<table>
<thead>
<tr>
<th><strong>School Name:</strong></th>
<th>Dodge County High School</th>
</tr>
</thead>
</table>
| **School Mailing Address:** | 350 Pearl Bates Avenue  
Eastman, GA. 31023 |
| **LEA Name:** | Dodge County Schools |
| **LEA Title One Director/Coordinator Name:** | Dr. Denise Brown |
| **LEA Title One Director/Coordinator Signature:** |  
**Date:** |
| **LEA Title One Director/Coordinator Mailing Address:** | Dodge County Board of Education  
720 College Street  
Eastman, GA. 31023 |
| **Email Address:** | dbrown@dodge.k12.ga.us |
| **Telephone:** | 478-374-3783 |
| **Fax:** | 478-374-6697 |
Notes:

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

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

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

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

Planning Committee Members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION/ROLE</th>
</tr>
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<tbody>
<tr>
<td>Dr. Susan Long</td>
<td>Principal</td>
</tr>
<tr>
<td>Sonya Bundick</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Tabitha McRae</td>
<td>Counselor</td>
</tr>
<tr>
<td>Edwina Terman</td>
<td>Inclusion Coach</td>
</tr>
<tr>
<td>Karl Hilliard</td>
<td>Music/Art Department Chairperson</td>
</tr>
<tr>
<td>Steve Burton</td>
<td>Foreign Language Department Chairperson</td>
</tr>
<tr>
<td>Brande Vaughn</td>
<td>English Department Chairperson</td>
</tr>
<tr>
<td>Melanie Peacock</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Heather Cameron</td>
<td>Science Department Chairperson</td>
</tr>
<tr>
<td>Rex Hodges</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Steve Greer</td>
<td>CTAE Department Chairperson</td>
</tr>
<tr>
<td>Marcie Jones</td>
<td>School Improvement Coordinator</td>
</tr>
<tr>
<td>Hudson Christian</td>
<td>Special Education Department Chairperson</td>
</tr>
<tr>
<td>Susan Underwood</td>
<td>Math Department Chairperson</td>
</tr>
<tr>
<td>Jennifer McDaniel</td>
<td>Social Studies Department Chairperson</td>
</tr>
<tr>
<td>Deidre Greer</td>
<td>Parent</td>
</tr>
<tr>
<td>Nicole Lamb</td>
<td>Parent</td>
</tr>
</tbody>
</table>
SIP Components

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

Response:

A. At Dodge County High School we have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide /school improvement plan. Those persons involved in the planning process were the administrators, department chairpersons, school improvement coordinator, inclusion coach, counselors, student government representatives, district staff, parents, and community members. These people are integral to the operations and achievements of Dodge County High School. Each person’s contributions to the schoolwide plan will lead to a progressive, data-driven school culture.

B. As a team, we conducted a comprehensive needs assessment that reflected analysis of school performance, culture, and academic data. The following achievement data were used to acquire this information: Graduation Rate, data review of End of Course Test scores, and data review of Georgia High School Writing Test. In addition, the Perceptions of Effective Schools Survey, created by Dr. Bill Rauhausser, was used to evaluate the perceived strengths and weaknesses of Dodge County High School. Results were obtained from certified staff, support staff, parents, and students. Finally, the Faculty Advisory Committee, School Council, and Focus School Team participated in brainstorming sessions to identify additional areas of need using the new CCRPI as a guide.

C. There are presently migrant students enrolled at Dodge County High School. Students who are potentially eligible for the Migrant Education Program are identified during the registration process. The district MEP liaison makes contact with the family and visits the home to conduct an interview and assist the family in completing the application for the Migrant Education Program. The ESOL coordinator, migrant education coordinator, and regular classroom teachers meet to review student records and make a determination regarding services. The student’s guardian has the right to waive services.

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

**ACHIEVEMENT DATA: GRADUATION RATE**

According to the new accountability guidelines as outline by Georgia’s ESEA Flexibility Waiver, Dodge County High School has been identified as a Focus School. Based on 2011 data, there was a gap in graduation rates between our highest achieving subgroup (black students) and lowest achieving subgroup (students with disabilities).
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>All Students</th>
<th>Black Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>68.9%</td>
<td>70.2%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

The directives issued by the DOE support Dodge County High School’s initiatives and student interventions designed to improve graduation rates among students with disabilities. The Focus School Team developed strategies to affect academic engagement, behavior engagement, and cognitive engagement through various research-based strategies and inclusion models.

**ACHIEVEMENT DATA: EOCT SCORES**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2011 PROFICIENCY RATE-DCHS (All Students)</th>
<th>SWD Subgroup</th>
<th>2012 PERFORMANCE TARGET-STATE (All Students)</th>
<th>SWD Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Literature</td>
<td>84%</td>
<td>41%</td>
<td>83.7%</td>
<td>53.3%</td>
</tr>
<tr>
<td>American Literature</td>
<td>88%</td>
<td>40%</td>
<td>88.7%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Biology</td>
<td>67%</td>
<td>31%</td>
<td>71.9%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Economics</td>
<td>85%</td>
<td>55%</td>
<td>75%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Math I</td>
<td>61%</td>
<td>17%</td>
<td>64.5%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Math II</td>
<td>51%</td>
<td>21%</td>
<td>60.8%</td>
<td>31.4%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>80%</td>
<td>44%</td>
<td>77.1%</td>
<td>50.3%</td>
</tr>
<tr>
<td>US History</td>
<td>63%</td>
<td>8%</td>
<td>67.9%</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

Dodge County High School’s academic targets will include improvements on each End of Course Test to maintain or achieve the state performance target. In addition, DCHS strives to have at least 95% participation on each exam as required by the CCRPI.

The course sequence for science has changed to include Environmental Science in the 9th grade to allow students more time to become familiar with the vocabulary necessary to be successful on the Biology EOCT. Math will be the target subject for our Flexible
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Learning Program mandated by Title I and Georgia’s ESEA Flexibility Waiver. Students will receive after school remediation through the computer-based program, Classworks. In addition, benchmark exams will be given in every course that has an EOCT.

<table>
<thead>
<tr>
<th>ACHIEVEMENT DATA: GHSWT SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
</tbody>
</table>

Students who are unsuccessful will receive one-on-one remediation from the Literacy Coach before the retest opportunity. In addition, a formative assessment will be given to all 10th graders as preparation for the state-mandated exam in their junior year. Papers will be sent off, scored, and returned with evaluations and comments.

SURVEY RESULTS

PARENTS:

Results from the Title I Parent Survey given in the Spring 2012:

- 78% agree that DCHS creates programs that help families support their children’s learning
- 79% agree that DCHS encourages parents to participate in decision making at my child’s school
- 83% agree that DCHS offers opportunities for parents to volunteer at the school.

Results from Rauhauser perception survey indicated that parents had no real concerns regarding the programs and operations of Dodge County High School. Parents indicated the following as perceived strengths:

- The administration/principal expects all students to do well in school.
- Parent-teacher conferences usually focus on how we can work together to help my child learn.
- School buildings are generally bright, clean, and kept in good repair.
- School rules are enforced consistently at the school.
- All students in this school are expected to follow school rules.
- My child is continually encouraged by teachers to work hard.
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

**STUDENTS:**

Students indicated one area of concern was that students treat each other with respect. The following indicate areas of strength:

- My teachers expect me to do well on tests.
- The administration/principal expects me to do well in school.
- Teachers really believe I can achieve academically.

**STAFF:**

The following were indicated as areas of strength from the certified and support staff:

- Teachers expect to participate in planning and implementing school improvement activities.
- There are smooth, rapid transitions between activities throughout the day.
- The principal has a clear understanding of the school’s mission and is able to state it in direct concrete terms.
- Instructional leaders articulate their expectations that all staff meet high instructional standards.
- There is a school-wide commitment to assessment and accountability.
- A written code of conduct specifies acceptable student behavior, discipline procedures and consequences.

**E.** We have based our plan on information about ALL students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard (Common Core Georgia Performance Standards [CCGPS]) including

1. Economically disadvantaged students (ED) . . .
2. African-American students
4. Students with limited English proficiency (LEP)
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

F. The data has helped us reach conclusions regarding achievement or other related data.

1. The major strengths we found in our program were
   • 86% of students met or exceeded the Economics EOCT (+23%)
   • 28.5% of students taking AP exams scored 3 or higher
   • Parents indicate ‘no areas of great concern’ on Rauhauser survey and accept joint responsibility in instructional goals, priorities, and assessment accountability.
   • Average daily attendance for students in 2011-2012 school year was
   • During school year 11-12, only around 1% of the student body was referred to ISS for 5 or more times.

2. The major needs we discovered were . . .
   • Increasing the number of students meeting and/or exceeding on all attempted EOCTs
   • Increase the number of students in the SWD subgroup meeting and/or exceeding standards on all attempted EOCTs.
   • Efforts will continue to focus on ensuring students are on track to graduate with increased support to students in the SWD subgroup.
   • Efforts will continue to focus on increase school/parent/community relations and involvement.

3. The needs we will address are . . .
   • Additional remediation for Math to increase pass percentage on Math I (62%) and Math II (51%) EOCTS for ALL students.
   • Improve the graduation rate for SWD subgroup (27.5%)
   • Increase the number of students meeting and/or exceeding on the Georgia High School Writing Test (88%).

4. The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
   • Increase the number of students meeting or exceeding the Math I (62%) and Math II (51%) EOCTs
   • Academic support and remediation for SWDs to ensure graduation.
   • Increase the passing percentage for students taking the GHSWT

5. The ROOTCAUSE/s that we discovered for each of the needs were . . .
   • Inconsistency in Math curriculum; absence of basic math skills
   • Requiring that students who have documented disabilities pass a state-mandated exam to receive a diploma.
   • Weak literacy skills
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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

GOAL 1: 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 Test.

GOAL 2: 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 Test.

GOAL 3: In 2013, Dodge County High School will achieve a 75% graduation rate.

GOAL 4: In SY 2012-2013, the number of students passing the Georgia High School Writing Test will increase by 3%.

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

Response: Teachers provide instruction that is anchored in the CCGPS and is inquiry-based. Inclusion classes for students with disabilities are co-taught by regular content teachers and special education teachers to ensure differentiation. An inclusion coach monitors and assists co-teaching pairs. Professional development for implementation of CCGPS and inclusion best practices is ongoing.

Benchmark exams are developed and administered at the end of each grading period to assess student knowledge and progress toward meeting standards. A standardized writing benchmark will be taken by all 10th graders in preparation for the GHSWT. Students will receive their paper back with a score and comments on their writing.

Students targeted through the Focus School Program will participate in behavior modification using check in/check out. Students will work one-on-one with a chosen teacher and work to improve discipline, attendance, and grades.

Identified students will also participate in the 21st Century Learning Program for credit recovery and to improve math skills.

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

A. Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . .

- At-risk students are provided credit recovery opportunities before and after school
- Indian Camp is hosted for upcoming freshmen
- Use of computer-based preparation programs such as USA Test Prep to help
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance. Students study, practice, and master the standards covered on the EOCT.

- Benchmark exams
- Parent involvement in the registration and advisement processes is required.
- Parent visitations are scheduled each grading period for parents and teachers to discuss student achievement.
- Students are encouraged to declare and pursue a career pathway using GA College 411.
- Use of computer-based program Classworks to assist students in enhancing math skills necessary to succeed on state-mandated exams.
- Check-In/Check-Out
- 21st Century Community Learning Centers After School Program

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

B. Response: Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. (Cite Research to support selected strategies.)

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

C. Response: We will increase the amount and quality of learning time by changing the bell schedule to a modified block schedule. The modified schedule will allow students to obtain a whole credit in a semester’s time. Therefore, students who are credit delinquent will be able to get back on track to graduate. In addition, there are various schedules for advisement and assemblies in order to protect instructional time in each class period. All announcements are done at the beginning and end of the day as to prevent interrupting instructional time. There are also opportunities for students to recover credits before school and after school. There are 2 programs that operate after school to support students in their academics. The 21st CCLC After School Program provides an opportunity for students to recover credits, get help with homework, and participate in enrichment activities. The Flexible Learning Program (FLP) or PLUS program offers students math specific instruction. Students participating in PLUS will work through various modules in Classworks to improve basic math skills and prepare students for EOCTs. Students and parents are informed of both programs and encouraged to participate. Summer school and a summer remediation program are also available to give students the chance to get back on track and/or prepare for the upcoming year. Opportunities for enrichment also exist through the ACCEL and Youth Apprenticeship programs. Students can participate in joint enrollment with Middle Georgia College and take Pre-Calculus for college credit as
2(c). Use effective instructional methods that increase the quality and amount of learning time.

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

Response:
Dodge County High 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, departmental teams, and faculty advisory consistently review and monitor student progress throughout the year by analyzing multiple types of data. Collaboration is evident among content teachers and special education teachers as they plan for their inclusion classes. This work is supported by the Inclusion Coach and the LRE project through GLRS. Resource and inclusion classes are offered to students identified as needing special education at Dodge County High School. Administrators are instructional leaders at Dodge County High School and are involved in assuring that student academic needs are met. They perform regular, formative evaluations through focus walks and provide teachers with written and verbal feedback. In addition, the administration performs yearly staff evaluations using the GTOI.

*3. Instruction by highly qualified professional staff.

Response: A highly qualified professional staff provides instruction at Dodge County High School. 100% of the instructional staff of DCHS meets the highly qualified criteria established in No Child Left Behind federal statute. The quality of the staff is further reflected in the educational degrees of Dodge County High School’s teachers and their years of experience. Two of the staff hold a Doctorate (Ph.D. or Ed.D.); Fifteen of the staff hold Educational Specialist’s Degrees (Ed.S.); Twenty-eight have Master’s in Education (M.Ed.) degrees; and Twenty-two have earned Bachelor’s Degrees (B.S.). The staff has an average of 14 years of
*3. Instruction by highly qualified professional staff.

Experience. A protocol for reviewing applications and decision making after interviews is implemented in order to secure quality teachers.

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

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

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

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

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

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

Response:
A. We have included teachers, principals, paraprofessionals, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, the faculty attends monthly meetings where necessary student achievement information is provided and instruction is offered regarding daily operations and new instructional tools. In addition, parents are asked to attend student orientation meetings and additional professional development opportunities through the 21st CCLC after school program to ensure students graduate on time.
*4. Professional development for staff to enable all children in the school

B. Dodge County High School’s professional development activities are aligned with the state’s academic content, CCGPS, and student achievement standards as measured by the EOCTs. High impact, research-based professional development activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement. Staff members provide feedback regarding desired professional development through an annual survey. Recent or planned professional development activities include:

- SMART BOARD Training-Cerese Godfrey
- ESOL Training-Kelly Hulett
- CCGPS Training-Dr. Lawanda Gillis and Edwina Termin
- Various webinars from the Georgia Department of Education
- Advanced Placement Teacher Trainings
- Longitudinal Data System-Cerese Godfrey
- Classworks Training-Rosemarie Garrison

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Resources include time away for classroom teachers, including substitute pay. In addition, the inclusion coach has been assisting in providing professional development for CCGPS implementation as well as LRE redelivery.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: use of the state Longitudinal Data System to identify trends in students’ academic and attendance data, the Least Restrictive Environment project through GLRS, the Focus School Institute and GraduateFirst project through GLRS, and Common Core Georgia Performance Standards professional development in all areas.

*5. Strategies to increase parental involvement.

Response:
A. Dodge County High School has involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by allowing the school council to review and have input in all plans. In addition, the schoolwide plan and parent involvement policy are made available at parent meetings for review. Parents are informed about the plans and asked to provide input regarding student achievement, budgets, and strategic planning. Advisement from all parents is sought after and taken into consideration through a variety of ways including surveys, Title I parent meetings, parent conferences, and open house.
B. We have developed a parent involvement policy included in our appendices that
   - Includes strategies to increase parental involvement
   - Describes how the school will provide individual student academic assessment results, including an interpretation of those results
   - Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
   - Compacts required – include with policy
   - Parent Involvement checklist included

<table>
<thead>
<tr>
<th>*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong> Dodge County High School has no Pre-K program. However, many things are done to help rising freshmen be successful in school. Eighth graders attend “Indian Camp” during the summer at the high school. The camp is useful in that it informs the students of rules, regulations, and procedures. Fun activities are also planned such as a scavenger hunt to familiarize the students with the layout of the campus. Parents of these rising freshmen are invited in the spring to the school for a tour of the facilities 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.</td>
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<table>
<thead>
<tr>
<th>*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.</th>
</tr>
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</table>
| **Response:** Teachers at Dodge County High School continually disaggregate assessment data for all students with emphasis on the results of those students who do not master standards or are borderline achievers. Some examples are listed below:
  - The administrative team analyzes graduation data and makes plans for each department to review the data.
  - Dodge County High School has a high performing Leadership Team that meets monthly. Each department has a representative on the team. Members serve as a conduit for communication between the teachers and staff and the administration. All items brought before the team are discussed and a consensus is reached for decision making.
  - Departmental meetings are conducted twice a month. An agenda is provided, minutes recorded, and filed with the principal. Assessment data is discussed and strategies for... |
differentiated instruction are planned.

- Benchmark test are administered each grading period and results are analyzed to determine remediation and differentiation strategies.
- Various computer instructional programs are used for interventions and remediation.

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

Response:
Dodge County School System integrates federal, state, and local services and programs. Federal Title programs include Title I—Part A, Title II—Part A, Title IV—Part A, Title VI—Part B, and IDEA. Federal grants including the school improvement grant and 21st Century Community Learning Centers are also integrated educational federal programs.

QBE (Quality Basic Education Act) funds are used to fund programs and staff as required by state law (e.g., salaries, management and operations, professional learning, transportation).

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

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

Response:
Title I
Title II
Title III
Migrant Education
ESOL
21st CCLC After School Program
Communities in Schools
Gifted
Special Education
Dodge County Health Department
Dodge County Sheriff’s Office
GLRS
HGRESA

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

Response:
Dodge County High School’s Title I funds are used in a supplementary manner to provide intensive English Language Arts and Math instruction to improve student achievement in meeting state standards. Monies are spent in order to hire extra teachers and paraprofessionals, provide additional Professional Learning, purchase supplemental teaching materials, technology,
and fund parent involvement activities. Examples include SAT/ACT Prep class materials, license to USA Test Prep website, and EOCT Coach Books. Teachers are able to request supplemental instructional materials. Their requests are forwarded to the Leadership Team who writes the School Improvement Plan to reflect Title I allotments.

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

Response:
The Title I plan is developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

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

Response:
Dodge County High School recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an on-going basis so the students’ academic programs may be revised as needed to provide additional assistance to enable struggling children to meet Georgia’s content standards and student performance standards.

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

Response:
Assistance provided to students experiencing difficulties includes:
- Inclusion classes for Students with Disabilities are co-taught by regular classroom and special education teachers to ensure that students are being taught the necessary standards.
- Teacher teams meet regularly to monitor the implementation of intervention strategies that will address what will be done for students when they are not successful in mastering the agreed upon knowledge, skills, and understandings in the performance of tasks.
- Benchmark tests are administered at the end of each grading period to assess student knowledge and progress.
- Parent conferences are scheduled each grading period for parents and teachers to discuss student achievement.
- Parent attendance is mandatory for 9th and 11th grade orientation.

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

Response:
- Continuous professional learning is held to train teachers how to implement CCGPS, and embed standards-based teaching and learning strategies into all disciplines. Administrators ensure all teachers have support in needed areas by conducting focus
walks and providing immediate feedback.

- Collaborative department meetings are designed to foster data analysis.
- Co-teaching planning meetings provide opportunities to differentiate instruction for various learners. The inclusion coach is available to support the co-teaching process.
- Peer observations with written feedback, as well as student observations with written feedback.

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

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

- Frequent communication with the parents by phone, email, and face-to-face meetings
- Administrator-Teacher-Parent-Student Compacts
- Utilizing Power Parent to monitor student’s grades and attendance

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

- Utilize the school website, dchs@dodge.k12.ga.us to gather information about school and classroom happenings.
- As much as possible, parents assist students with homework
- Sign and return progress reports and report cards
- Attend school sponsored meetings (Open House, 9th/11th grade orientations, guest speakers)
- Consider becoming a volunteer or mentor

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

- Teachers and administrators share information about safety nets for struggling students with special emphasis on credit recovery, summer school, 21st CCLC after school program, and 4th period block.
- Scheduling to maximize instructional time
- Tutors/Mentors who work with individual students
- Social worker and parent involvement coordinator work to assist parents and students

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

Response:
Dodge County High School teachers use a variety of assessment tools and techniques: classroom performance, portfolios, standardized and teacher constructed tests, self-assessment,
student/parent questionnaires, and professional judgment in determining student progress toward meeting both local requirements for graduation and state Common Core Georgia Performance Standards.

Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and quarterly report cards. Teachers communicate directly with parents through telephone calls, notes sent home, and email as they monitor student progress. Parents and students also have access to Power Parent, a web link for parents and students to monitor grades and attendance. Individual score reports and state brochures about interpreting results are sent home. Parents are also informed of available programs and resources for test remediation. Parent conferences are schedule on designated days throughout the year. However, parents may request a conference anytime the need arises.

Group sessions are conducted with parents of upcoming 9th and 11th graders in order to provide information regarding state testing, results, and what they mean in terms of student achievement. Counselors have individual conferences with each student as they prepare to register for classes. Parents are also contacted and encouraged to meet with students’ advisors and their counselor.

Furthermore, Dodge County High School utilizes the annual fall Title I meeting, Open House, parent workshops, school council meetings, and the student handbook to provide parents timely verbal and written information concerning: an explanation of the school’s curriculum; assessments used to measure student progress; individual assessment results; the interpretation of those results; and the proficiency levels students are expected to meet.

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

Response:
The system testing coordinator and school counselors ensure that all state level testing data is collected according to state guidelines. The Georgia Department of Education disaggregates the data and provides documentation to the system and the school. System and school administrators review Georgia High School Graduation Test, Georgia High School Writing Test, and End of Course Test data and develop plans/activities for school personnel to analyze the various data.

At the school level, the administration, leadership team, and departmental teams study various data to identify trends so the students can be more efficiently met.

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

Response:
The state mandated assessments, Georgia High School Graduation Test, Georgia High School Writing Test, and End of Course Tests, meet reliability and validity requirements, and are therefore, statistically sound and research-based.

Testing at Dodge County High School is carefully administered to ensure valid and reliable results. Comparisons are made from year to year to check for consistencies during test
administrations. Testing data from similar schools are reviewed, compared, and analyzed from year to year as well.


Response:
Disaggregated test data is reported to the public in accordance with states guidelines. Data is made available to the public in a number of ways:

- The Georgia Department of Education website: [www.doe.k12.ga.us](http://www.doe.k12.ga.us)
- The Governor’s Office of Student Accountability website: [www.gaosa.org](http://www.gaosa.org)
- Dodge County High School website: [dhs.dodge.k12.ga.us](http://dhs.dodge.k12.ga.us)
- The Balanced Scorecard on Dodge County School District’s website: [www.dodge.k12.ga.us](http://www.dodge.k12.ga.us)
- Local newspaper, the Dodge County News: [www.dodgecountynews.com](http://www.dodgecountynews.com)
- Dodge County High School’s newsletter, The Tribe Scribe
- Dodge County High School’s School Council meetings
- Letters sent home with students.

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

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

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

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

- Parents have opportunities to be involved in the planning, review, and improvement of the Title I plan in an organized, on-going, and timely manner. Valuable input is gathered during the annual Title I meeting, Parent Involvement meetings, and school council meetings.
- Additional input is gathered when parents complete satisfaction surveys.
- Feedback, suggestions, and unsatisfactory comments are considered when revising the Parental Involvement Policy and the School Improvement Plan of the school.
- Students share their input through focus groups, surveys, and the Principals Advisory committee.
- Dodge County High School provides information about the Title I plan to Communities in Schools, faith-based groups, businesses, and other community organizations about ways they can support instructional and motivational programs.
## 16. Plan available to the LEA, parents, and the public.

**Response:**
A copy of the Dodge County High School Title I School Wide Plan will be readily available for parents and stakeholders upon request. The Title I Director, located at the Dodge County Board of Education, will have a copy, and one will be available in the principal’s office at the school. Also, the School Council will be privy to the plan. The plan will be available on the school’s website, [dhs.dodge.k12.ga.us](http://dhs.dodge.k12.ga.us), via the School Improvement link. Teachers and the Leadership Team receive copies of the plan.

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

**Response:**
Dodge County High School will ensure, to the extent possible, that information related to school and parent programs, meetings, and activities will be sent home in the language spoken in the home. The school employs Spanish and French teachers. A county-wide ESOL teacher makes home visits and translates documents into Spanish. In addition, computer programs can also be used to translate documents into other languages. High school students often translate for their Spanish speaking parents during conferences with the principal or teachers. If interpreters are needed for languages other than Spanish or French, school personnel look into community resources. Additionally, the TransAct program provided to school systems by the Georgia Department of Education is available for translation purposes.

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

**Response:**
Dodge County High School will abide by the requirements of the School Improvement provisions of Title I Section 1116.