



Savannah Chatham County Public School System

Executive Summary Student Well-Being School Year 2012-13

About Student Well-Being

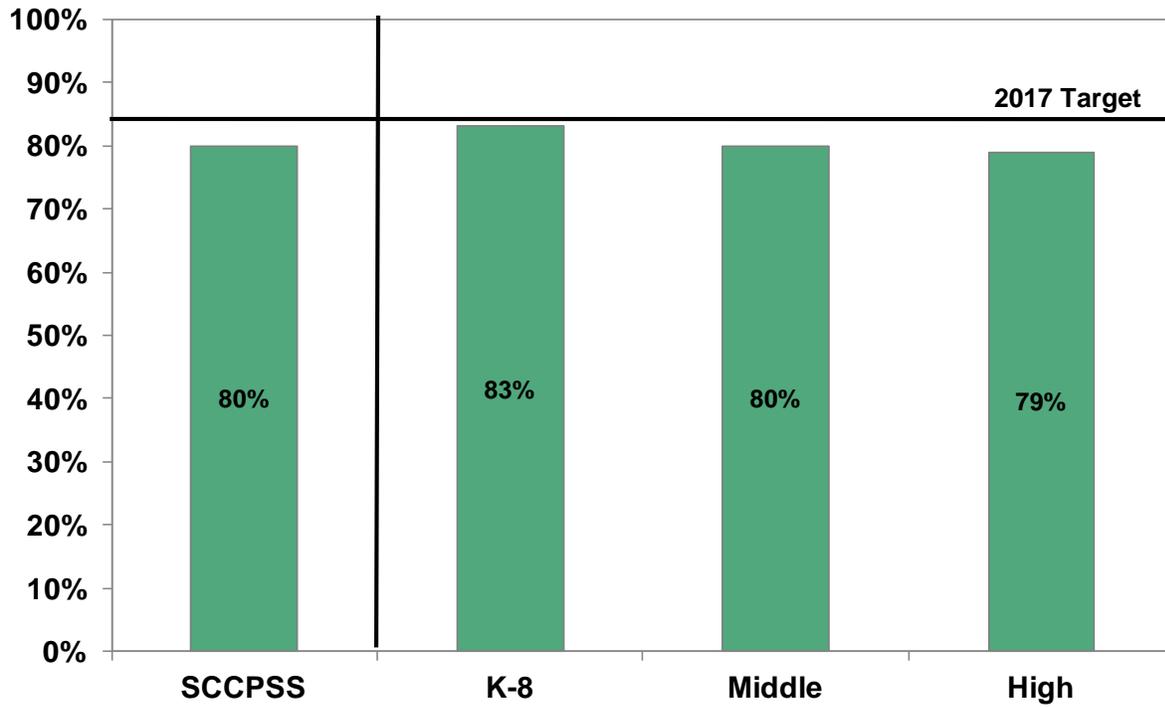
Each year, the Georgia Student Health Survey II is administered state-wide to students in grades 6-12. The survey consists of over 100 items that cover a variety of topics related to students' behaviors, health, and perceptions of their school environment. From within the Student Health Survey, SCCPSS has identified a subset of 24 key items that provide an indicator of students' overall physical, psychological, and social well-being.

All data reflected in the following report are derived from the student-level survey data file provided by the Georgia Department of Education. No identifying student information is collected, so the survey responses are anonymous. Well-being data are reported as the percentage of responses that are indicative of positive well-being.

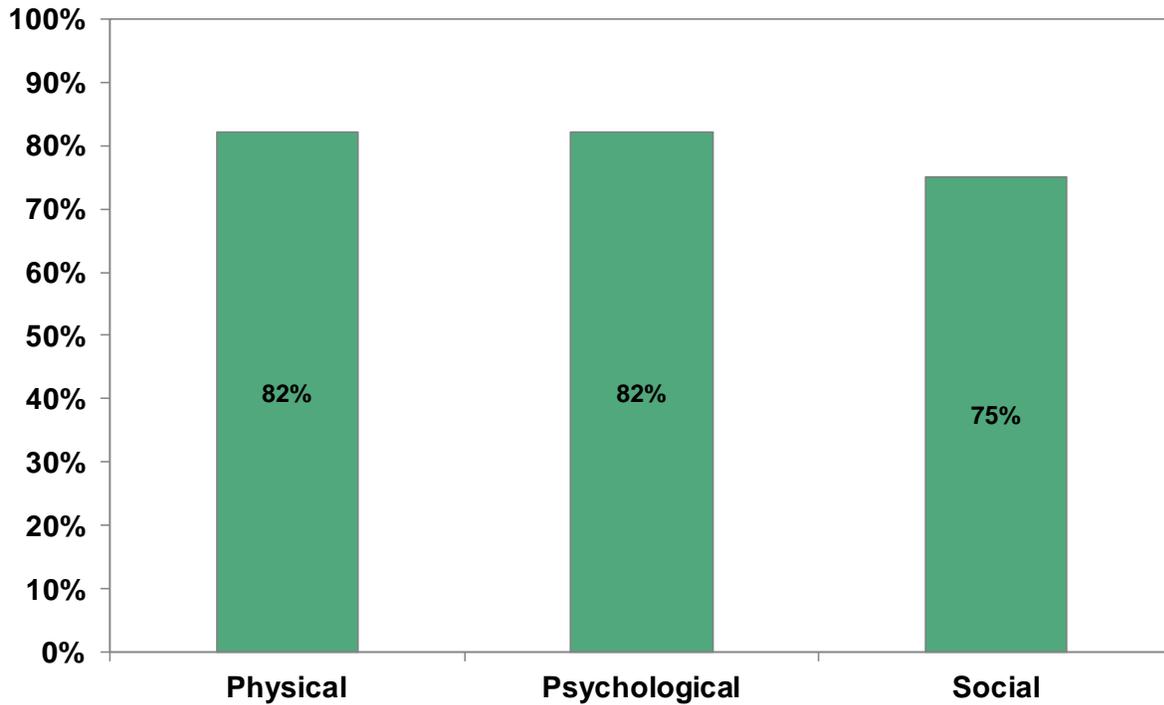
Highlights related to 2012-13 SCCPSS student well-being include:

- Eighty (80) percent of all survey responses indicated positive student well-being. K8 schools achieved an 83% well-being rate, while middle schools reached 80%, and high schools were at 79%.
- Across all grade levels, physical and psychological well-being was rated higher than social well-being – 82% compared to 75%.
- Positive well-being rates were slightly higher for males than for females, at 81% versus 79%.
- Positive well-being ranged from a high of 83% among students who described themselves as Asian, to a low of 77% among students who identified with an ethnic group other than Asian, Black, Hispanic, or White.
- School-level well-being rates ranged from 74% to 87%, with Ellis, Garrison, Georgetown, Isle of Hope, Coastal Middle, Oglethorpe, and Savannah Arts meeting or exceeding the 2017 target.
- At the item level, positive responses ranged from 56% (Students are recognized for their good behavior) to a high of 93% (I feel safe at home).

Percentage of Responses Indicating Positive Well-Being: By Level



Percentage of Responses Indicating Positive Well-Being: By Domain



Percentage of Responses Indicating Positive Well-Being: By Subgroup

	Overall	K8	Middle	High	Physical	Psychological	Social
Female	79%	83%	80%	78%	82%	81%	74%
Male	81%	83%	81%	80%	82%	83%	76%
Asian	83%	86%	85%	80%	83%	85%	78%
Black	81%	82%	80%	79%	82%	82%	73%
Hispanic	80%	83%	81%	77%	81%	81%	76%
White	82%	85%	81%	79%	82%	82%	78%
Other	77%	80%	77%	74%	78%	77%	72%

At/above DAS 2017 target

NOTE: Demographic information is self-reported by students. "Other" is a response option, and may include multi-racial students along with groups other than Asian, Black, Hispanic, or White.

Percentage of Responses Indicating Positive Well-Being: By Item

Physical	My school sets clear rules for behavior	84%
	I know what to do if there is an emergency at school	90%
	School is a place at which I feel safe	67%
	I feel safe at home	93%
	I was taught about alcohol, tobacco, and other drugs within the last year at school	73%
	I have been taught about AIDS or HIV infection within the last year at school	64%
	During the past 12 months I have NOT been offered, sold, or given illegal drugs on school property	89%
	During the past 30 days I have NOT been bullied or threatened by other students	86%
	During the past 30 days I have NOT bullied or threatened other students	92%
Psychological	I like school	79%
	I feel successful at school	84%
	I feel my school has high standards for achievement	80%
	Teachers treat me with respect	72%
	The behaviors in my classroom allow the teacher to teach so I can learn	65%
	Have you ever thought about dropping out of school? (positive well-being response = No)	79%
	During the past 12 months I have NOT harmed myself on purpose	90%
	During the past 12 months I have NOT seriously considered attempting suicide	90%
I have NOT attempted suicide in the last year	90%	
Social	Students are recognized for their good behavior	56%
	I feel my school counselor would be helpful to me if I needed assistance	78%
	I get along with other students and adults	86%
	I would help someone who was being bullied	84%
	I have been taught about character education within the last year at school	75%
	I know an adult at school that I can talk with if I need help	70%

Percentage of Responses Indicating Positive Well-Being: By School

	Overall	Physical	Psychological	Social
East Broad	78%	77%	81%	76%
Ellis	87%	86%	86%	88%
Garrison	85%	87%	86%	82%
Georgetown	84%	85%	84%	82%
Godley Station	82%	83%	83%	79%
Hesse	83%	82%	84%	81%
Isle of Hope	85%	82%	87%	86%
K-8 Total	84%	84%	84%	81%
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Bartlett	78%	79%	80%	73%
Coastal	86%	86%	87%	85%
DeRenne	80%	82%	82%	74%
Hubert	83%	83%	84%	80%
Mercer	79%	80%	79%	76%
Myers	81%	83%	81%	77%
Oglethorpe	87%	87%	88%	86%
Southwest	79%	81%	79%	77%
West Chatham	78%	79%	79%	75%
Middle Total	80%	82%	82%	77%
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Beach	81%	82%	84%	76%
Groves	76%	79%	79%	69%
Islands	78%	79%	79%	74%
Jenkins	79%	78%	82%	74%
Johnson	75%	86%	77%	55%
New Hampstead	74%	78%	75%	66%
Savannah Arts	87%	88%	89%	84%
Savannah High	80%	83%	81%	75%
Windsor	77%	79%	79%	71%
Woodville	82%	82%	82%	82%
High Total	79%	82%	81%	71%

At/above DAS 2017 target

Central Action Items

- Executive Directors of School Governance and the Chief Academic Officer will work with school leadership teams to develop and implement transition programs designed to ensure that students develop a readiness to enter their new environments, to reduce anxiety, and to increase resilience.
- Principals of all schools will continue to develop and enhance relationships in schools through the teaching of conflict resolution and other problem-solving skills. They will also promote the use of classroom management strategies that are participatory, democratic, and focused on problem-solving.
- At the direction of the Executive Directors of School Governance, school administrators and school counselors will meet quarterly with students, staff, and families to address topics that impact the social, emotional and behavioral health of students.

School Action Items

East Broad K-8

- The school will put emergency information in booth/stands located near exit doors which contains map of school, emergency team members with room assignments and first-aid kits.
- The school will develop a student council with a teacher advisor to discuss student concerns and issues that can be shared with school administrator.
- The school will increase the number of good news events which highlight student achievement and excellence in behavior. Will have a minimum of 4 programs per school year.

Ellis K-8

- The Physical Education teacher will continue to implement health related curriculum through scheduled Health Classes. Students will receive instruction on healthy physical and social choices and the dangers of various drugs, alcohol & tobacco.
- To ensure a positive and productive learning environment and to set clear rules & expectations for behavior, all teachers will continue to instruct students in Montessori Grace & Courtesy Lessons. The Principal & Assistant Principal will collaborate with the school data team and the school discipline committee to align Montessori best practices with SCCPSS district discipline policies & procedures. Clear guidelines for the Montessori environment and the student developmental levels will be established by June 2014. These guidelines will be communicated to parents prior to the start of the 2014-15 School Year.
- The School Counselor will implement and supervise a peer-mediation program.
- Mentoring projects across the grade-levels will be developed by grade level teachers and the School Counselor will consult with these grade level teachers to establish individual mentoring opportunities for students.

Garrison K-8

- The school will hold semester student recognition ceremonies. Currently the school only has an end of year celebration.
- During the current school year, Garrison implemented PBIS and developed a "Gator Bucks" reward system which gives students Gator Bucks for exceeding behavior standards. A rubric was developed for each area within the school to establish high expectations. Gator Bucks are submitted weekly and two students from grades Pre-K through 2, 3rd through 5th, and 6th through 8th and are announced on the Monday morning news show. The PBIS Committee is continuing to refine the program to reward students for their good behavior.
- A third area that continues to be an area of emphasis for the school is building relationships with students and ensuring that students have an adult with whom they have developed trust that they can turn to in a time of need.

Georgetown K-8

- Rape Crisis has been invited to the school to discuss bullying providing teacher and student presentations
- Health is being taught through PE and covers such topics as the study of mental, social, and emotional health issues; dealing with relationships with peers and parents; anger management; appropriate ways of responding to conflict; and eating for a healthy lifestyle.
- School Counselors meet with classes to address conflict management, healthy lifestyles, and healthy relationships.

Godley Station K-8

- The middle school assistant principal and the health teachers will teach 100% of the 6-8th grade classes about the dangers of using alcohol, tobacco, and other drugs before the 2014-2015 survey is administered.
- The school counselor will hold a guidance session with 100% of the 6-8th grade classes prior to the administration of the 2014-2015 survey to explain her services and how she will be able to assist all students.
- The school counselor will hold a guidance session with 100% of the 6-8th grade classes. During the session the students will be advised and given options of different staff members they can talk to if they are in need of any assistance. Each child will identify at least one adult.

Hesse K-8

- Counselors will lead group discussions with classes to address self-identity, well-being, etc.
- Clear Club meets each month as a reward for positive behavior.
- Middle Grades Clubs will be offered weekly to promote positive feelings about oneself and school.

Isle of Hope K-8

- Each day, middle grades students who exhibit the six character traits are rewarded with social clubs. During lunch, these students are given choices of different activities that allow them to socialize with friends.
- Each marking period, the school has a spotlight luncheon to recognize students who exhibit exemplary academics, attendance, and conduct.
- School counselors have implemented a mentoring program for students and have created a mediation team to assist with student conflicts.

STEM Academy at Bartlett

- The STEM Academy Administration will review the expectations of the Love Your People program during the semi-annual Code of Conduct reviews.
- The STEM Academy administration will continuously monitor the implementation of our school-wide Positive Behavior Intervention Supports and develop specific, timely rewards for student modeling excellent behavior.

Coastal Middle

- The faculty and staff of Coastal Middle School will continue to reinforce our expectations for students regarding bullying – especially cyberbullying. We have offered multiple guidance and advisement lessons on this topic and will follow up with reminders for the remainder of this school year and throughout future school years.
- Coastal Middle School faculty and staff will continue to provide students with opportunities to experience success at school through differentiation, extra help and support and high expectations for student conduct.
- Through advisement and classroom guidance activities students will be reminded of the services provided by the guidance counselors, the Six Pillars of Character and the IB Learner Profiles.

DeRenne Middle

- 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.
- 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.

Hubert Middle

- The School wide PBIS committee will strive to improve the PBIS plan with a more targeted focus on specific behaviors.
- The Healthy Hornets committee will expand its emphasis on healthy lifestyles for students by providing more activities that promote student health and well-being.
- The administrative staff will provide professional development for the faculty and staff to increase awareness of positive behavior interventions.
- The parent facilitator will assist with increasing parental involvement and volunteers in the school.
- The administrative staff, teachers and counselors will solicit the aid of mentors to help with challenging students.

Mercer Middle

- The principal and staff will continue to provide weekly and monthly incentives that promote Positive Behavior Intervention Support (PBIS). This school wide program will offer students specific rewards for modeling good character and behavior.
- The principal, counselor, and parent facilitator will continue to conduct monthly parent meetings (Family Math Night, Family Science Night, National Parent Involvement, etc.) that focus on student achievement and academic success.
- The administrative team and the school counselor will continue to seek partnerships with community based agencies for student mentors (Big Brothers - Big Sisters, Boy Scouts, Educational Talent Search (ETS), etc.). Mentors will meet with specified students bi-weekly to discuss student concerns.

Myers Middle

- We will recognize students who exhibit good character traits and academic achievement.
- The principal will implement a Principal's Student of the Month. The Principal's Student of the Month will recognize students that demonstrate excellent conduct, good character traits and academic achievement.
- The parent facilitator, counselor and administrative staff will implement family night at least once a marking period. The goal of family night is to collaborate with parents and increase parental involvement to enhance student learning.
- The administrative staff and the PBIS team will provide professional development for faculty and staff to increase awareness of positive behavior interventions.
- The principal will implement a Principal Student Senate. This will allow the students an opportunity to express their goals and concerns with their school

Oglethorpe Charter

- Oglethorpe will offer weekly and monthly clubs to promote character education using the 7 Habits of Highly Effective Teens (book written by Stephen Covey) to promote positive middle school choices.
- The faculty will utilize "You Have Been Tagged", to recognize good deeds done by OCS students throughout the school. Tagged students will be recognized daily on the morning announcements and be given a paper and pen award.
- The school counselor will conduct scheduled guidance sessions with 100% of the 6-8th grade classes.

Southwest Middle

- Southwest Middle School will implement a grade level student of the month by recognizing students who exhibit good character traits and participate in community service projects.
- The academic coach, parent facilitator, department chairpersons and counselors will coordinate at least one parent workshop each marking period. In order to adequately accommodate parents' schedules, each workshop will be offered at least three different times during the day. The goal is to inform and collaborate with parents to increase parental involvement so student learning is enhanced.
- The administrative staff and the PBIS team will provide professional development for all staff to increase staff members' awareness and implementation of positive behavior interventions. This will include certified and classified staff members (e.g. cafeteria staff).
- Administration will implement a Student Leadership Team. Students from all grade levels will participate. The students will participate in book discussions and look at school-wide data (numbers only). Two of the members from the Student Leadership Team will participate in the School Improvement Team Meetings.
- Professional Learning will conduct workshops to train staff members in building relationships by teaching staff how to establish positive rapport with students, parents and colleagues. The overall goal is to improve parent communication by eliminating barriers so teachers and parents work together to enhance student learning.
- The physical education and health teachers will coordinate a Health Awareness Day for each grade level, once during each semester.
- The International Baccalaureate (IB) Coordinator will train staff to increase awareness of how the IB Learner Profiles correlate with Character Counts. The coordinator will conduct professional learning with staff on effective implementation of advisement lessons featuring Character Counts and IB Learner Profiles.

West Chatham Middle

- The PBIS Committee will assess the PBIS program. The committee will then enhance and monitor the positive behavior interventions that have been put into place. The committee will initiate professional learning sessions for teachers to ensure that they are familiar with the interventions and how to support positive behavior.
- The WCMS Leadership Team will conduct a school-wide survey and needs assessment to collect feedback from the students on how WCMS can improve our social satisfaction levels. Professional development will be planned accordingly.
- The WCMS teachers will teach Character Education lessons to students during the Instructional Focus block twice a month. The counseling staff will support students and teachers in this process.

Beach High

- Beach High School has an active PBIS Team. In 2014-2015 Beach High School will create more positive incentives for good behavior.
- To help students understand the importance of good behaviors all the time, Beach High School will integrate more of the Character Counts curriculum into the advisement program in 2014-2015.
- Students are more successful when they feel safe and have structure. Beach High School will train teachers on establishing clear and consistent rituals and routines that can be used across the entire campus.

Groves High

- Groves HS will incorporate the grade-level class Student Government Association (SGA) representatives in the bi-weekly Leadership Team Meetings. These representatives will bring back social concerns from the student body to address the 34% Socially Dissatisfied student responses
- The Groves HS Administration Team will conduct a school wide survey to gather input from the student body on how GHS can improve our social satisfaction levels. It is the GHS Administration Team's intent to find out how GHS can meet every student's social needs.
- Groves HS will conduct a Professional Development with the teachers with the purpose of learning techniques to help build student confidence and student self-esteem.

Islands High

- The counselors and leader from the Peer Mediation Center will provide the teachers with a peer mediation overview training during August preplanning to ensure that options for students during social problems are clearly available.
- The student incentive committee will meet in post planning (May) and preplanning (August) to lay out a calendar of events which recognize student behavior and academics. Events will be held quarterly at a minimum.
- The counselor and teacher leadership team will develop a mentorship program (ie. Starfish program) between identified at-risk students and each staff member in the building. Monthly reports on mentoring activities/meetings will be submitted by each staff member to ensure that meetings are taking place. A pre and post assessment on attitudes of support as well as academic outcomes will be measured to gauge success of the program.

Jenkins High

- Faculty advisors will provide a Character Education lesson/activity to students once a month during the Instructional Focus period.
- Principal/Assistant Principals will conduct grade level assemblies to introduce students to counseling staff. Counseling staff will provide an overview of the role and services offered through the counseling department.
- During pre-planning, counselors will provide training to faculty on the role of being a student mentor/advisor. Mentors/advisors will meet with their advisee groups twice a month during the Instructional Focus period.

Johnson High

- The administrative team will facilitate the organization of school wide procedures and programs (quarterly celebrations and awards) to ensure the acknowledgment of students meeting academic expectations in order to increase the positive psychological well-being of students at Johnson High School.
- Administration will continuously monitor the implementation of our school-wide Positive Behavior Intervention Supports (PBIS) through the development of a PBIS teacher/student team that will facilitate a school wide incentive program with specific rewards for students modeling good character and behavior. These rewards will occur quarterly.
- Each school counselor will have a classroom guidance schedule that ensures classroom guidance occurs at least 2 times per week.

New Hampstead High

- Counselors will provide training to faculty during pre-planning next year on the role of being a student advisor and mentor. Mentors and advisors will meet with their advisement group bi-monthly to discuss student concerns. This will occur during instructional focus.
- The Principal and Assistant Principals will conduct grade level assemblies to introduce students to themselves, as well as, the counseling staff. The counseling staff will provide an overview of the services offered with the counselors.
- Character Education activities will be introduced during instructional focus once a month by the advisors.

Savannah Arts High

- Advisement - At SAA we schedule monthly student advisement sessions designed to focus primarily on college preparedness, course registration, etc. We are adding additional advisement sessions to include more in-depth presentations on topics such as bullying and character education.
- Freshmen - We want to place more emphasis on educating our freshmen students about the resources available to them through our counseling department in the following areas – bullying, cyber-bullying, and social media (sexting, etc.).
- Technology – Continue to address with our students the proper use of technology at school and at home – emphasis on how inappropriate social media behavior can negatively affect students even if the behavior occurred outside of normal school hours.

Savannah High

- The Counseling staff and the PBIS team at Savannah High School will provide positive rewards for students through the PBIS program. Daily and weekly incentives will be awarded to students exhibiting the appropriate behavior during school and school related activities.
- The Teachers and Principal will provided quarterly student recognition programs to highlight academic achievement as we as great displays of citizenship.
- The Principal and Counseling staff will assign mentors to all students in the building. In addition to the scheduled advisement period, we will provide additional advisement times to discuss issues that may be of importance to the students. We will also have teachers/advisors incorporate their weekly after school tutorial days to include a time to meet with advisees who may have problems they need to discuss one on one.

Windsor Forest High

- The Principal, APs and staff will refocus and adjust our school wide implementation of PBIS.
- The Principal, APs, and counselors will continue to fine tune the RTI process for academics, behavior, and emotional issues.
- The health and PE department will identify speakers and bring them into the school to discuss current health issues that are affecting the well-being of our students.

Woodville Tompkins High

- The Principal will implement a school wide "Student of the Month" program recognizing students for both character and academic achievement.
- The Principal, School Counselor, and Social Worker will schedule suicide prevention sessions for students during the second semester.
- The School Administration, Social worker, and community partners will develop monthly gender specific workshops for students addressing self-esteem and other related topics.

Strategic Goal 3:

To Provide a Safe and Secure
Environment for Students and
Employees

Objective E:

Student Well-Being

Report Date:

April 2, 2014

Objective, Baseline & Target

Objective: To monitor and improve student well-being within the schools as measured by the Georgia Student Health Survey II, grades 6-12.

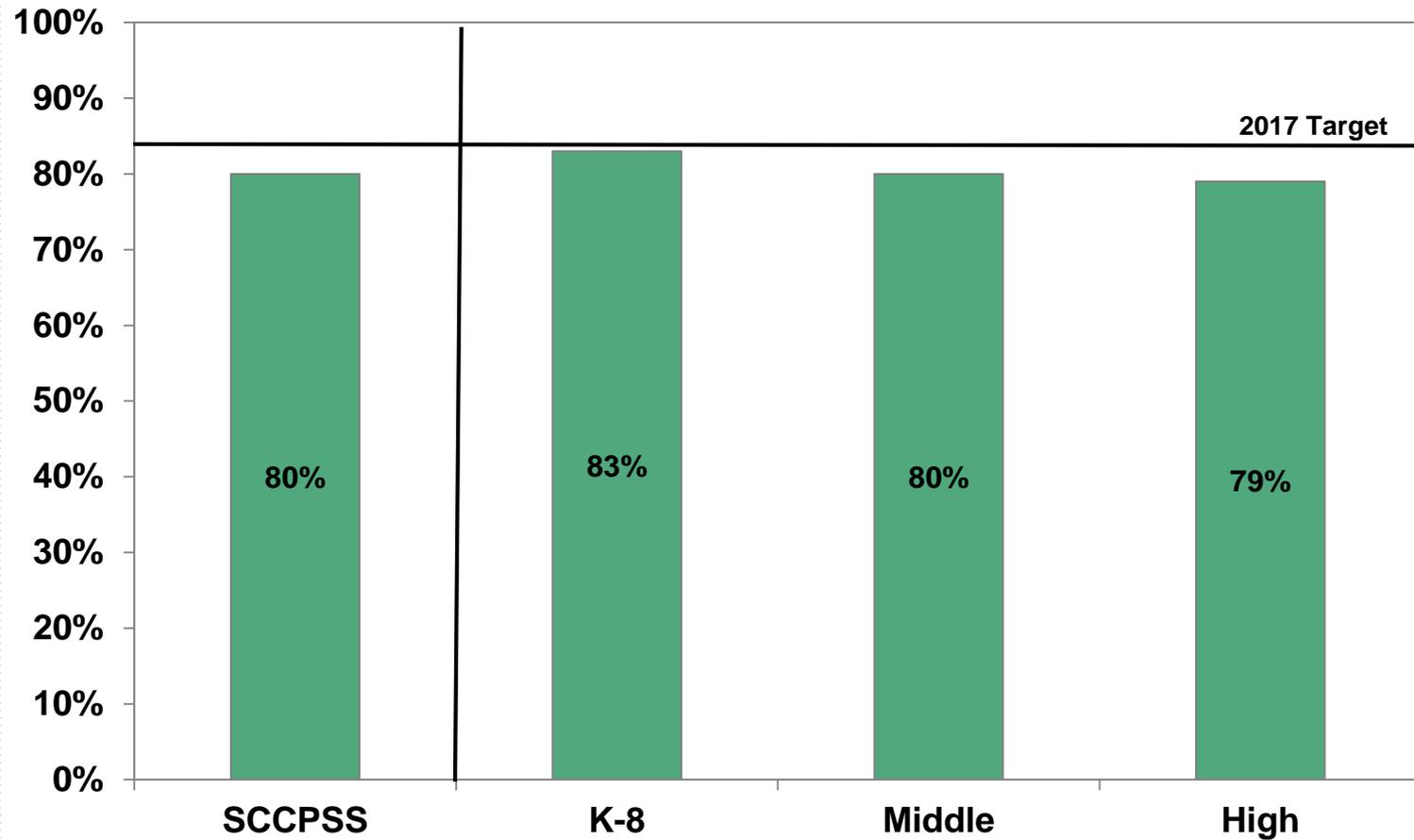
Baseline: SY 2012-13* 80% positive well-being

Target: By end of SY 2016-17* 84% positive well-being

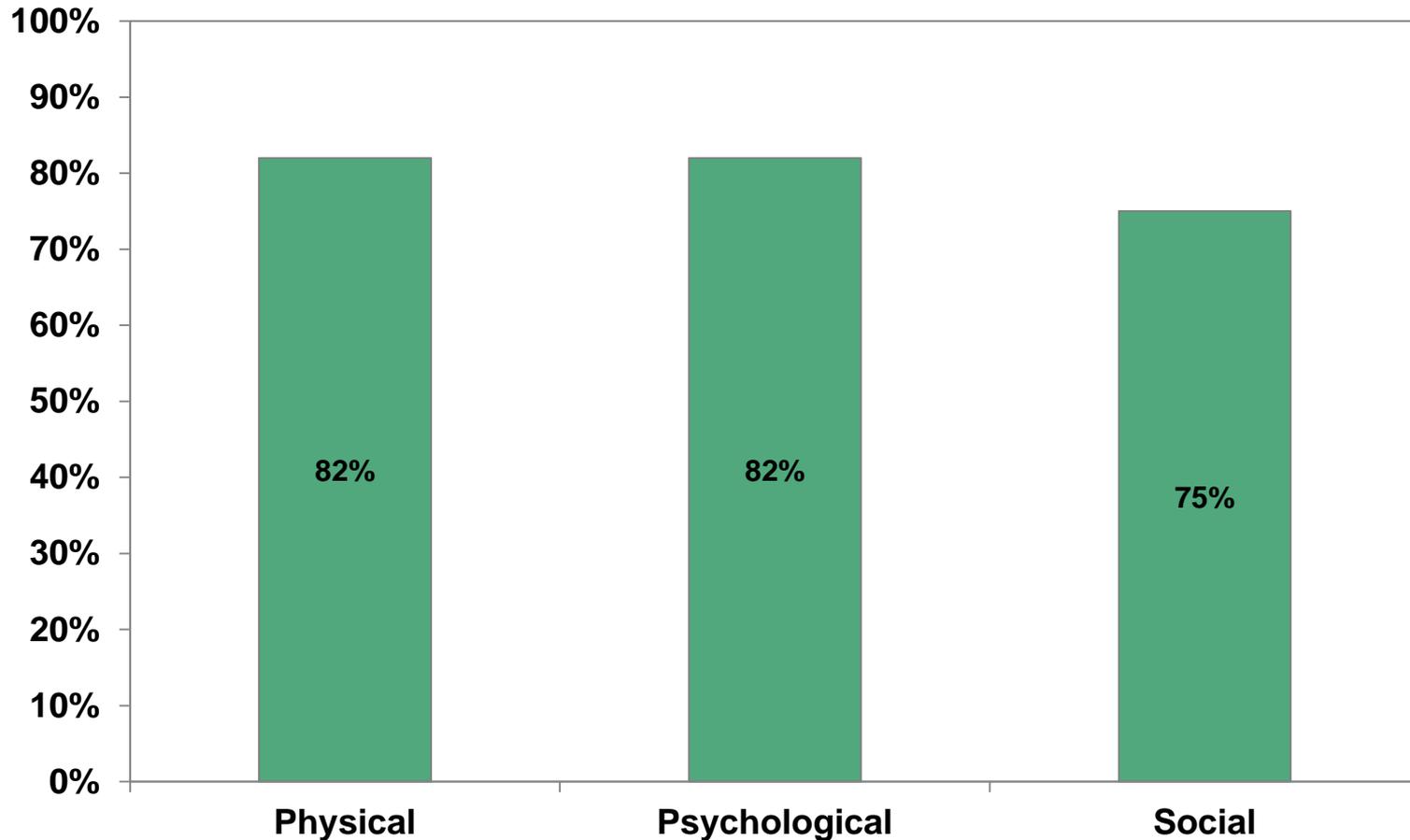
About Student Well-Being

- ❑ Based on a sub-set of items from the Georgia Student Health Survey II
- ❑ Items selected focus on students' physical, psychological, and social well-being
- ❑ Survey administered annually to students in grades 6-12
- ❑ Survey Window: October – February

Percentage of Responses Indicating Positive Well-Being: By Level SY 2012-13



Percentage of Responses Indicating Positive Well-Being: By Domain SY 2012-13



Percentage of Responses Indicating Positive Well-Being: By Subgroup SY 2012-13



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Actions Items

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- Principals of all schools will continue to develop and enhance relationships in schools through the teaching of conflict resolution and other problem-solving skills. They will also promote the use of classroom management strategies that are participatory, democratic, and focused on problem-solving.
- At the direction of the Executive Directors of School Governance, school administrators and school counselors will meet quarterly with students, staff, and families to address topics that impact the social, emotional and behavioral health of students.

Questions

**DISTRICT
ACCOUNTABILITY
SYSTEM**

Data Criteria

- All data are reported from the individual student level data file provided by the Georgia Department of Education’s Office of Safe and Drug Free Schools
- Student survey results are anonymous, and all demographic information is self-reported.
- Well-being data are based on the following subset of survey items:

Physical	My school sets clear rules for behavior; I know what to do if there is an emergency at school; School is a place at which I feel safe; I feel safe at home; I was taught about alcohol, tobacco, and other drugs within the last year at school; I have been taught about AIDS or HIV infection within the last year at school; During the past 12 months I have been offered, sold, or given illegal drugs on school property; During the past 30 days I have been bullied or threatened by other students; During the past 30 days I have bullied or threatened other students
Psychological	I like school; I feel successful at school; I feel my school has high standards for achievement; Teachers treat me with respect; The behaviors in my classroom allow the teacher to teach so I can learn; Have you ever thought about dropping out of school; During the past 12 months I harmed myself on purpose; During the past 12 months I seriously considered attempting suicide; I have attempted suicide in the last year
Social	Students are frequently recognized for their good behavior; I feel my school counselor would be helpful to me if I needed assistance; I get along with other students and adults; I would help someone who was being bullied; I have been taught about character education within the last year at school; I know an adult at school that I can talk with if I need help

- Comprehensive domain-level results are computed based on the combined total of the domain items