



Savannah Chatham County Public School System

Executive Summary Perceptions of the District: SCCPSS Climate Surveys School Year 2013-14

About the Climate Survey

Since the 2007-08 school year, SCCPSS has implemented a series of online surveys to solicit feedback on key stakeholders' perceptions of the schools. The surveys were revised in the 2012-13 school year to better align with the goals of the District Accountability System and to target business partners and community members as well as parents.

Each survey consists of approximately 15 items distributed among four domains of interest – Academic Achievement, Fiscal Responsibility, School Safety, and Community Engagement. In the analysis that follows, survey results are reported as the average percentage of respondents who agree or strongly agree with the survey items within a given domain. All survey items are phrased as positive statements about the school or district, so agreement with the statement indicates a positive perception.

As results are analyzed, it is important to consider the context of each survey. The surveys for business partners and community members reference Savannah Chatham Public Schools as a whole, while the parent surveys reference the school their child attends. This may impact survey response patterns, as national data on school climate indicate that the public is more likely to express positive attitudes about their school than about the state of schools overall. In addition, the online survey format, low response rates for some populations, and the response bias inherent when respondents volunteer to participate in a survey are all factors which may influence the survey results.

Highlights from the 2013-14 SCCPSS Climate Surveys include:

Business Partners

- Thirty-seven (37) of the district's business partners responded to the 2014 climate survey.
- Among the district's business partners, positive perceptions ranged from a low of 65% in the area of Community Engagement, to a high of 88% in the area of Academic Achievement.
- Business Partners' perceptions of Fiscal Responsibility improved by 3 percentage points compared to last year, while the remaining areas declined from 2013 to 2014. However, results were likely impacted by a decrease in participation.
- Ninety percent (90%) of the district's business partners report that SCPSS works to ensure students achieve academic growth; that the Passport to Excellence plan has provided a variety of learning options and opportunities for local families; and that SCCPSS manages taxpayer funds responsibly.

Community

- Three hundred and eighty-nine (389) community members responded to the 2014 survey. About 80% of the respondents either have a child who is currently enrolled in an SCCPSS school, or have a child who was enrolled in an SCCPSS school in the past.
- Among community members, positive perceptions of SCCPSS ranged from 63% in the area of Fiscal Responsibility, to a high of 76% in the area of Academic Achievement.
- Community perceptions of school safety remained at 64% for the second year, while positive perceptions of Academic Achievement, Fiscal Responsibility, and Community engagement increased by one to three percentage points.

Parents

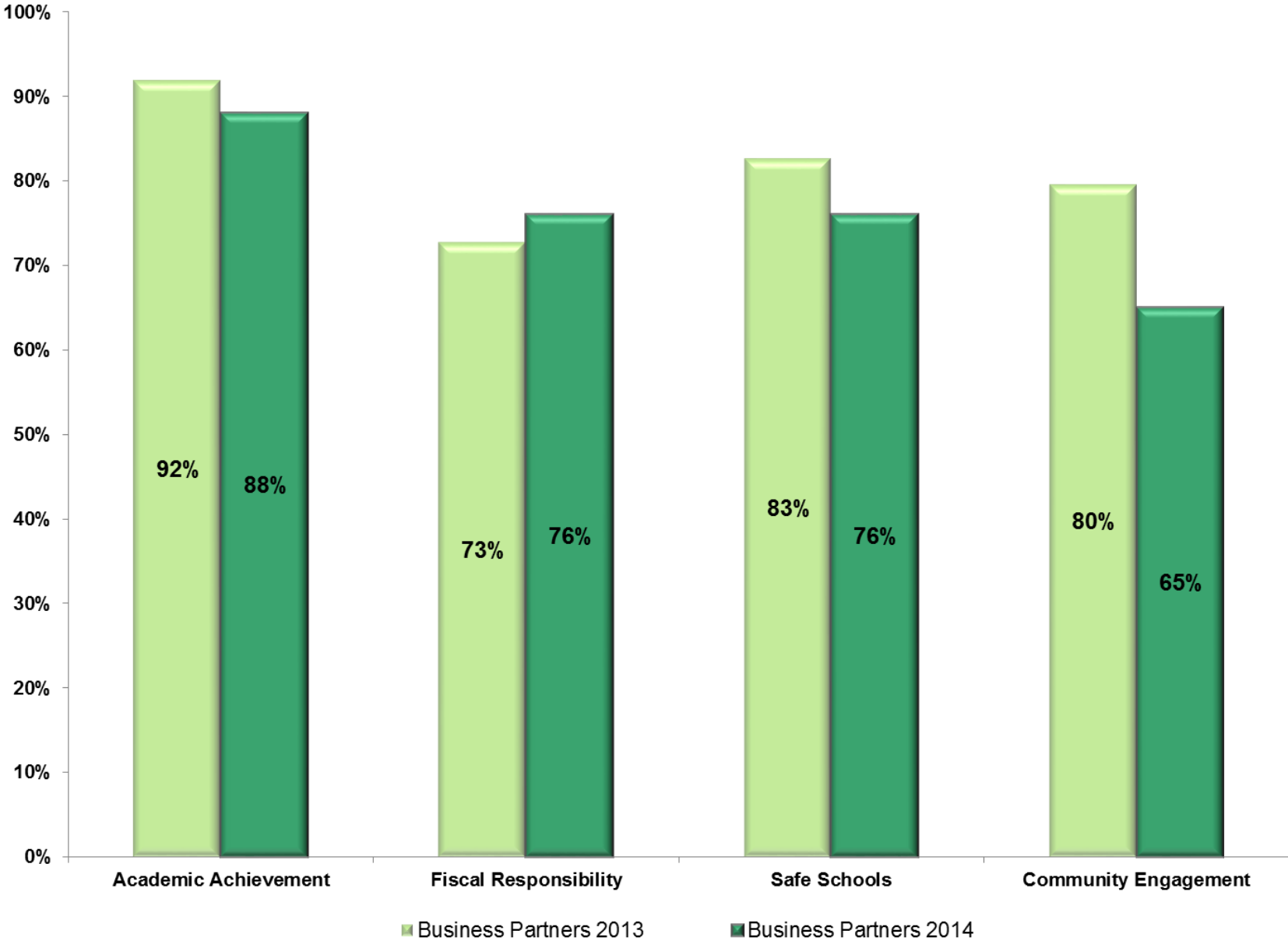
- Participation among parents continued a pattern of steady increase, rising to a record high of over 6,500 responses in 2014. Continued gains in parent participation are due largely to the administration of the paper version of the parent survey in selected schools, and to principals' efforts to promote the online survey.
- Parents report the highest overall satisfaction levels, with positive perceptions reaching 85% for Fiscal Responsibility, 89% for Academic Achievement, and 90% expressing satisfaction with School Safety and Community Engagement.
- From 2013 to 2014, perceptions of Academic Achievement remained at 89%, while Fiscal Responsibility and Community Engagement increased by 1 percentage point, and School Safety rose by 2 percentage points.
- More than 90% of parents agree that teachers track their child's learning progress; that the school provides a safe learning environment and is prepared in the event of an emergency situation; that they are treated with courtesy when they visit the school; that they are kept informed about school events and activities; and that the school encourages parent involvement.

Number of Climate Survey Participants

	2011	2012	2013	2014
Business Partners			81	37
Community			730	389
Parents	5,412	5,735	5,930	6,527

■ Population surveyed beginning in 2013

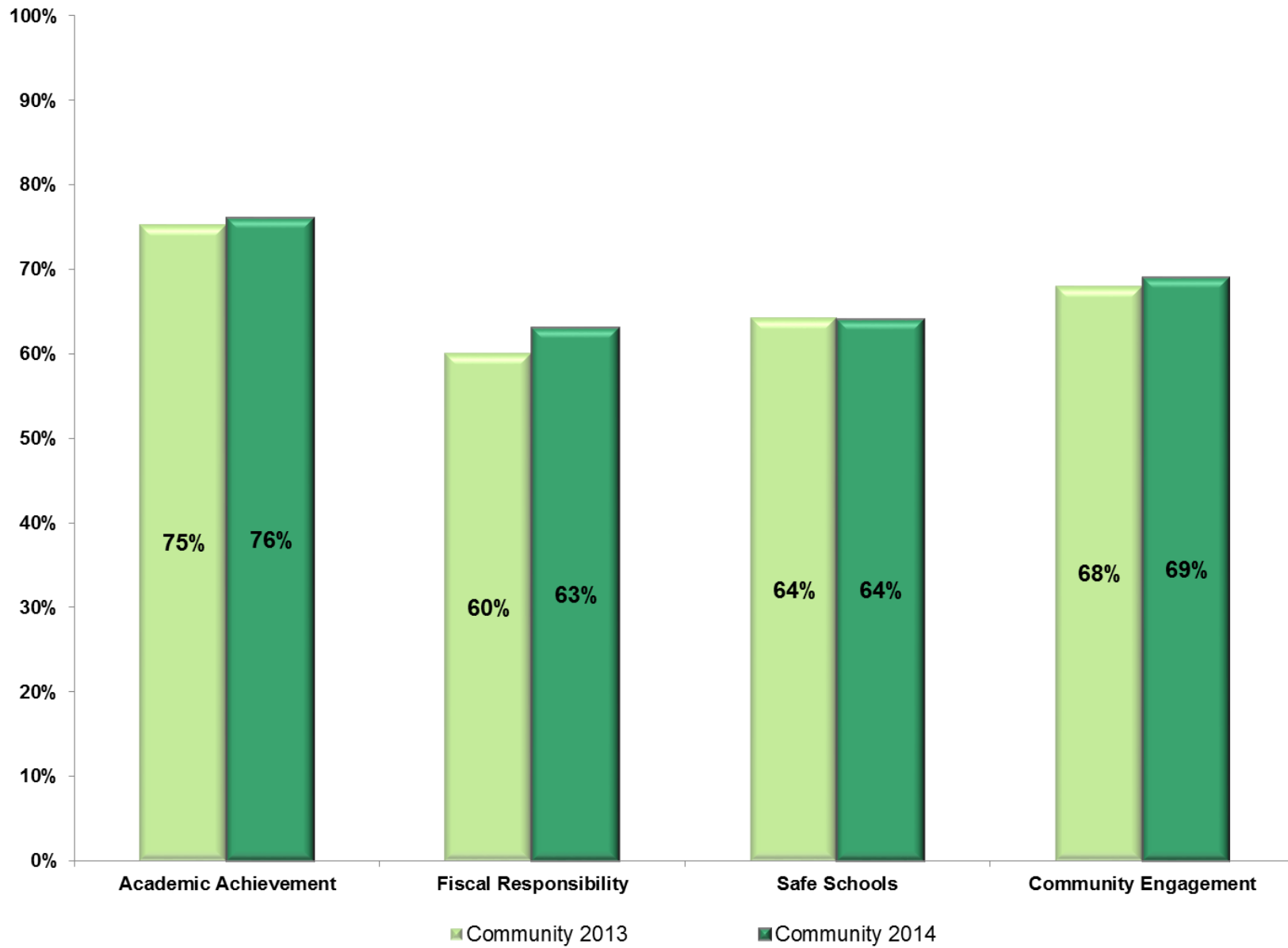
Percentage of Business Partners Reporting Positive Perceptions of SCCPSS



Business Partner Responses by Item

Percentage of Business Partners Reporting Positive Perceptions by Survey Item	2013	2014	1 Yr Chg
Academic Achievement	92%	88%	-4
SCCPSS works to ensure students achieve academic growth.	95%	90%	-5
The Passport to Excellence plan has provided a variety of learning options & opportunities for Chatham County families.	89%	90%	1
SCCPSS provides students with learning pathways to both college & the workforce.	92%	84%	-8
Fiscal Responsibility	73%	76%	3
SCCPSS manages taxpayer funds responsibly in order to serve its students.	71%	90%	19
SCCPSS keeps the community informed about ESPLOST priorities, projects, & expenditures.	64%	78%	14
SCCPSS uses its facilities efficiently & effectively.	74%	61%	-13
SCCPSS employs staff that are trained & effective in supporting student learning.	82%	74%	-8
Safe Schools	83%	76%	-7
SCCPSS provides a safe & secure learning environment.	89%	81%	-8
SCCPSS takes action to address disruptive student behavior.	76%	72%	-4
SCCPSS provides opportunities & options to prevent students from dropping out.	83%	73%	-10
Community Engagement	80%	65%	-15
Information about SCCPSS is easily accessible.	85%	72%	-13
SCCPSS encourages & supports business partnerships.	89%	72%	-17
SCCPSS keeps business partners informed about events, meetings, & future changes.	69%	55%	-14
SCCPSS engages the business community.	76%	63%	-13

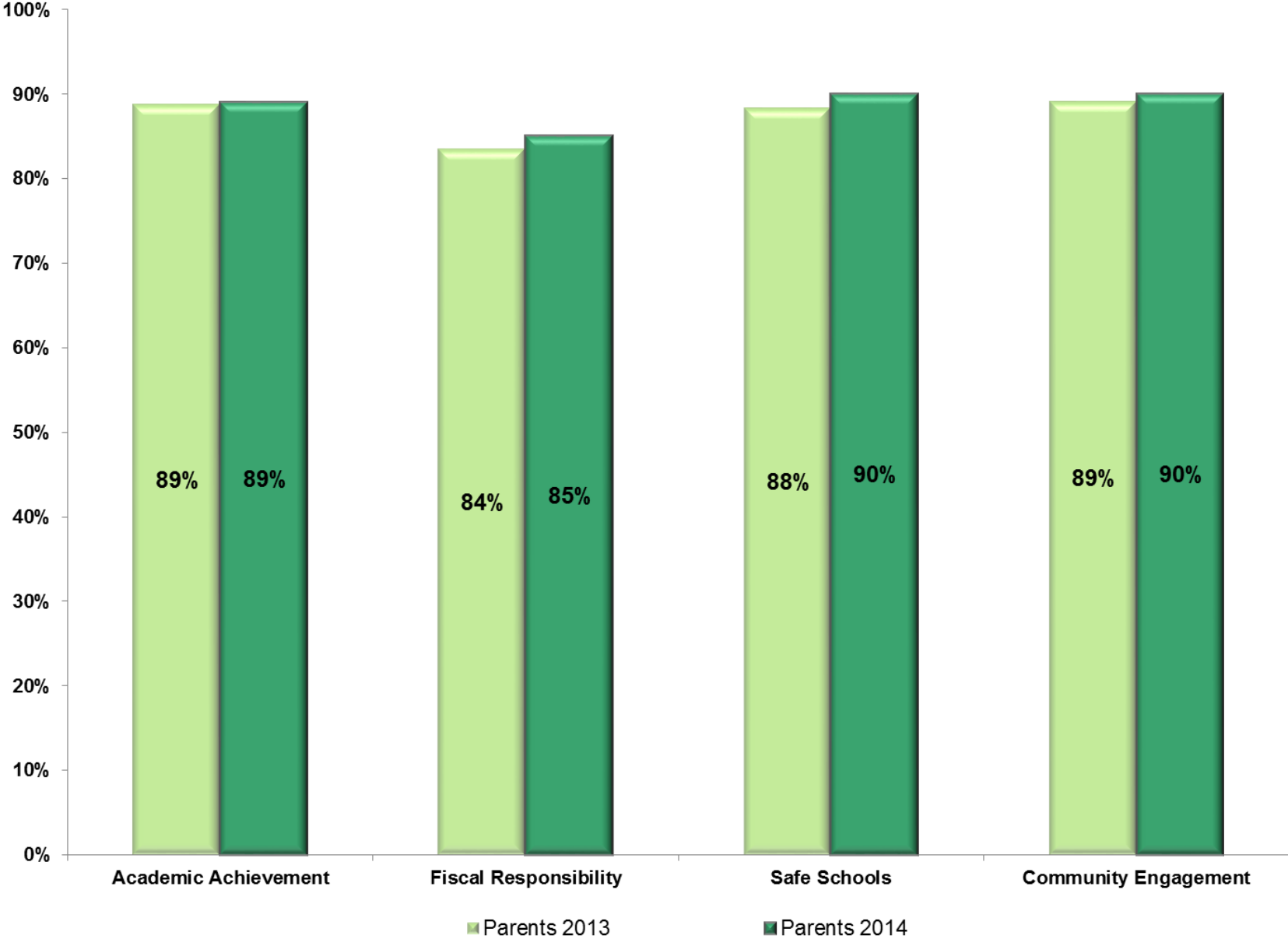
Percentage of Community Members Reporting Positive Perceptions of SCCPSS



Community Survey Responses by Item

Percentage of Community Members Reporting Positive Perceptions by Survey Item	2013	2014	1 Yr Chg
Academic Achievement	75%	76%	1
SCCPSS works to ensure students achieve academic growth.	76%	78%	2
The Passport to Excellence plan has provided a variety of learning options & opportunities for Chatham County families.	72%	77%	5
SCCPSS provides students with learning pathways to both college & the workforce.	78%	74%	-4
Fiscal Responsibility	60%	63%	3
SCCPSS manages taxpayer funds responsibly in order to serve its students.	50%	56%	6
SCCPSS keeps the community informed about ESPLOST priorities, projects, & expenditures.	57%	69%	12
SCCPSS uses its facilities efficiently & effectively.	56%	58%	2
SCCPSS employs staff that are trained & effective in supporting student learning.	75%	71%	-4
Safe Schools	64%	64%	0
SCCPSS provides a safe & secure learning environment.	70%	68%	-2
SCCPSS takes action to address disruptive student behavior.	54%	53%	-1
SCCPSS provides opportunities & options to prevent students from dropping out.	68%	70%	2
Community Engagement	68%	69%	1
Information about SCCPSS is easily accessible.	75%	77%	2
SCCPSS encourages & supports community involvement.	71%	72%	1
SCCPSS keeps the community informed about events, meetings, & future changes.	69%	71%	2
SCCPSS engages the neighborhood communities.	55%	56%	1

Percentage of Parents Reporting Positive Perceptions of Their Child's School



Parent Survey Responses by Item

Percentage of Parents Reporting Positive Perceptions by Survey Item	2013	2014	1 Yr Chg
Academic Achievement	89%	89%	0
Teachers at (my child's school) track my child's learning progress.	92%	92%	0
My child's learning activities & assignments are challenging & appropriate for his/her level.	89%	90%	1
Teachers at (my child's school) work with my child to meet his/her individual learning needs.	87%	88%	1
(My child's school) offers the support programs & services required to meet my child's learning needs.	88%	88%	0
Fiscal Responsibility	84%	85%	1
Teachers at (my child's school) have access to the materials & resources needed to help my child learn.	87%	89%	2
SCCPSS provides parents an opportunity to review & offer feedback on budget priorities for the school year.	75%	77%	2
(My child's school) is properly cleaned & well maintained.	88%	90%	2
Safe Schools	88%	90%	2
(My child's school) provides a safe learning environment.	91%	93%	2
The staff at (my child's school) take action to address disruptive student behavior.	87%	89%	2
(My child's school) uses specific methods & strategies to promote positive student behaviors.	88%	88%	0
I am aware that (my child's school) practices for & is prepared in the event that an emergency situation occurs.	88%	91%	4
Community Engagement	89%	90%	1
(My child's school) treats me with courtesy when I visit.	93%	93%	0
(My child's school) keeps me informed about school events & activities.	92%	92%	0
Teachers at (my child's school) update my child's grades & assignments in the parent portal (Parent Access) at least every 2 weeks.	83%	84%	1
(My child's school) supports & encourages parent involvement.	91%	92%	1
(My child's school) is responsive to parents' questions, concerns, & feedback.	87%	88%	1

Percentage of Parents Reporting Positive Perceptions of Their School: Elementary Schools

	N	Academic Achievement			Fiscal Responsibility**			School Safety			Community Engagement		
		2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg
Bloomingtondale	29	93%	92%	-1	91%	88%	-3	94%	88%	-6	94%	89%	-5
Brock	43	94%	92%	-2	90%	89%	-1	96%	95%	-1	93%	94%	1
Butler	355	90%	94%	4	93%	95%	2	91%	91%	0	90%	90%	0
CEMCO	58	80%	94%	14	83%	83%	0	83%	93%	10	82%	86%	4
Gadsden	73	95%	98%	3	96%	99%	3	91%	99%	8	96%	98%	2
Garden City*	412	94%	94%	0	94%	94%	0	93%	95%	2	93%	92%	-1
Gould	102	89%	88%	-1	86%	92%	6	87%	90%	3	93%	92%	-1
Haven*	197	92%	93%	1	91%	86%	-5	92%	94%	2	91%	91%	0
Heard	100	93%	95%	2	82%	93%	11	92%	91%	-1	91%	92%	1
Hodge*	228	93%	94%	1	94%	93%	-1	95%	94%	-1	95%	93%	-2
Howard	163	88%	94%	6	86%	91%	5	93%	98%	5	89%	93%	4
Jacob G Smith	118	89%	90%	1	90%	94%	4	95%	96%	1	92%	92%	0
Juliette Low*	280	96%	91%	-5	90%	86%	-4	96%	89%	-7	96%	90%	-6
Largo-Tibet	50	82%	89%	7	88%	94%	6	87%	87%	0	89%	88%	-1
Marshpoint	143	92%	91%	-1	94%	89%	-5	93%	94%	1	92%	92%	0
Pooler	46	85%	91%	6	67%	69%	2	75%	82%	7	82%	87%	5
Port Wentworth	64	90%	95%	5	88%	87%	-1	90%	95%	5	94%	92%	-2
Pulaski	49	91%	77%	-14	94%	87%	-7	84%	86%	2	89%	77%	-12
Shuman*	229	92%	94%	2	92%	92%	0	88%	96%	8	91%	95%	4
Southwest	25	87%	84%	-3	87%	90%	3	87%	84%	-3	83%	82%	-1
Spencer*	239	99%	96%	-3	98%	96%	-2	93%	94%	1	97%	91%	-6
Thunderbolt*	114	96%	90%	-6	92%	92%	0	91%	93%	2	94%	96%	2
Tybee Maritime	57	NA	98%	NA	NA	95%	NA	NA	96%	NA	NA	90%	NA
West Chatham	296	90%	92%	2	89%	90%	1	93%	92%	-1	90%	91%	1
White Bluff	51	94%	94%	0	89%	94%	5	91%	97%	6	91%	92%	1
Windsor Forest	121	89%	86%	-3	92%	90%	-2	91%	89%	-2	86%	84%	-2
Elementary Total	3642	92%	93%	1	91%	91%	0	92%	93%	1	92%	91%	-1

At/above 2017 target
 Indicates an increase

*School administered paper version of parent survey

**School results exclude District-specific item on opportunities to provide feedback on budget priorities

Percentage of Respondents Reporting Positive Perceptions of Their School: K-8 Schools

	N	Academic Achievement			Fiscal Responsibility**			School Safety			Community Engagement		
		2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg
East Broad*	249	95%	93%	-2	88%	91%	3	88%	86%	-2	90%	88%	-2
Ellis	176	95%	91%	-4	76%	78%	2	94%	95%	1	90%	86%	-4
Garrison	136	81%	83%	2	80%	90%	10	77%	89%	12	85%	87%	2
Georgetown	99	87%	87%	0	88%	89%	1	87%	91%	4	90%	81%	-9
Godley Station	161	83%	88%	5	89%	86%	-3	88%	91%	3	88%	89%	1
Hesse	94	91%	90%	-1	81%	88%	7	93%	92%	-1	92%	92%	0
Isle of Hope	60	90%	90%	0	85%	90%	5	85%	90%	5	92%	92%	0
Savannah Classical	38	NA	89%	NA	NA	81%	NA	NA	90%	NA	NA	84%	NA
K-8 Total	1013	87%	89%	2	85%	87%	2	86%	90%	4	89%	88%	-1

 At/above 2017 target
 Indicates an increase

*School administered paper version of parent survey

**School results exclude District-specific item on opportunities to provide feedback on budget priorities

Percentage of Respondents Reporting Positive Perceptions of Their School: Middle Schools

	N	Academic Achievement			Fiscal Responsibility**			School Safety			Community Engagement		
		2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg
Coastal	95	78%	75%	-3	90%	84%	-6	79%	80%	1	79%	80%	1
DeRenne*	143	80%	94%	14	92%	90%	-2	64%	88%	24	75%	87%	12
Hubert*	150	90%	96%	6	90%	97%	7	88%	93%	5	88%	92%	4
Mercer	21	76%	79%	3	75%	74%	-1	65%	76%	11	73%	86%	13
Myers*	91	85%	76%	-9	66%	81%	15	90%	74%	-16	84%	71%	-13
Oglethorpe	91	92%	60%***	-32***	96%	78%***	-18***	95%	62%***	-33***	99%	62%***	-37***
Southwest	54	69%	78%	9	82%	81%	-1	67%	77%	10	70%	70%	0
STEM at Bartlett	113	NA	91%	NA	NA	88%	NA	NA	90%	NA	NA	85%	NA
West Chatham	58	65%	68%	3	66%	70%	4	55%	64%	9	62%	59%	-3
Middle Total	816	83%	83%	0	82%	85%	3	80%	81%	1	82%	79%	-3

At/above 2017 target
 Indicates an increase

*School administered paper version of parent survey

**School results exclude District-specific item on opportunities to provide feedback on budget priorities

***1 year change was flagged as an outlier which required further investigation. It was revealed duplication of responses from the same source within a limited time frame skewed the results. With these duplicate responses are removed, Oglethorpe Charter, Middle school group, and district scores are as follows:

	N	Academic Achievement			Fiscal Responsibility**			School Safety			Community Engagement		
		2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg
Oglethorpe	73	92%	76%	-16	96%	86%	-10	95%	79%	-16	99%	79%	-20
Middle Total	797	83%	85%	2	82%	86%	4	80%	83%	3	82%	81%	-1
SCCPSS Total	6508	89%	90%	1	84%	85%	1	88%	91%	3	89%	90%	1

Percentage of Respondents Reporting Positive Perceptions of Their School: High Schools & Other Education Centers

	N	Academic Achievement			Fiscal Responsibility**			School Safety			Community Engagement		
		2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg	2013	2014	1 Yr Chg
Beach	115	94%	88%	-6	90%	91%	1	94%	87%	-7	93%	88%	-5
Groves	67	73%	81%	8	63%	83%	20	76%	85%	9	71%	82%	11
Islands	128	75%	73%	-2	80%	81%	1	83%	77%	-6	84%	72%	-12
Jenkins	40	83%	84%	1	71%	74%	3	70%	75%	5	78%	68%	-10
Johnson	36	68%	71%	3	72%	70%	-2	73%	66%	-7	71%	60%	-11
New Hampstead	102	77%	63%	-14	88%	79%	-9	78%	71%	-7	80%	69%	-11
Savannah Arts	185	85%	86%	1	82%	79%	-3	89%	91%	2	89%	88%	-1
Savannah High	212	91%	95%	4	92%	96%	4	93%	97%	4	93%	97%	4
Windsor Forest High	67	72%	72%	0	69%	75%	6	70%	75%	5	76%	71%	-5
Woodville	38	92%	97%	5	86%	100%	14	93%	99%	6	95%	92%	-3
High Total	990	83%	83%	0	82%	85%	3	85%	85%	0	86%	83%	-3
CGCA	16	96%	95%	-1	88%	88%	0	100%	98%	-2	95%	90%	-5
Early College	48	86%	81%	-5	97%	82%	-15	87%	68%	-19	93%	81%	-12
Other Total	66	88%	85%	-3	93%	84%	-9	90%	76%	-14	93%	84%	-9

At/above 2017 target Indicates an increase

*School administered paper version of parent survey

**School results exclude District-specific item on opportunities to provide feedback on budget priorities

Note: Other Total includes responses from programs with too few (< 10) respondents to report

Central Action Items

- Utilize strategic communications plan to expand reach through additional communication channels
- Enhanced Business Partner Program with development of toolkit for schools
- Expanded Community Partnerships with Chamber of Commerce and SEDA
- Regular delivery of E-Newsletter "SCCPSS Education Update" for key communicators

School Action Items

Bloomington Elementary

- Use Paper and Pencil Surveys to increase our parental responses.
- Host a Survey Night combined with other activities to increase parental responses.
- Provide incentives for classroom teachers to increase parental responses.

Butler Elementary

- The principal will progress monitor weekly teachers' update of student grades and assignments in the Parent Access portal to ensure proper parent notification.
- The principal, parent involvement coordinator, and teachers will provide reminders and support to parents about the features and availability of the portal through newsletters, call-outs, webpage, and workshops.

Gadsden Elementary

- The PBIS Steering Committee will develop short (5 min.) video clips to increase parent's awareness of positive behavior interventions being utilized at the school. These will be shared throughout the year.
- The principal will provide professional development for teachers to ensure that grades and assignments are updated in the parent portal (Parent Access) at least every 2 weeks

Garden City Elementary

- Parents are valuable assets and important in building and sustaining positive relationships. The school will work to resolve parent concerns and address needs that arise through conferences and telephone calls.
- School personnel will work to be patient listeners, convey clear messages relative to district guidelines to clarify misunderstandings, display body language that demonstrates a willingness to serve and strive to accommodate the needs of parents and visitors to the school.
- Responding in a timely manner to parent concerns can help to alleviate situations escalating to another level. The school will continue to respond within 24 hours to address and resolve all parent concerns that are presented.

Gould Elementary

- The PBIS Team will provide Professional Development for all staff members at the beginning of the year to identify behavioral expectations for students and to create positive interventions to encourage these behaviors. This Professional development will also be reviewed at the beginning of the second semester. And additional training will be provided as needed throughout the school year.
- The principal will provide information to all parents about PBIS. Information will be disseminated by utilizing the school web page, school FB page, call outs, handouts and the parent resource advocate.
- The counselor will provide Character Counts curriculum to teachers to incorporate into their lessons. The counselor will also use Character Counts curriculum in the advisement programs

Haven Elementary

- The school staff will increase knowledge of the technology and manipulatives that are used to support our students' educational experiences at Haven by offering opportunities for parents/guardians to attend technology open houses. We will reach out to the community by offering workshops and meetings at places outside the school such as the Tatemville Community Center. These opportunities will allow us to share what we have at Haven and how we use technology and supplies to enhance instruction.
- The staff at Haven along with the Title I parent coordinator will enhance the use of the portal by offering parents an opportunity to utilize the portal in the parent center. The principal will insure that staff members are comfortable with the portal and its uses so that staff members will feel comfortable sharing this information with parents.

Heard Elementary

- The staff at Heard will input all class assignments on a Monday and have the grades submitted into the portal by the following Monday. The administration will review the portal weekly to monitor the grades submittal.
- The administration at Heard will provide professional development to the staff on various positive behavior interventions and how to correctly implement these interventions.
- The counselor will provide Character Education lessons to all students at least once a month and provide the character word for the month and activities for the Morning Show.

Hodge Elementary

- Administrators will monitor students placed on behavior RTI's and provide support and resources for teachers when needed.
- The principal will plan professional development for staff on using higher level questioning with students and also provide coaching for staff on strategies for improving critical thinking skills in all content areas.
- Administrators will monitor Power Teacher weekly to ensure that teachers are updating student grades and assignments for Parent Access every two weeks.

Howard Elementary

- The principal will provide continued opportunities for safety and evacuation drills via the Emergency Response Team and faculty/staff to ensure awareness and safety at May Howard Elementary School
- The office staff will participate in walkthroughs and mock audits to improve fiscal responsibility by maintaining a rating with zero findings.
- The principal will continue to provide professional learning opportunities for teachers to improve the academic achievement of all students at May Howard Elementary School.

Largo-Tibet Elementary

- Administrators in coordination with the school Parent Liaison will provide community and parent outreach in the form of parent academic workshops and parent outreach events. In addition, they will increase community partnerships with faith based organizations, neighborhood associations, and civic associations.
- The Principal will provide the faculty and staff with professional development to improve the effectiveness of math instruction and to increase the level of rigor associated with math instruction.

Low Elementary

- To maximize instructional time, the PBIS team will consistently implement Positive Behavioral Intervention and Supports strategies (PBIS) and Character Counts Traits to reduce office referrals and the number of classroom disruptions.
- The Parent Facilitator and Administrators will create and manage an internal website to increase parental and community engagement.
- The counselor will integrate the Character Counts curriculum into the guidance program to promote positive behavior and to help students make better choices.

Marshpoint Elementary

- The principal will compile a list of teaching materials and resources needed for each grade level based on teacher input. These materials and resources will be given priority when making budgetary decisions for each grade level.
- The principal and RTI Coordinator will compile a list of needed interventions/progress monitoring tools for each grade level based on teacher input. These RTI materials and resources will be given priority with making budgetary decisions.

Otis J. Brock, III Elementary

- The Leadership Team/Administration will continue to reorganize teaching strategies in the areas of Math and Reading using Flex Time, a forty-five minute block that groups students based on data from DIBELS, MAP, SRI, OAS, CRCT etc. to ensure that all students are getting intensive small group instruction based on specific skill needs.
- To reduce suspensions, Administration will require that all teachers write classroom behavior plans with contracts for parents to establish behavioral expectations for students. We will also utilize the RTI process with individual behavior plans for targeted students and continuing to implement our School Wide PBIS Plan.
- The Leadership Team and Administration will survey all stakeholders (parents, teachers, and community and business partners) to ascertain what resources are needed to improve instruction, such as additional computers and technology, supplemental materials, etc. Resources to support small group intensive instruction will be identified and purchased as funding allows.

Pooler Elementary

- The custodians will adhere to a daily cleaning schedule developed by the principal and head custodian to improve the cleanliness and décor of the building. The daily cleaning schedule will be monitored by principal, assistant principal, and the head custodian.
- The principal and assistant principal will monitor teacher updates of grades and assignments in parent portal (Parent Access) to improve accuracy of data and assignments entered.
- The principal will provide parents with a monthly notice regarding upcoming practices/drills for emergency preparedness.

Pt. Wentworth Elementary – None Provided

- The administrative team will provide parents the opportunity to provide suggestions on expenditures for the Title I budget during School wide Title 1 meetings. Input on school needs will also be solicited from Council members during School Council meetings.
- The administrative team will check Power Teacher weekly (Wednesday) to ensure that teachers are posting grades and assignments in the program. The teachers will send home a Wednesday folder called the Pelican Briefs with the students' weekly work that the parents will need to review, sign and date.

Pulaski Elementary

- The principal will provide professional development for faculty and staff in the areas of differentiated instruction and depth of knowledge to ensure that teachers are utilizing activities and assignments that are challenging and address individual learning needs. We will also provide a learning opportunity for parents that explains the various programs and strategies we implement for both remediation and enrichment.
- The administrative team will log on to PowerSchool weekly (Tuesdays) to ensure that all homeroom teachers are updating grades and assignments in Parent Access at least every two weeks so that parents receive timely feedback about students' academic progress.

Shuman Elementary

- The Leadership team will post flyers at businesses in our area, to keep the community abreast of information related to Shuman. In addition, our Monthly Newsletter will be sent to the Eastside Housing Authority to post on their website.
- Administration will increase the number of call outs to our parents in an effort to encourage them to be our partners in educating their children.

J.G. Smith Elementary

- The Local School Council of Jacob G. Smith Elementary will work during the 2014-2015 school year to actively solicit feedback from parents and business partners regarding academic and social activities the school can provide to build a stronger team between parents, students, faculty, and community.
- The Local School Council will make themselves accessible during our 2014-2015 Open House and PTA meetings for face to face conversations with parents, will actively promote school based instructional events, and will provide an ongoing method for parents to leave feedback, suggestions, and ask questions regarding our school.
- The principal of Jacob G. Smith will establish a collaborative committee of teachers for the purpose of increasing the number of businesses who are willing to come into the school to work with students. We are seeking partnerships who will provide human resources, rather than monetary resources, for the purpose of mentoring students. These new partners would be in addition to SCAD, Habersham House Residents, Hunter Army Airfield soldiers, and Tails Spin.

Southwest Elementary

- The faculty will increase community involvement in our school by keeping parents informed of upcoming events through newsletters, the school website, and call outs
- The faculty will increase parent perceptions in the area of academics by hosting academic parent nights.

Spencer Elementary

- The principal will provide professional development for faculty and staff on the portal to ensure that parents are informed and appraised of current information.
- The counselor will provide professional development for faculty and staff on PBIS to improve student behaviors and limit disruptions.
- The principal will meet with faculty and staff to ensure that parents are responded to in a timely fashion to improve communication.

Thunderbolt Elementary

- The Principal will monitor teacher's grade books every two weeks to ensure students' grades and assignments are updated for the Parent Portal.
- The Parent Facilitator will provide parent workshops on the Thunderbolt Emergency Response Team (ERT) to increase awareness of practices and procedures should an emergency situation occur.

West Chatham Elementary

- The counselor and all staff will implement anti-bullying strategies with students in classrooms and during small group counseling sessions.
- The principal will monitor drop off and dismissal procedures and adjust as necessary.

White Bluff Elementary

- In addition to asking for parents' input on how to spend Title I Funds during our School wide Title I Meeting, the principal will provide literature/examples to parents on how Title I Funds have been spent previously to better assist them with their input.
- The administrative team will designate two days each month to check PowerSchool to ensure that the assignments and grades in Parent Access are current.

Windsor Forest Elementary

- The principal will ensure that all teachers update Power Teacher weekly with current grades so that parents will have current data when accessing grades.
- The principal will continue to provide professional learning for teachers who need assistance with PBIS and appropriate classroom management skills.

East Broad K-8

- The principal will continue to partner with the State of Georgia and allow staff to participate in the APTT (Academic Parent Teacher Teams) model for school improvement. This model provides professional development training for staff on how to work with parents for the purpose of academic achievement and school improvement.
- The school safety team will meet with staff members quarterly and will provide lessons to staff on how to keep themselves and student's safe and conduct routine safety exercises and drills.
- The principal will recruit parents and community partners to serve on the school council in order for these important stakeholders to have representation.

Ellis K-8

- The Principal will secure permanent custodial staff and with the Head Custodian implement new scheduling for after school hours cleaning in order to improve cleanliness within the building. (May-June 2014)
- The Principal, School Council, Head Custodian and School Data Team will construct, conduct and analyze a Facilities Survey to identify areas of concern and then develop a strategic plan of action to procure resources and skilled SCCPSS personnel to improve campus cleanliness and maintenance. (June/August 2014)
- The Principal and Grade Level Chairs will conduct parent education on the following: non-graded Montessori classrooms, the current Montessori parent/teacher/student conference, and the assignment of grades in the Middle School program, so that parents will understand the various avenues to access timely and accurate information regarding student academic progress. (August/September 2014)

Garrison K-8

- The principal will update the Staff Handbook for the 2014/2015 school year which specifies that teachers will enter assignments on Mondays and then enter the grades for these assignments on the following Monday.
- Administration will provide professional development at the beginning of the year to set the expectation for this requirement and will follow up during teacher's TKES walk through or formative observation and address under Standard 9, Professionalism and Standard #10, Communication.

- The principal will provide professional development for faculty and staff on differentiation of lessons and will follow up during teacher's TKES walk through or formative observation and address under Standard #4, Differentiation.
- The principal will continue to maximize resources to provide for additional before school and after school remediation opportunities as outlined in the RTI process.

Georgetown K-8

- The counselors and staff will host a Career Day for students to increase community involvement and career awareness in our school.
- The faculty will increase parent involvement activities to keep parents informed about school events and encourage parent involvement.
- The counselors will integrate the Character Counts curriculum into the advisement program to promote positive student behaviors.

Godley Station K-8

- The school council will ask parents to provide feedback regarding budget priorities to increase parent involvement and awareness in the fiscal responsibilities of the school.
- The principal will add a section to the top of the weekly family newsletter to remind parents of upcoming events.

Hesse K-8

- Parent notifications and safety updates will be provided through newsletters, website notices, parent letters and telephonic call outs.
- Campus Police (and Central Office Administrators) will be asked to frequently assess the school grounds for safety tips.
- Additional Community Meetings will be held as needed to address safety issues and parent/community concerns.

Isle of Hope K-8

- The principal will establish a Positive Behavioral Interventions and Supports (PBIS) team to develop an action plan for implementing these strategies school-wide in order to increase positive behavior interventions.
- The principal will hold community engagement meetings each marking period to keep our community stakeholders informed of school data and special events.
- The principal will monitor Power Teacher weekly to ensure that grades and assignments are posted for parental review at least every two weeks.

Bartlett STEM Academy

- The principal and professional development committee will provide staff development for faculty and staff in order to increase the effectiveness of the school-wide PBIS (Positive Behavioral Intervention and Support) program.
- The administrative team and counselors will incorporate a No Bullying curriculum into the advisement program
- The principal will facilitate parent workshops each quarter to inform parents of pertinent information for the success of each student at The STEM Academy, beginning summer 2014.

Coastal Middle

- The administrative team will ensure that teachers are provided with additional professional learning opportunities in the areas of differentiated instruction and assessment to better meet the learning needs of all students.
- The principal will include information about the school budget on School Council and PTSA meeting agendas and in weekly parent communications to ensure that parents have an opportunity to be familiar with funding, how it is used and to also give input into expenditures in the future.

DeRenne Middle

- The Leadership team will develop and implement a mentorship program for identified students. The Leadership team members will assign identified students to mentors within the school to monitor student progress.
- The Principal will increase the number of additional community business partners to provide resources for students who are in need.
- The Principal will promote open communication among administrators, teachers, staff, students, families, and communities to foster a trusting and caring relationship.

Hubert Middle

- The Parent facilitator will increase the number of additional community business partners by 50% from 2 to 3 to provide resources for students who are in need for the 2014-2015 school year.
- The administrative team along with the PBIS team will provide professional development for faculty and staff to increase student engagement in the positive behavior intervention system for the 2014-2015 school year.

Mercer Middle

- The principal will provide professional development for faculty and staff to increase understanding of learning styles and the use of differentiation (modeling, peer teaching, analysis and review of lesson plans, etc.) to increase academic achievement.
- The principal will make certain that all stakeholders (parents, PTA, school council, etc) are provided with opportunities to make recommendations regarding the fiscal matters of Mercer Middle.

Myers Middle

- The administrative team and literacy coach in conjunction with professional learning will provide professional develop to improve instructional strategies as evident by classroom observations.
- The administrative team and the PBIS team will provide professional development for faculty and staff to increase implementation of the positive behavior intervention system.
- The parent facilitator, counselor and administrative staff will implement family night at least once a semester to collaborate with parents and increase parental involvement to enhance student learning.

Oglethorpe Academy

- OCS teachers will provide weekly up to date homework postings on the OCS web site to help keep parents better informed.
- OCS will engage the neighbors that surround the school campus by inviting them to participate in all school level events (athletics, school plays, band and choral concerts etc.).

Southwest Middle

- The principal will coordinate parent workshops once each quarter to inform parents of pertinent information for the success of each student at SWMS. The purpose is to get parents more involved each program and equip parents with information necessary to support their child's success. In order to increase attendance, each workshop will be presented at four different times on the same day: 7:45 am, 12:00 pm, 1:30 pm and 6:00 pm. Each workshop will also be presented on a Saturday. On evenings when students attend school dances, etc., students will receive discounted or free admission if a parent attends a workshop on the evening of the dance. This will also apply for students if their parents attended a workshop prior to the dance.
- All budget allocations will be shared during each School Council Meeting, during each PTSA Meeting and during parent workshops so parents are informed of how funds are prioritized based on the needs assessment in the School Improvement Plan. Updates will be presented as the year progresses so parents remain informed.

West Chatham Middle

- The principal and professional development committee will provide professional development for faculty and staff in order to increase the effectiveness of the PBIS (Positive Behavioral Intervention and Supports) program.
- The counselors will incorporate a No Bullying curriculum into the advisement program.
- The faculty and staff will provide math/literacy blended learning lessons to students daily during the Instructional Focus period (based on student academic data).

Beach

- Beach High School Counselors will integrate character counts curriculum into advisement sessions so to increase positive behaviors of students.
- Beach High School will host community/parent sessions off campus at community centers and churches to increase community engagement.
- Beach High School Principal will conduct professional development on de-escalation techniques so to decrease conflicts in classrooms.

Early College

- The Center Leader, School Counselor, and teachers will provide relevant program information through student and parent conferences, presentations at PTSA meetings and university orientations, mail-outs, electronic announcements/e-mails, telephone outreach messages, and website updates to increase awareness of the support programs and services available both on the high school campus and the university campus.
- The Center Leader will attend and provide an opportunity for teachers to attend the upcoming Positive Behavior Interventions and Supports conference and offer professional development for faculty and staff who are not able to attend to increase awareness of positive behavior interventions and supports.
- The Center Leader and Emergency Response Team members will provide families with school safety updates at monthly PTSA meeting and post pertinent updates on the website to increase knowledge of the various Emergency Response and Preparedness activities/exercises conducted at school.

Groves

- The Principal will continue to promote Community Engagement, events such as Groves Day, throughout the community via radio, television, and postal communications.
- The GHS Auditing Committee will continue to meet with the GHS Leadership Team quarterly to ensure that they are spending their funds appropriately for the success of all students.
- The GHS Leadership Team will continue to meet bi-weekly to focus on classroom instruction and develop techniques that maximizes the academic success of all students.

Islands

- The administrative team will implement an improved, comprehensive discipline system for dress code and tardies which are primary behaviors at Islands High School impacting the area of School Safety. These areas will be led each by an Assistant Principal who will provide guidance, follow through and the steps to clear consequences for both teachers and students.
- The administrative and student support team will identify two social/emotional health issues as surveyed by parents and students in the Fall of 2014 and create one Fall and one Spring Potluck Dinner Awareness nights with guest speakers to promote community engagement.

Jenkins

- The Principal and the School of Engineering team leader will organize and host two events for students and parents during the 2014 - 2015 school year to increase parent involvement and awareness.
- The counselors and Principal will host a Career Awareness Fair in the fall and the spring to allow students to interact with community members and business partners.

Johnson High

- The principal and Positive Behavior Intervention team will provide additional training for staff and workshops for parents to increase awareness and implementation of the school wide PBIS.
- The School Council and counselors will provide a Junior Achievement Day that hosts community business speakers in classes to increase community involvement in the school.
- The parent facilitator will organize and host a parent involvement day each semester to include speakers and outreach organizations to increase community involvement and parent awareness of community resources.

New Hampstead

- The Principal and CTEA department will offer 3 workshops for Business partners. These workshops will allow NHHS students to interact with business partners to promote opportunities for possible internships after school.
- The Principal and PTSA will organize and host 2 parent involvement days during the 2014-15 school year to increase community involvement and parent awareness of community resources.

Savannah Arts Academy

- The administrative team and School Leadership Team (SLT) will implement an improved, comprehensive discipline system for daily attendance, tardies and dress code violations Savannah Arts Academy These areas will be led by an Assistant Principal who will lead ad hoc committees that will develop and provide guidelines and the steps to clear consequences for both teachers and students.
- The administrative team, supported by the School Leadership Team (SLT), the PTSA and School Council will develop a comprehensive plan to disseminate appropriate information concerning the academic program at Savannah Arts Academy. Two of the (10) ten monthly

PTSA meetings will be devoted to data on academic performance as well as a state of the school presentation in November 2014.

School of Liberal Studies

- The Principal and Leadership team will provide weekly communications to parents make them aware of upcoming events for the week.
- The Principal and Leadership team will seek additional business partners to increase the impact of our PBIS program. The additional resources will allow the PBIS program to the staff.
- The Leadership team will increase the number of students trained in Peer meditation in order to reduce the number of ISS or OSS for non-violent offenses.

Windsor Forest

- The Principal will increase the number of parent meetings offered at Windsor Forest High School from 5 the 2013-2014 school year to 8 in the 2014-2015 school year. This will allow more opportunities for parents to become involved. Meetings will include student performances and refreshments as well.
- The Principal will offer 3 opportunities for Business Stakeholders to interact with Windsor Forest High School families in order to promote opportunities after High School as well as internships during school related to their potential career interests.

Woodville-Tompkins

- The Principal will conduct a workshop for all parents during Orientation to inform them of how to access student information in PowerSchool.
- The Principal in conjunction with our community partners will develop annual incentives for students.
- The principal in conjunction with the academic department chairs will create monthly lesson plans that will posted on the school website for parents.

Coastal Georgia Academy

- The PBIS Team will continue to provide professional learning for staff and pro-social activities for students so that CGCA will maintain Operational Status as a PBIS School.
- The CGCA Social Workers will maintain contacts (via telephone and in person) with our families to build and improve parental awareness and involvement.