessments
C, I, PO, PL, SC	Effective and increased use of the inclusion model for identified special education students	Ongoing	Strategies for working with SWDs workshop (RESA-\$400), collaborative planning between content/special education teacher (subs for release time-\$400) LRE Workshops (GADOE)	Special Education Director, Administrators, Counselors, Inclusion Coach Classroom Teachers,	Unit/lesson plans developed with noted differentiated instruction strategies	Increased percentage in basic and advanced proficiency for SWD subgroup End of Course Exams.

Measurable Goals:

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In SY 2012-2013, there will be a 3% increase in the number of students who score at a proficient level on the Biology and Physical Science End of Course exam.

In SY 2012-2013, there will be a 5% increase in the number of students who score at a proficient level on the Economics End of Course exam.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
I, SFC	Implementation of 21 st Century Community Learning Centers After School Program to provide students with academic assistance and enrichment.	SY 12-13	Facility, Transportation, Salaries, Instructional Supplies (\$100,000-federal grant funds)	Communities in Schools Director Project Director Administrators After School Staff	Attendance Sheets Report Cards Teacher/ Parent Surveys	Students participating in the program will have increased school attendance, decreased discipline referrals, higher grades, and increased parent satisfaction at school.
C, I, A, PO	Implementation of approved flexible learning plan-PLUS program	SY 12-13	Classworks computer program PLUS program staff (GADOE-Title I funds)	Administrator Title I Director FLP Coordinator Math teachers	Attendance sheets Report Cards EOCT scores Parent Surveys	Students participating in the PLUS program will have higher grades in their Math classes, as well as increased scores on their respective EOCTs.
C, I, A, PO	Students will take World History in the 9 th grade to allow them the opportunity to earn 4 academic units as freshmen.	SY 12-13	N/A	Counselors Social Studies Department	Student/ Master Schedule Report Cards	Students will perform better on the US History EOCT and will be able to earn 4 full academic units as freshmen.

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School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I, A, PO	Economics will be taught as a year long course to better prepare students for the Economics EOCT.	SY 12-13	N/A	Counselors, Economics Teachers	Schedules, Report Cards, EOCT scores	Economics EOCT scores will increase.

**School Improvement Plan
2012-2013**

System and School Name: Dodge, Dodge County High School **School Year:** 12-13

Measurable Goals:

In 2013, Dodge County High School will achieve a 75% graduation rate.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I	Provide at-risk students with credit recovery opportunities before and after school.	12-13 School Year; Ongoing	Odyssey Ware on site and at Alternative Learning Center (\$3500)	Central Office Personnel, Building Level Administrators, Teachers	Attendance logs, Note-taking sheets, completed assignments	Increased pass and promotion rate in academic classes.
PO, SFC, C, I	Implementation of 21 st CCLC After School Program to provide students with academic assistance and enrichment.	12-13 School Year	Instructional supplies and staff salaries	Project Director Site Coordinator Teachers	Attendance sheets Report Cards	Increased attendance, decreased discipline referrals, and academic success among students enrolled in the after school program
I, SC, SFC, PO	Host Indian Camp for upcoming Freshmen	Summer 2013	Teachers to host camp-including CTAE teachers to discuss possible career pathways (\$1000)	Administrators, Counselors, Freshmen Academy Coordinator, Teachers	Registration forms, sign in sheets	Decreased number of ninth grade drop-outs.
I, SFC, SC, PO, L	Wrap around services for at-risk students.	12-13 school year	Teacher Mentors, Adopt-a-Student Program GraduateFirst (DOE/GLRS)	Central Office Staff, Administrators, FLP Coordinator School Improvement Specialist	CRCT/EOCT data, Report Cards, Benchmark scores Attendance/Discipline Data	Increased attendance and percentage of students remaining on track and completing high school.

Measurable Goals:

In 2013, Dodge County High School will achieve a 75% graduation rate.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
					Meeting agendas/Sign In Sheets	
SFC, PO, C, I	Encourage parental involvement in the registration/advisement process	12-13 School Year; Ongoing	Substitutes for release time (\$500)	Administrators, Counselors, Teachers	Class registration forms	Increased percentage of students who complete grades 9-12.
I, SC, SFC	Schedule parent visitations each grading period for parents and teachers to discuss student achievement.	12-13 School Year; Ongoing	Power School and Power Parent	Administrators, Counselors, Classroom Teachers, Parents	Attendance log, Signed parent notification letters	Increased parental involvement in students' academic success. Increased percentage of pass/promotion rate in courses.
C, I, A, PO	Provide at-risk students with a second dose of ELA and Math instruction by continuing current remedial programs with appropriate staff	12-13 School Year; Ongoing	Literacy and Math Consultants (HGRESA)	Administrators, Counselors, Department Chairs, Literacy and Math Consultants	Attendance log, Targeted at-risk student list	Gains on formative and summative assessments; Gains on standardized assessments, such as EOCTs.

Measurable Goals:

In 2013, Dodge County High School will achieve a 75% graduation rate.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I, PO	Encourage 8 th grade students to pursue and participate in courses leading to a fine arts, academic, or CTAE pathway.	12-13 School Year; Ongoing	Community Leaders-no cost; CTAE Advisors-informational sessions regarding pathways; Transportation from middle school to high school	Administrators, Curriculum Director CTAE Coordinator, DCMS and DCHS Teachers, Counselors	Student enrollment in CTAE, academic, and fine arts Pathways, Club Memberships	Increased percentage of students who are pathway completers in the areas of CTAE, fine arts, or academics.

**School Improvement Plan
2012-2013**

System and School Name: Dodge, Dodge County High School **School Year:** 12-13

Measurable Goals:

During the 12-13 school year, DCHS will maintain a healthy, safe, and drug-free environment that is conducive to learning.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
SFC, SC, I	Implementation of all emergency preparedness plans	12-13 School Year; Ongoing	Locations of emergency exits, posted emergency escape routes	Administrators	Weather and fire drills, emergency lock down drill	Students feel safe and well prepared for any emergency, and are thereby able to concentrate on academics.
I, SFC	Random visits from local Drug Task Force	12-13 School Year; Ongoing	Collaboration between school and local/state law enforcement agencies	Administrators Local Law Enforcement Officials	Student discipline referrals	DCHS is a safe and drug-free school zone.
C, I, SFC, SC	Provide drug education instruction through scheduled health and physical education classes.	12-13 School Year; Ongoing	ADAP course, exam, and id cards	Administrators Counselors Teachers	Student completion of ADAP course	Reduced number of students using drugs and alcohol
L, SC, SFC	School Resource Officer on campus	12-13 School Year	Local Sheriffs Department (Grant Funds)	Sheriff Administrator	Time sheets Parent Surveys	Teachers, students, and parents will report feeling safe and secure when they attend Dodge County High School.

Measurable Goals:

During the 12-13 school year, DCHS will maintain a healthy, safe, and drug-free environment that is conducive to learning.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
L, SC, SFC	Increase awareness of student bullying, at and away from school	12-13 Ongoing	Bullying Prevention Workshops	Administrators, Counselors, Communities in Schools staff	Agendas and sign in sheets from the meetings	Students are educated on peer mediation and the dangers and consequences of bullying.

School Improvement Plan

School Name: Dodge County High School			System Name: Dodge					
Principal Name: Dr. Susan W. Long			School Year: 2012-2013					
Title I Schoolwide Program: Yes			Targeted Assistance:					
Needs Improvement Status:	NI	NI AYP	1	2	3	4	5	6
			7	8	9	10	11	12
Sanctions Implementing (Select all that apply):								
<input checked="" type="checkbox"/>	School Improvement Plan (The school improvement plan is submitted to the system per system guidelines. Needs Improvement Schools will submit plans to the system for approval in October of each year).							
<input type="checkbox"/>	Public School Choice							
<input type="checkbox"/>	Supplemental Educational Services (SES)							
<input type="checkbox"/>	Corrective Action Addendum (The corrective action addendum is completed by the system by the end of January of each year.)							
<input type="checkbox"/>	Corrective Action Tier							
<input type="checkbox"/>	State-Directed Improvement Contract							
Principal's Signature:						Date:		
Title I Director's Signature:						Date:		
Superintendent's Signature:						Date:		

Measurable Goals:

In SY 2012-2013, the number of students passing the Georgia High School Writing Test will increase by 3%.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
C, I, A, PL, SC	Provide instruction that is inquiry-based and meaningful for all students.	Ongoing	Content-specific workshops and conferences (\$5,000) Literacy, Math, and Science Consultants-(HGRESA) AP Teacher Training	Administrators Curriculum Director Instructional Support Teachers Inclusion Coach Content teachers	Unit/lesson plans; GAPSS Analysis; Disaggregated test data; Pre/Post Tests and Benchmark Exams	Percentage increase in scores on formative and summative assessments
C, I, A	Administer University of Georgia preliminary writing exam to 10 th graders.	SY 12-13	Purchase of Exams Scoring of Exams (\$300)	Administrators Counselors English Department	Student scores Schedule for Prelim Exam	Students will report being better prepared and will perform better on the Georgia High School Writing Test in their junior year.
C, I, A, L, PL, PO	Encourage more student participation in Advanced Placement classes.	SY 12-13	AP Teacher Training Grants AP Exams (\$500) AP Preparation Resources (\$400)	Administrators Testing Coordinator Counselor AP Teachers	AP Training Agendas AP Syllabi AP Class Rosters	Students who participate in AP classes will receive more opportunities to express themselves through writing while being exposed to more academic rigor.
