

# Accountability and School Improvement Plan

2015-2016

for

**Esther F. Garrison**  
**School of Visual and Performing Arts**  
Savannah-Chatham County Public Schools

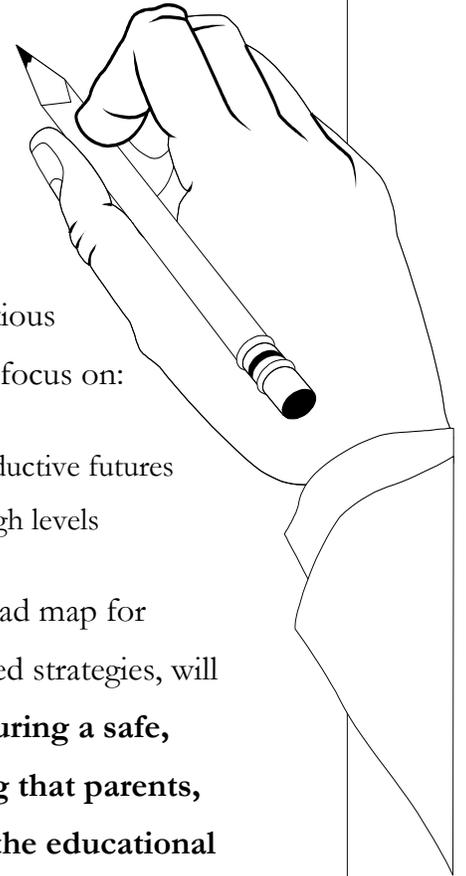
James T. Heater, *Principal*

Thomas Lockamy, Ed.D. *Superintendent of Schools*

August 24, 2015



# I. Principal's Message



August 24, 2015

Dear Stakeholders:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

**Vision:** From school to the world: **All** students prepared for productive futures

**Mission:** To ignite a passion for learning and teaching at high levels

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, demonstrating that parents, business, and community members are actively engaged in the educational process, and fiscal responsibility.** Because we value your input and support, you are invited to join us as we work to make Esther F. Garrison a place where we “Expect all students to be prepared and successful at the high school level.”

Sincerely,

Mr. James T. Heater, *Principal*  
Esther F. Garrison  
School of Visual and Performing Arts



### III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
X School Demographics (gender, race, poverty rate, etc.)	<input type="checkbox"/> Advanced Placement Exam Enrollment and Results	<input type="checkbox"/> Incidents of Physical Violence
X SWD Data	X HiQ Percentage	<input type="checkbox"/> Incidents of Possession of Firearms in School
<input type="checkbox"/> ITBS Data	X Percent Staffed by Certified Teachers	<input type="checkbox"/> Incidents of Possession of Weapons Other than Firearms in School
X 3rd grade Writing Assessment	X Professional Development Hours and Involvement Related to Academic Achievement	<input type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus
X 5 <sup>th</sup> Grade Writing Assessment	X Teacher Survey	<input type="checkbox"/> Hearing Office Data
X 8 <sup>th</sup> Grade Writing Assessment	X Parent Survey	X Incidents of Out-of-School Suspensions
X CRCT Data	X Student Survey	X Incidents of In-School Suspensions
X SRI Data	<input type="checkbox"/> SACS/CASI	X Incidents of Expulsions
X MAP Data	X CCRPI Data	<input type="checkbox"/> Incidents of Permanent Expulsion
X Dibels Data	<input type="checkbox"/> Quarterly Assessment Data	
<input type="checkbox"/> GKAP-R	<input type="checkbox"/> Disproportional Data	
<input type="checkbox"/> GHSWT – First Time Pass Rate	X PowerSchool Database Data Accountability and Assessment website	
X EOCT Data (3-years)		

<p>X Gifted Programs Data</p> <p><input type="checkbox"/> SAT Participation and Results</p> <p><input type="checkbox"/> ACT Participation and Results</p> <p><input type="checkbox"/> PSAT Participation and Results</p> <p><input type="checkbox"/> IB Programs Data</p> <p><input type="checkbox"/> Post Secondary Enrollment Report</p> <p><input type="checkbox"/> Dual Enrollment Class Results and Enrollment</p> <p>X Promotion/Retention Data</p> <p><input type="checkbox"/> Governor's Honors Program</p> <p>X Attendance Data for Students and Staff</p> <p><input type="checkbox"/> Dropout Rate (3-Years)</p> <p><input type="checkbox"/> Cohort Graduation Rate (3-Years)</p>	<p>X Grade Distribution Report</p>	<p><b>Other</b></p> <p><input type="checkbox"/> X Parent Involvement Data</p> <p><input type="checkbox"/> 21<sup>st</sup> Century Program Data</p> <p><input type="checkbox"/> X mClass Data</p>
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## IV. Tier 2 Indicator

### Focus Area (#1): Continuous Growth of Student Academic Achievement

Based on the data from the comprehensive needs assessment, we prioritized the areas of focus and formulated the corresponding Tier 2 indicators/goals and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

<b>GOAL 1.</b>	<p><b>Goal:</b> To have 90% or greater of students in grades three through eight scoring “On Track” or “Commendable” as rated on the writing portion of the Georgia Milestones Assessment for 2015/2016.</p> <p><b>Rationale:</b> The Georgia Milestones Assessment is in its second year as an assessment for students in grades three through eight and the writing portion of the assessment will replace the 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade Georgia Writing Assessments used in previous years. For 2014, 95% of fifth grades students met or exceeded and 98% of eighth grade students met or exceeded the Writing Assessment. The data for the 2014/2015 GMAS has not been released at this time.</p>
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<b>GOAL 2.</b>	<p><b>Goal:</b> To maintain and then increase the percentage of third through eighth grade students who are “On Track” or are “Commendable” as measured on the Math Georgia Milestones Assessment. To maintain 97% for the 2013/2014 school year and for the 2014/2015 school year, and then increase to 98% for the 2015/2016 school year.</p> <p><b>Rationale:</b> The new Georgia Milestones Assessment Math portion will change during the 2014 school year. Maintaining at the current rate and then increasing based on the expected rigor and performance indicators for the current CRCT assessment will show students and staff have adapted to the new rigorous Common Core standards.</p>
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<b>GOAL 3.</b>	<p><b>Goal:</b> To increase the percentage of third through eighth grade students who are “On Track” or are “Commendable” as measured on the Science Georgia Milestones Assessment from 95% for the 2013/2014 school year, to 96% for the 2014/2015 school year, and to 97% for the 2015/2016 school year.</p> <p><b>Rationale:</b> The new Georgia Milestones Assessment Science portion will not change and during the 2014 school year the increase from 2012/2013 was from 94% to 95% for all third through eighth grade students.</p>
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<b>GOAL 4.</b>	<p><b>Goal:</b> To develop and then implement arts integration into the curriculum in kindergarten through eighth grades. The arts was integrated in all content areas with at least one cross curricular lesson per marking period beginning the second marking period of the 2014/2015 school year. The Art School Network will conduct an evaluation of arts integration during November 2015.</p> <p><b>Rationale:</b> Esther F. Garrison is the Performing and Fine Arts Specialty Program for Savannah-Chatham County Public Schools and the integration of the arts will be an avenue to increase the rigorous investigation, representation, expression, and reflection of both curricular and the art itself. The vertical and horizontal planning required to design and then implement will facilitate</p>
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communication among staff and district personnel.

## Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

<b>GOAL 1.</b>	<p><b>Goal:</b> To develop, implement, and use of Positive Behavioral Instructional Strategies and instruments to reduce office referrals by 10% and reduce the number of classroom disruptions in order to increase instructional time.</p> <p><b>Rationale:</b> Climate survey results showed that students and parents rate this area the lowest in the 2012/2013 Climate Survey. Data from April 2013 to the end of the school year revealed many incidents of bullying that went to counselor and not to administration. The goal is to improve behavior and assign responsibility to the students of Garrison with parental involvement.</p>
<b>GOAL 2.</b>	<p><b>Goal:</b> Students will be ensured of a safe entrance and exit from the school facility as measured by number of serious incidents filed.</p> <p><b>Rationale:</b> Students feeling of safety is a key component towards their views of education. We have the construction of an auditorium and a multi-family housing unit on or adjacent to school property during school hours. Processes and procedures will be analyzed to determine safe means of moving around the campus before and after school and during school hours. Accessing transportation via carpool pickup and bus transportation will be analyzed.</p>
<b>GOAL 3.</b>	<p><b>Goal:</b> To implement an effective Emergency Response Team and train all staff members in the effective response to emergencies. Develop a PTA Committee that works with the Emergency Response Team and administration to identify areas of concern and provide suggested resolutions.</p> <p><b>Rationale:</b> An ad hoc committee submitted a 42 page report to the Superintendent in March of 2013 addressing the safety concerns of Garrison parents that had not been addressed by previous administration. Parent Climate Survey for 2012/2013 rated this as the lowest area. Student surveys had similar findings concerning safety and bullying in the school.</p>

## Focus Area (#3): Community Engagement

<b>GOAL 1.</b>	<p><b>Goal:</b> To develop a program that provides learning experiences for parents, students, and community members that correlates with the Reading, Language Arts, Math, Science, and Social Studies Common Core Standards(CCSS), The new Georgia Milestones Assessment system, and PBIS/Character Counts. Provide these opportunities at least during the first three quarters of the school year.</p> <p><b>Rationale:</b> Today's curriculum and the implementation of the Common Core Standards demands that parents, community and teachers work together to provide the best learning environment for all involved. In order to enhance the learning process we plan to provide parents and community with additional resources and activities to build this partnership.</p>
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<b>GOAL 2.</b>	<p><b>Goal:</b> To meet 13 out of 15 criteria and become a model PTA as recognized by the National PTA organization.</p> <p><b>Rationale:</b> Superintendent of Schools has set this as a goal. The attainment of this recognition will indicate a continued growth of parent and community involvement building a partnership for the betterment of all students at Garrison.</p>
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**Focus Area (#4): Fiscal Responsibility**

<b>GOAL 1.</b>	<p><b>Goal:</b> To submit at least two grant applications for student programming for Garrison during the 2015/2016 school year.</p> <p><b>Rationale:</b> The 2015/2016 non-salary budget for Garrison is \$44, 530. This is a decrease of \$1,000 from the previous year’s non-salary budget; it does not reflect the 10<sup>th</sup> day enrollment count and subsequent reduction based on lower enrollment. Garrison is no longer a Title 1 school and with the subsequent change to the Georgia Milestones Assessment and requirement to assess 30% of the students on line for this year, addition of computers to use for the GMAS must be addressed and will consume a large amount of the budget.</p>
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<b>GOAL 2.</b>	<p><b>Goal:</b> To continue to improve the accuracy and reliability of Payroll, Purchasing and Accounts Payable, Student Activity Funds, Purchase Cards, and Student Data, as reflected/contained in PowerSchools and within the Permanent Records for individual students.</p> <p><b>Rationale:</b> Audits conducted by the Internal Audit Department of the Savannah-Chatham County Public School during the Change-in-Principal Review on August 1, 2013 and Change-in-Principal Follow-Up Review conducted March 25, 2014 showed that there were no findings in Payroll, Purchasing and Accounts Payable, Student Activity Funds, and Purchase Cards and one minor finding on Student Records.</p>
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## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least four corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 1:</b> To have 90% or greater of students in grades three through eight scoring “On Track” or “Commendable” as rated on the writing portion of the Georgia Milestones Assessment for 2015/2016.</p> <p><b>Rationale:</b> The Georgia Milestones Assessment will be a new assessment for students in grades three through eight and the writing portion of the assessment will replace the 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade Georgia Writing Assessments used in previous years. For 2014, 95% of fifth grades students met or exceeded and 98% of eighth grade students met or exceeded the Writing Assessment. This will be a baseline year for the new assessment.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Implementation of Common Core State Standards</li> <li>2. Increase collaborative planning for all grade levels</li> <li>3. Monthly writing prompts and submit as required to district</li> <li>4. Implementation of District Wide writing plan</li> <li>5. Implementation of Portfolios for grades K through 8</li> <li>6. Portfolio Showcase in May 2016</li> </ol>		<ol style="list-style-type: none"> <li>1. Professional learning conducted by ELA Coach on first Wednesday of each month during common planning time.</li> <li>2. Evaluate the results of writing prompts to district</li> <li>3. Professional Learning for District Writing Plan</li> <li>4. Expose and evaluate mock questions for the new Georgia Milestones Assessment during Faculty and PLC’s</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Rosters for Common Core Training and district math training opportunities</li> <li>2. Lessons plans to ensure transition standards, common core state standards, pacing is appropriate and writing prompts</li> <li>3. Walk-through data</li> <li>4. Results as measured by the 3<sup>rd</sup> through 8<sup>th</sup> grade writing portion of GMAS assessment for 2016.</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. \$500 increased copy of text resources</li> <li>2. \$500 for portfolios</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Monthly</li> <li>4. Sept 2014</li> <li>5. Oct. 2014</li> <li>6. May 2015</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative team</li> <li>2. Classroom teachers, administrative team</li> <li>3. Administrative team</li> <li>4. Classroom teachers, administrative team</li> <li>5. Classroom teachers, administrative team</li> <li>6. Administrative Team</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least four corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 2:</b> To maintain and then increase the percentage of third through eighth grade students who are “On Track” or are “Commendable” as measured on the Math Georgia Milestones Assessment. To maintain 97% for the 2013/2014 school year and for the 2014/2015 school year, and then increase to 98% for the 2015/2016 school year.</p> <p><b>Rationale:</b> The new Georgia Milestones Assessment Math portion will change during the 2014 school year. Maintaining at the current rate and then increasing based on the expected rigor and performance indicators for the current CRCT assessment will show students and staff have adapted to the new rigorous Common Core standards.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Implementation of the Common Core State Standards during the 2012/2013 school year and follow-up training for 2014/2015 school year.</li> <li>2. Offer opportunity to attend after school programs and Saturday school that feature differentiation and target specific standards and incorporate Compass Learning blended instruction for additional mathematics instruction.</li> <li>3. Increase the effective use of differentiated instructional techniques in teaching mathematics classrooms.</li> <li>4. Manipulatives will be used in all co-teaching mathematics classrooms</li> </ol>		<ol style="list-style-type: none"> <li>1. Vertical Planning meetings for all math instructors once a month during subject area meetings</li> <li>2. Send staff to district level math instruction when offered and redeliver to staff</li> <li>3. MAP and Compass Learning Training</li> <li>4. Provide math manipulative training</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Rosters for Common Core Training and district math training opportunities</li> <li>2. Lessons plans to ensure transition standards, common core state standards, pacing is appropriate and the use of manipulative</li> <li>3. Walk-through data</li> <li>4. Attendance rosters for after school programs</li> </ol>		<ol style="list-style-type: none"> <li>1. MAP Progress Monitoring Data</li> <li>2. Marking period data analysis (Grades)</li> <li>3. CRCT results</li> </ol>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. No cost for Compass Learning Map Training as it is provided by district.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Oct – May</li> <li>3. Ongoing</li> <li>4. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative team</li> <li>2. Classroom teachers, administrative team</li> <li>3. Administrative team</li> <li>4. Classroom teachers, administrative team</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least four corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 3:</b> To increase the percentage of third through eighth grade students who are “On Track” or are “Commendable” as measured on the Science Georgia Milestones Assessment from 95% for the 2013/2014 school year, to 96% for the 2014/2015 school year, and to 97% for the 2015/2016 school year.</p> <p><b>Rationale:</b> The new Georgia Milestones Assessment Science portion will not change and during the 2014 school year the increase from 2012/2013 was from 94% to 95% for all third through eighth grade students.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Implementation of Common Core State Standards and the Literacy block in middle grades to teach Science literacy</li> <li>2. PLC’s for Science teachers the fourth Wednesday of the month with presentations from District Science Coach</li> <li>3. Increase the use of effective labs to reinforce key science standards</li> <li>4. Implement OAS/GOFAR assessments for 3<sup>rd</sup> through 8<sup>th</sup> grades.</li> <li>5. Weekly monitoring of science lesson plans to determine labs and following pacing guides</li> </ol>		<ol style="list-style-type: none"> <li>1. Monthly science subject area meetings to discuss best practices</li> <li>2. Ensure three elementary staff members have been trained in the Science Enrichment training offered by the district</li> <li>3. Attend district level science coordinators meetings offered by district and share with staff during subject area meeting</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Master schedule</li> <li>2. Walk throughs by administration and district staff</li> <li>3. Results from the OAS/GOFAR</li> <li>4. Lesson plan log maintained by principal</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
None	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Monthly</li> <li>3. Ongoing</li> <li>4. Nov/Feb</li> <li>5. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative Team/Teachers/Science Coach</li> <li>2. Administrative Team/Teachers/Science Coach</li> <li>3. Administrative Team/Teachers/Science Coach</li> <li>4. Administrative Team/Teachers/Science Coach</li> <li>5. Administrative Team/Teachers/Science Coach</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified needs and formulated at least four corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 4:</b> To develop and then implement arts integration into the curriculum in kindergarten through eighth grades. The arts will be integrated in all content areas with at least one cross curricular lesson per marking period beginning the second marking period of the 2014/2015 school year.</p> <p><b>Rationale:</b> Esther F. Garrison is the Performing and Fine Arts Specialty Program for Savannah-Chatham County Public Schools and the integration of the arts will be an avenue to increase the rigorous investigation, representation, expression, and reflection of both curricular and the art itself. The vertical and horizontal planning required to design and then implement will facilitate communication among staff and district personnel.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Teachers at all grade levels will develop fine arts integrated lessons for reading, ELA, math, science, and social studies for delivery one time each marking period.</li> <li>2. Professional development delivered on integrating the arts across the content areas.</li> <li>3. School visitations of performing art schools currently integrating arts in content areas or attend conferences.</li> <li>4. Vertical planning within Garrison and with Savannah Arts Academy.</li> </ol>		<ol style="list-style-type: none"> <li>1. Purchase professional books that focus on integration of the arts across the content areas and share during grade level PLC's.</li> <li>2. Research current organizations that provide training on arts integration (Arts School Network, Leonard Bernstein, Arts Education Partnership).</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Lesson plans and pacing guides developed for all grade levels.</li> <li>2. Sign in sheets for professional development</li> <li>3. Notes presented to School Leadership Team of school visits and best practices redelivered to staff</li> <li>4. Sign in sheets and leave slips for vertical planning sessions.</li> </ol>		Data:
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. \$400 for paper</li> <li>2. \$125 for books</li> <li>3. \$1000 for team</li> <li>4. \$400 for subs</li> </ol>	<ol style="list-style-type: none"> <li>1. Nov 2015</li> <li>2. Sept 2015</li> <li>3. May 2016</li> <li>4. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>5. Administrative Team/Teachers/SLT</li> <li>6. Administrative Team/Teachers/SLT</li> <li>7. Administrative Team/Teachers/SLT</li> <li>8. Administrative Team/Teachers/SLT</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 1:</b> To develop, implement, and use of Positive Behavioral Instructional Strategies and instruments to reduce office referrals by 10% and reduce the number of classroom disruptions in order to increase instructional time.</p> <p><b>Rationale:</b> Climate survey results showed that students and parents rate this area the lowest in the 2012/2013 Climate Survey. Data from April 2013 to the end of the school year revealed many incidents of bullying that went to counselor and not to administration. The goal is to improve behavior and assign responsibility to the students of Garrison with parental involvement.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/5/14-5/20/2016)</b>
<ol style="list-style-type: none"> <li>School-wide implementation of Positive Behavioral Instructional Supports (PBIS) by all staff.</li> <li>RTI Tier 2 strategies will be implemented for meeting the needs of students who have more than 1 office misbehavior referrals.</li> <li>Send team from school to district wide Character Counts training and redeliver strategies/information during faculty meetings.</li> <li>Implement "GATOR BUCKS" and school wide incentive program for students and grade levels.</li> <li>Continue Peer Mediation team</li> </ol>		<ol style="list-style-type: none"> <li>School-wide book implementation and development of PBIS matrix, Major/Minor chart, and classroom management plan.</li> <li>Discuss disciplinary methods and strategies at bi-monthly faculty meetings.</li> <li>Discuss disciplinary methods and strategies at grade level group meetings</li> <li>School wide Code of Semi-Annual Conduct briefings.</li> <li>Advisement lessons that focus on Character Count traits.</li> <li>Refresher training for Peer Mediators in November and December</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>Sign-in sheets, recorded minutes from faculty, and grade level meetings.</li> <li>Monthly PBIS reports on discipline that is reported in two categories characterized by minor and major infractions.</li> <li>Track office referrals monthly through Powerschools/Dashboard.</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>Printer cartridges-\$250</li> <li>No funding necessary</li> <li>\$150 from 322 funds</li> </ol>	<ol style="list-style-type: none"> <li>Ongoing/Pre-planning</li> <li>Ongoing</li> <li>September 2015</li> <li>Ongoing</li> </ol>	<p>1. Administrative Team, PBIS Team, Classroom Teachers</p> <ol style="list-style-type: none"> <li>RTI coordinator and Assistant Principal</li> <li>Administrative team</li> <li>Students, Classroom teachers, Administrative team, School Counselors</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 2:</b> Students will be ensured of safe entrance and exit from the school facility as measured by number of serious incidents filed.</p> <p><b>Rationale:</b> Students feeling of safety is a key component towards their views of education. We have the construction of an auditorium and a multi-family housing unit on or adjacent to school property during the school hours. Processes and procedures will be analyzed to determine safe means of moving around the campus before and after school and during school hours. Accessing transportation via carpool pickup and bus transportation will be analyzed.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Provide updates to staff concerning area development plan for school</li> <li>2. Set expectations for staff for positive supervision of students at all times</li> <li>3. Develop Master Schedule that reduces conflicts for play areas and dismissal</li> <li>4. Meet with developers during pre-construction meetings</li> <li>5. Meet with Reliant Transportation and Campus Police to develop safe arrival and dismissal procedures</li> <li>6. Develop PTA Committee to develop and assist with school sustainability plan</li> </ol>		
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Minutes of meetings</li> <li>2. Number of incidents as compared to previous year</li> <li>3. Master Schedule</li> <li>4. Arrival/Dismissal procedures policy</li> <li>5. PTA Committee reports</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
None for all items except for paper to print arrival/dismissal procedures		<ol style="list-style-type: none"> <li>1. Administrative Team/School Safety Committee</li> <li>2. Administrative Team/School Safety Committee</li> <li>3. Administrative Team/School Safety Committee</li> <li>4. Administrative Team/School Safety Committee</li> <li>5. Administrative Team/School Safety Committee</li> <li>6. Administrative Team/School Safety Committee/PTA</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified needs and formulated three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 3:</b> To implement an effective Emergency Response Team and train all staff members in the effective response to emergencies. Develop a PTA Committee that works with the Emergency Response Team and administration to identify areas of concern and provide suggested resolutions.</p> <p><b>Rationale:</b> An ad hoc committee submitted a 42 page report to the Superintendent in March of 2013 addressing the safety concerns of Garrison parents that had not been addressed by previous administration. Parent Climate Survey for 2012/2013 rated this as the lowest area. Student surveys had similar findings concerning safety and bullying in the school.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Develop an Emergency Response Team for Garrison and have quarterly meetings</li> <li>2. Conduct table top and functional exercises that are real world scenarios</li> <li>3. Train all staff members in their requirements as outlined in the school's emergency response handbook</li> <li>4. Monthly drills for staff and students</li> </ol>		<ol style="list-style-type: none"> <li>1. Emergency response team members complete FEMA training in three courses</li> <li>2. CPR and first aid training for key staff</li> <li>3. Mindset training for all staff members</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Submit Garrison Emergency Handbook, minutes and attendance rosters for Emergency Response team meetings to district</li> <li>2. Documentation of exercises and feedback to district staff</li> <li>3. Agenda for pre-planning and faculty meetings with sign in sheets</li> <li>4. State completed documentation of monthly emergency drills.</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. No funding necessary</li> <li>2. No funding necessary</li> <li>3. No funding necessary</li> <li>4. No funding necessary</li> </ol>	<ol style="list-style-type: none"> <li>1. September 19, 2015</li> <li>2. Quarterly</li> <li>3. Monthly</li> <li>4. Monthly</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Emergency Response Team Leaders, administration</li> <li>3. Administration</li> <li>4. Admin Secretary/secretary</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#3): Community Engagement

For this focus area, we identified needs and formulated two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<p><b>SMART Goal 1:</b> To develop a program that provides learning experiences for parents, students, and community members that correlates with the Reading, Language Arts, Math, Science, and Social Studies Common Core Standards (CCSS), The new Georgia Milestones Assessment system, and PBIS/Character Counts. Provide these opportunities at least during the first three quarters of the school year.</p> <p><b>Rationale:</b> Today's curriculum and the implementation of the Common Core Standards demands that parents, community and teachers work together to provide the best learning environment for all involved. In order to enhance the learning process we plan to provide parents and community with additional resources and activities to build this partnership.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Quarterly parent meetings will be offered to provide instructional activities for parents to do at home with Their children.</li> <li>2. Parent meetings will be held to share information (login, operations, available tests) about Common Core, Parent Access, Georgia Milestones, and Lexiles.</li> <li>3. Will continue to distribute and publicize Parent University and other Title 1 parent opportunities.</li> <li>4. Develop Brown Bag Lunch with principal, PTA president and School Council president to discuss issues.</li> </ol>		<ol style="list-style-type: none"> <li>1. We will contact higher education faculty and central office personnel to share appropriate instructional activities.</li> <li>2. Online professional training for staff on the use of Parent Access and reading lexiles.</li> <li>3. Attendance of Parent Involvement professional development opportunities.</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Sign in sheets for parent meetings. One each quarter. Survey about the effectiveness of each quarterly parent meeting.</li> <li>2. Sign in sheets for parent meetings. Data retrieved quarterly from the OAS login reports. Teacher / parent communication.</li> <li>3. Copies of returned Parent University signup sheets and sign in sheets from parent opportunities Exit survey.</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. \$100 for copying of materials to be sent to parents from the general budget.</li> </ol>	<ol style="list-style-type: none"> <li>1. Throughout the school year</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents, faculty, group trainers</li> <li>2. Technology specialist, teachers and parents</li> <li>3. Principal, classroom teachers and parents</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#3): Community Engagement

For this focus area, we identified needs and formulated two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

<b>Tier 2 Indicator:</b>	<b>SMART Goal 2:</b> To meet 13 out of 15 criteria and become a model PTA as recognized by the National PTA organization.  <b>RATIONALE:</b> Superintendent of Schools has set this as a goal. The attainment of this recognition will indicate a continued growth of parent and community involvement building a partnership for the betterment of all students at Garrison.	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. Increase membership by 5% from previous school year (100% of certified staff join).</li> <li>2. Participate in the PTA Reflections contest.</li> <li>3. Hold at least 4 monthly PTA meetings that facilitate parental involvement.</li> <li>4. Make one presentation to community organization to stress the importance of business partners, parents, and local organizations to build lifelong relationships with Garrison.</li> </ol>		<ol style="list-style-type: none"> <li>1. At faculty meetings discuss importance of joining the PTA and importance of building relationships.</li> <li>2. At Faculty meeting discuss and appoint members of staff contact for Reflections program.</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Number of members for current year compared to number of members during 2015/2016 school year.</li> <li>2. At least one entry for three categories of the Reflections contest submitted to district.</li> <li>3. PTA sign in sheets for monthly meetings.</li> <li>4. Presentation notes for community meeting conducted by Principal.</li> </ol>		<b>Data:</b>
<b>Cost:</b>	<b>Timeline:</b>	<b>Person(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. Additional cost of membership cards.</li> <li>2. \$100 from PTA budget for winners in various categories at the school level contest.</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2015</li> <li>2. November 2015</li> </ol>	<ol style="list-style-type: none"> <li>1. PTA membership Chairperson/Principal</li> <li>2. PTA Reflections Chairperson, principal, Chair for Special Contests.</li> <li>3. PTA Board/Principal</li> <li>4. Principal</li> </ol>

#### IV. Tier 2 Indicator (linked to Tier 1) *continued*

##### Focus Area (#4): Fiscal Responsibility

For this focus area, we identified needs and formulated two corresponding Tier 2 indicators through strategies with an emphasis on fiscal accountability.

<b>Tier 2 Indicator</b>	<p><b>SMART Goal 1:</b> To submit at least two grant applications for student programming for Garrison during the 2015/2016 school year.</p> <p><b>Rationale:</b> The 2015/2016 non-salary budget for Garrison is \$43,000. This is an increase of \$2,000 from the previous year's non-salary budget; it does not reflect the 10<sup>th</sup> day enrollment count and subsequent reduction based on lower enrollment. Garrison is no longer a Title 1 school and with the subsequent change to the Georgia Milestones Assessment and requirement to assess 30% of the students on line for this year, addition of computers to use for the GMAS must be addressed and will consume a large amount of the budget.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>1. During TKES pre-evaluation and other conferences encourage teachers to submit for grants.</li> <li>2. Distribute educational grant opportunities to staff during faculty meetings.</li> </ol>		<ol style="list-style-type: none"> <li>1. During an October Faculty Meeting have a presentation on Donorschoose.org by Horace Mann representative.</li> <li>2. Forward all grant opportunities to staff seeking completion for funding alternatives.</li> <li>3. Host Technology Mini-Grant training on September 2015 for district personnel who received grants for the school year 2015/2016 and have all mini-grant recipients from Garrison attend.</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>1. Copies of individual teacher professional growth plans and self-assessments.</li> <li>2. Copies of grants submitted during the 2015/2016 school year.</li> <li>3. Copies of Donors Choose funded projects.</li> </ol>		
<b>COST:</b>	<b>TIMELINE:</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. None</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2015</li> <li>2. Throughout the year</li> <li>3. May 2016</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal/School Leadership Team</li> <li>2. Principal/School Leadership Team</li> <li>3. Principal/School Leadership Team</li> </ol>

## IV. Tier 2 Indicator (linked to Tier 1) *continued*

### Focus Area (#4): Fiscal Responsibility

For this focus area, we identified needs and formulated two corresponding Tier 2 indicators through strategies with an emphasis on fiscal accountability.

<b>Tier 2 Indicator</b>	<p><b>SMART Goal 2:</b> To continue to improve the accuracy and reliability of Payroll, Purchasing and Accounts Payable, Student Activity Funds, Purchase Cards, and Student Data, as reflected/contained in PowerSchools and within the Permanent Records for individual students.</p> <p><b>Rationale:</b> Audits conducted by the Internal Audit Department of the Savannah-Chatham County Public School during the Change-in-Principal Review on August 1, 2013 and Change-in-Principal Follow-Up Review conducted March 25, 2014 showed that there were no findings in Payroll, Purchasing and Accounts Payable, Student Activity Funds, and Purchase Cards and one minor finding on Student Records.</p>	
<b>Instructional Strategies (8/6/15-5/20/2016)</b>		<b>Related Professional Learning Strategies (8/6/15-5/20/2016)</b>
<ol style="list-style-type: none"> <li>Continue procedures for leave slips as outlined in Staff Handbook.</li> <li>Develop central location for receiving materials and do not release to staff before acceptance by administrative secretary.</li> <li>Verify and update registration forms to include telephone numbers used for Parent Communication System.</li> <li>Implement SERVOS paper registration process and publicize to parents, students, and staff.</li> </ol>		<ol style="list-style-type: none"> <li>Present new policies to staff during Pre-Planning and cover Staff handbook procedures. Post on school's Acorn site for access by all staff.</li> <li>Attend district wide PowerSchools professional development</li> <li>Presentation to staff during Faculty Meeting concerning updating student records.</li> <li>District technology training for SLDS, Tienet, Powerschools, SERVOS, and call out system.</li> </ol>
<b>Monitoring (Artifacts):</b>		<b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>Follow-up audits as required.</li> <li>Conduct quarterly inspections of permanent records.</li> <li>Compare discipline data to Powerschool Data as listed in Dashboard for administrators.</li> <li>Monitor districts Rapid Response and Dashboard and compare to real data.</li> </ol>		
<b>COST:</b>	<b>TIMELINE:</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<ol style="list-style-type: none"> <li>None</li> <li>None</li> <li>None</li> <li>\$250 for High Notes News letter to parents</li> </ol>	<ol style="list-style-type: none"> <li>As required</li> <li>Quarterly end of marking periods</li> <li>Monthly</li> <li>Bi-monthly newsletter</li> </ol>	<ol style="list-style-type: none"> <li>Principal</li> <li>Information Specialist, classroom teachers, administration</li> <li>Administration Team, Information Specialist</li> <li>Principal/Admin Secretary</li> </ol>

## **V. Tier 3 Narrative**

*The Tier 3 narrative outlines the district's progress and provides more information regarding its advancement towards meeting the identified goals and tells "the story behind the numbers."*

**Additional Comments:**

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Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Director of School Governance's  
Signature

\_\_\_\_\_  
Date