

# School Accountability Plan

2018-2019

for

H. V. Jenkins

High School

Savannah-Chatham County Public Schools

Heather Handy, *Principal*  
Dr. Ann Levett, *Superintendent of Schools*



# I. Principal's Message



August 15, 2018

Dear Friends:

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, and demonstrating that parents, business, and community members are actively engaged in the educational process.** Because we value your input and support, you are invited to join us as we work to make Herschel V. Jenkins High School better.

Sincerely,

Heather Handy, *Principal*  
Herschel V. Jenkins High School

## II. Development Plan and Communication Process

A multi-stage process is used to develop school accountability plans. Many individuals are involved in order to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. Also included below is a statement of how this improvement plan will be shared with all stakeholders. The people involved and the processes used will be useful in developing the school's Tier 3 narrative, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

<b>Committee Members/Representation</b>	
<u>Individual/Groups</u>	<u>Position</u>
Heather Handy, <i>Principal</i>	A
School Leadership Team	T, A
PTSA	P, T, S
Department Heads	T
School Council	A, B, C, P, S, T

*Position codes are noted as follows:*

- A** – Building Administration
- B** – Business Partner
- C** – Community Member
- O** – Other
- P** – Parent
- PT** – Parent of Identified Title I Service
- R** – Related Services and/or Support Staff
- S** – Student
- T** – Teacher

This plan can be shared in the following ways:

First, the plan will be shared with teachers and staff at a faculty meeting and will be available for review on the school's shared drive. The plan will be shared with the community via the school website and at the first School Council Meeting in the fall.

### III. Needs Assessment (Data Sources Used to Develop Plan)

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<input checked="" type="checkbox"/> SAT Participation and Test Results <input checked="" type="checkbox"/> ACT Participation and Test Results <input checked="" type="checkbox"/> Gifted Programs Data <input checked="" type="checkbox"/> Advanced Placement Exam Results and Enrollment <input type="checkbox"/> IB Programs Data <input type="checkbox"/> Post Secondary Enrollment Report <input checked="" type="checkbox"/> Dual Enrollment Class Results and Enrollment <input type="checkbox"/> GKAP-R <input type="checkbox"/> International Baccalaureate Results and Enrollment <input type="checkbox"/> Governor's Honors Program Semi an Finalists <input type="checkbox"/> SWD Data <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input type="checkbox"/> Title I Data <input checked="" type="checkbox"/> Dropout Statistics <input checked="" type="checkbox"/> Graduation Rates <input checked="" type="checkbox"/> GMAS data <input checked="" type="checkbox"/> Promotion/Retention Data <input checked="" type="checkbox"/> 21 <sup>st</sup> Century Program Data	<input checked="" type="checkbox"/> PSAT Participation <input type="checkbox"/> State Percent HiQ <input type="checkbox"/> Percent Staffed by Certified Teachers <input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement <input type="checkbox"/> ASCD Survey <input type="checkbox"/> Marzano Survey <input type="checkbox"/> HSTW – Technical Visit Report <input type="checkbox"/> The Leadership and Learning Center Reports (formerly Center for Performance Assessment) <input checked="" type="checkbox"/> School Accountability Plan Review <input type="checkbox"/> State Report Card* (also gives demographic information) <input type="checkbox"/> District Site Based Reports <input checked="" type="checkbox"/> Disproportional Data <input type="checkbox"/> Governor's Office of Accountability Website <input type="checkbox"/> Accountability and Assessment website <input type="checkbox"/> ITBS data <input type="checkbox"/> CRCT data <input checked="" type="checkbox"/> Grade Distribution Report	<input checked="" type="checkbox"/> Incidents of Physical Violence <input type="checkbox"/> Incidents of Possession of Firearms in School <input type="checkbox"/> Incidents of Possessions Weapons Other than Firearms in School <input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School <input type="checkbox"/> Students Without Incidents of Possession of Firearms in School <input type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School <input type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus <input checked="" type="checkbox"/> Hearing Office Data <input checked="" type="checkbox"/> Incidents of Out of School Suspensions <input checked="" type="checkbox"/> Incidents of In School Suspensions <input checked="" type="checkbox"/> Incidents of Expulsions  <b>Other</b> <input type="checkbox"/> Parent University <input type="checkbox"/> YFA Study <input type="checkbox"/> _____

## IV. Tier 2 Indicator

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

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

<b>Tier 2 Indicator</b>	<p><b>GOAL A: To meet the state targets on the Georgia Milestone Assessments set forth by the Georgia Department of Education.</b></p> <p>(See the HVJ SAP Report Card for description of performance targets and the 2017 EOC Weighted target goals as measured by CCRPI)</p> <p>Below are the EOC Non-Weighted EOC target goals for each department:</p> <ul style="list-style-type: none"><li>- ELA : To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 18.5% in SY17-18 as measured in the Ninth Grade ELA GA Milestones Data to 21% in SY18-19.</li><li>- ELA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 22.5% in SY17-18 as measured in the Am Lit ELA GA Milestones Data to 28% in SY18-19.</li><li>- MA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 15% in SY17-18 as measured in the Algebra I GA Milestones Data to 20% in SY18-19.</li><li>- MA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 17% on Analytic Geometry GA Milestones in SY17-18 to 20% in SY18-19 as measured in the Geometry GA Milestones</li><li>- SS: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 27% in SY17-18 as measured in the US History GA Milestones Data to 35% in SY18-19.</li><li>- SS: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 28% in SY17-18 as measured in the Economics GA Milestones Data to 35% in SY18-19.</li><li>- SC: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 34.5% in SY17-18 as measured in the Biology GA Milestones Data to 37% in SY18-19.</li><li>- SC: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 5.5% in SY17-18 as measured in the Physical Science GA Milestones Data to 15% in SY18-19.</li></ul>
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<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept., 2018-June, 2019)</b>
<p>1. Data teams will meet twice a month to look at data from common formative assessments, quarterly assessments, and Georgia Milestone pre-assessments.</p> <p>2. Continue with the implementation of Marzano’s Effective Teaching Strategies (identifying similarities and differences, summarizing and note taking, and advance organizers) into daily instruction.</p> <p>3. Students will be encouraged to access USA Test Prep computer review resources in all subject areas. Teachers will be responsible for monitoring student’s use of these programs. A computer lab will be available before and after school for students to access these review resources. Teachers will require students to utilize USA Test Prep prior to GMAS testing. This will serve as pre-test data to drive instruction and reviews.</p>	<p>Data Team work sessions to analyze the results to differentiate instruction and develop re-teaching strategies. Work will focus on developing strategies for improving GMAS results.</p> <p>Review of GMAS Domains to determine areas for concentration. Work sessions to imbed the strategies into daily lesson plans. Continue working to assess higher-order thinking skills.</p> <p>Teachers will meet in departmental data teams to analyze and evaluate the data from the Georgia Milestone pre-assessments.</p> <p>Teachers will be trained in using the USA Test Prep computer review resources. Additional modules will be purchased.</p>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results    __ Met    __ Not Met</b>
<p>Academic teachers will analyze all student achievement data through departmental data teams at least biweekly. Meeting notes will be used for documentation.</p> <p>TKES and focus Walkthrough observations</p> <p>Departmental lesson plans indicating Marzano’s strategies (weekly).</p>	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<p>School funding for USA Test Prep/\$2,500.00</p>	<p>Administrative Team  School Leadership Team  Department Chairs  Department Members</p>

## IV. Tier 2 Indicator *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL B: To increase COHORT graduation rate from 86% of students graduating on time in SY17-18 to 88% of students graduating on time in SY18-19.</b> <b>RATIONALE: Increased graduation rate leads to more students being prepared for colleges and careers post high school.</b>	
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept., 2018-June, 2019)</b>	
<ol style="list-style-type: none"> <li>1. Weekly “Teachers as Advisors” meetings will allow teachers to monitor student progression towards graduation.</li> <li>2. The 4 x 4 master schedule provides the opportunity for students to retake failed courses during the school year and remain on track for graduation. The need for rescheduling will be monitored by the guidance staff.</li> <li>3. The guidance staff monitors students who are at risk for not graduating on time. Seniors are provided the opportunity for credit recovery through the Twilight program.</li> <li>4. Data teams will monitor pass rates within each course to maximize on time graduation. Data teams will also review student progress at the mid-point of each semester.</li> <li>5. COHORT monitoring process- COHORT committee meets bi-monthly to assess student progress</li> <li>6. TKES Lessons and Walkthroughs</li> </ol>	<p>“Teachers as Advisors” refresher training.</p> <p>The Department Chairs will coordinate with school improvement data team to analyze student performance and develop more intensive academic interventions to include tutoring, mentoring, and credit recovery programs.</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Attendance rosters for data team meetings. Attendance rosters for additional meetings. Nine week progress reports. Grade distribution reports.</p>		
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>	

	Administrative Team Teachers Counselors Parents Students
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**IV. Tier 2 Indicator** *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL C: To increase advanced learning opportunities for students by participation in Advanced Placement courses or Dual Enrollment. Approximately 29 students participated in Dual Enrollment during the 2017-2018 school year. Our goal is to have at least 35 students participate this year for 2018-2019. Jenkins High School has a goal to increase the percentage of students scoring a 3 or higher on the AP exams.</b> <b>RATIONALE: Of those students taking AP exams, 51% scored 3 or higher in 2016-2017. For the school year 17-18, 61.2% of the students taking an AP exam scored a 3 or higher.</b>	
	<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept. 2018-June, 2019)</b>
	<ol style="list-style-type: none"> <li>1. Advanced Placement Information night to be held at Jenkins High School in the spring prior to pre-registration.</li> <li>2. Use of AP Potential to identify potential AP students who may not have previously been identified.</li> <li>3. Continue to encourage students to take Honors level courses in preparation for AP courses.</li> <li>4. Use of the AP instructional planning report to evaluate past instruction and modify current practices. Each AP teacher will develop a personalized plan for improvement based on this data.</li> <li>5. Use of best practices as related to AP instruction.</li> <li>6. Saturday tutorial sessions are offered for students participating in AP courses.</li> <li>7. AP Summer Institute and ongoing training for teacher provided by College Board staff.</li> <li>8. Use of available AP resources on USATestprep and additional preparation books.</li> <li>9. AP courses offerings will be modified to meet student requests: Environmental Science and Calculus BC will be offered in 16-17. We will add AP European History for the 17-18 school year.</li> <li>10. Point University will continue to offer Dual Enrollment onsite.</li> <li>11. Encourage Dual Enrollment at local universities.</li> </ol>	<p>Collaboration of AP teachers to prepare recruitment materials</p> <p>AP Potential Training from College Board</p> <p>Collaboration between pre-AP teachers and AP Language teacher (10<sup>th</sup> grade teachers and AP Language Teacher)</p> <p>System-wide collaboration between teachers of similar courses</p> <p>AP training for instructors</p> <p>Collaboration with teachers from throughout the district as well as use of the interactive services available through AP Central.</p> <p>Continued implementation of a training update cycle for teachers.</p> <p>Teacher work sessions to examine and implement new teaching materials</p>
	<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> Met <input type="checkbox"/> Not Met

<p>Sign-in sheets for AP Information night  Lesson plans  Collaboration meeting minutes  Progress reports  AP score reports  AP Instructional Planning report</p>	
<p><b>Funding Source/Approximate Amount</b></p>	<p><b>Person(s) Responsible</b></p>
<p>School and system staff development funds/\$1,500.00</p>	<p>AP Coordinator  AP Teachers  College Board staff</p>

## IV. Tier 2 Indicator *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL D: To increase total scores (math and verbal) on the Scholastic Aptitude Test. RATIONALE: Increase total SAT to 1000. For the 2016-2017 school year, the average was 987. For the 2017-2018 school year, the average was .</b>	
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept. 2018-June, 2019)</b>	
<ol style="list-style-type: none"> <li>1. SAT on-line preparation for all students in 10<sup>th</sup> – 12<sup>th</sup> grade. -SAT Skills Insight -My College Quick Start -Official SAT Practice Test</li> <li>2. The PSAT will be administered to all tenth graders.</li> <li>3. Ninth grade students will work on SAT on-line program through Computer Application classes for 45 minutes per week.</li> <li>4. Utilize PSAT summary of answers report to establish improvement strategies across the curriculum.</li> <li>5. Eleventh grade English teachers will require students to log a minimum of 10 hours per semester on SAT on-line after initial SAT on-line training in the computer labs.</li> <li>6. Encourage students to attend system-wide SAT review workshops.</li> <li>7. Continue implementing the 9week SAT/ACT Preparation course for this school year.</li> </ol>	<p>SAT Online teacher training</p> <p>PSAT Score Report Plus explanation session</p> <p>SAT Online teacher training for Computer Applications teachers</p> <p>Summary of Answers workshop</p> <p>Training session on how to access the information</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>PSAT Score Report Plus</p> <p>SAT Reports</p> <p>Summary of Answers Report</p> <p>SAT Online logs</p>		
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>	
<p>System level staff development funds (Summary of Answers Consultant and review workshop instructors)</p>	<p>Teachers</p> <p>Counselors</p> <p>College Board staff</p>	

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**IV. Tier 2 Indicator** *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL E: To increase the average ACT composite score to 19.0.</b>	
	<b>RATIONALE: To increase the average ACT composite score from 18.5 to 19. The average score on the ACT for 2016-2017 was 18.0. The average score for the ACT for 2017-2018 was 18.5. Increased level of success in rigorous courses better prepares students for the successful transition to higher education course level work.</b>	
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept. 2018-June, 2019)</b>	
<ol style="list-style-type: none"> <li>1. Allow student access to ACT on-line preparation computer program.</li> <li>2. Continuation of a 9 week SAT/ACT Preparation course for the school term.</li> </ol>	<p>Training session for teachers on how to access and utilize the ACT on-line preparation program.</p> <p>Training for the course instructor.</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met    Not Met	
ACT exam results.		
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>	

School Funds - ACT on-line preparation program/\$1,200.00	Teachers Counselors

## IV. Tier 2 Indicator *(continued)*

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

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

Tier 2 Indicator	<b>GOAL A: To reduce the number of infractions that give rise to referrals for suspension.</b> <b>RATIONALE: There were 16.4% of weighted discipline resulting in suspensions in 2016-2017 and 14.9% in 2017-2018.</b>		
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>  1. School Discipline Committee will evaluate the current school-wide discipline procedures to eliminate ineffective steps and streamline effective strategies. Parent contacts will be a key part of the plan.  2. Each teacher will implement classroom discipline procedures that are consistent with the district-wide plan.  3. Teachers will work collaboratively within department groups to provide engaging instruction to reduce off-task disruptive behaviors.  4. Student Advisement groups will discuss the importance of good behavior and strategies for improvement. Students will develop and write their own behavioral goals.  5. Implementation of PBIS model activities (i.e, Game day, Walk the Warrior Way, etc.)	<b>Related Professional Learning Strategies ( Sept., 2018-June, 2019)</b>  Work sessions to evaluate current practices and update as necessary with research-based interventions.  Teachers will work within collaborative groups to develop appropriate discipline plans.  Teachers who are struggling with classroom management will be provided with an instructional rubric that outlines an effective and structured lesson.  Struggling teachers will be provided with the opportunity to complete observations of peers that are effective classroom managers. Mentor teachers will discuss the observations and provide feedback.  Teachers as Advisors training.		
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>  School-wide plan  Individual teacher plan  Administrative monitoring of referrals per teacher. Feedback will be provided to teachers on a quarterly basis.	<b>Results</b>	Met	Not Met
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>		
SAF – coke funds (\$500).	Teachers Teacher/Advisement Leaders Administrators Behavior Specialist		



## IV. Tier 2 Indicator *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL B: To decrease the number of drop-outs from the Savannah-Chatham Co. School System as measured by the Department of Education during the fall FTE data collection. RATIONALE: Dropout rate for Jenkins High School for the 17-18 school year was 2.4 % (This is a preliminary local rating until final verification is received).</b>	
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept., 2018-June, 2019)</b>	
<ol style="list-style-type: none"> <li>1. Teacher advisors will meet with student advisement groups twice a quarter to address attendance policies for the county.</li> <li>2. Teachers will implement engaging instructional activities that will give relevance to students seeing the importance of school attendance.</li> <li>3. The automated phone system will be used to communicate with parents each time a student is absent from class.</li> <li>4. Teachers will be expected to call parents after three absences.</li> <li>5. A Social Worker referral will be initiated by classroom teachers after the 3rd consecutive absence without an excuse.</li> <li>6. Certified letters are sent to parents</li> <li>7. The school attendance improvement committee will monitor attendance and to identify new strategies to address attendance concerns.</li> <li>8. Dropout prevention strategies include: -Credit Recovery through A+ -Attendance Recovery through the Attendance Committee -Credit Recovery through 21st Century Direct Instruction</li> <li>9. Monitoring of students at risk for dropping out by the guidance staff. Students are identified as at-risk for dropping out by age (2 years behind), off-track by number of credits for graduation, and continuous attendance issues. This monitoring includes attendance and grade concerns.</li> <li>10. Increase students participating in Twilight Evening Program to gain credits. Full-time Twilight students are given the opportunity to gain all credits through A+ to meet graduation requirements and earn their diploma.</li> </ol>	<p>Advisement training</p> <p>Collaborative planning to evaluate lessons and discuss more effective strategies.</p> <p>Social worker referral process will be reviewed with the staff.</p> <p>Work sessions.</p> <p>A+ training for course instructors.</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	<input type="checkbox"/> Met    Not Met
<p>Course syllabus for expectations</p> <p>Lesson plans for engagement</p> <p>Daily attendance lists</p> <p>Weekly attendance reports</p> <p>Yearly attendance reports</p>		

<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
Additional funding is not needed to meet any of these instructional strategies.	Attendance improvement committee Administration Teachers Counselors Advisors Social Worker Attendance Clerk

#### IV. Tier 2 Indicator *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL A: Increase the level of parental and student involvement in the educational process as measured by the attainment of model Parent Teacher Association status. RATIONALE: Alignment with SCCPSS District goal. Jenkins High School earned model PTSA status for the 2017-2018 school term. Our goal for 2018-2019 is to achieve model PTSA status. The PTSA membership for 2017-2018 was 275 members. Our goal for 2018-2019 is 300 members.</b>	
<b>Instructional Strategies (Sept., 2018-June, 2019)</b>	<b>Related Professional Learning Strategies (Sept., 2018-June, 2019)</b>	
<ol style="list-style-type: none"> <li>1. PTSA will meet bi-monthly.</li> <li>2. PTSA Leadership team will attend Leadership training.</li> <li>3. Increase PTSA membership by 10%.</li> <li>4. PTSA will complete the Model PTSA award requirements.</li> <li>5. Increase opportunities for parents to be involved in the educational process: <ul style="list-style-type: none"> <li>-Open Houses</li> <li>-Freshman Orientation Meetings</li> <li>-Junior Class Meeting</li> <li>-Senior Class Meeting</li> <li>-Move on When Ready (MOWR) Meeting</li> <li>-No Grad Left Behind Meetings</li> <li>-AP/Gifted Meetings</li> <li>-FAFSA workshops</li> <li>-College Application workshops</li> <li>-Dual Enrollment meetings</li> </ul> </li> </ol>	<p>PTA Leadership team will participate in district training workshop and Council School of Information.</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	Met <input type="checkbox"/> Not Met

Parent/Community meeting sign-in sheets. Membership records. Attendance roster at PTSA Leadership training. Georgia PTSA will monitor achievement of Model PTSA status.	
<b>Funding Source/Approximate Amount</b>  PTSA funds	<b>Person(s) Responsible</b> School Communication Committee Webmaster Counselors Teachers Administration

#### IV. Tier 2 Indicator *(continued)*

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

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

<b>Tier 2 Indicator</b>	<b>GOAL A: Maintain teacher turn-over rate to 3% or less by the end of 2019.</b> <b>RATIONALE: High rates of teacher turn-over negatively impact school climate and academic achievement.</b>	
<b>Instructional Strategies 2018-2019</b>	<b>Related Professional Learning Strategies 2018-2019</b>	
<ol style="list-style-type: none"> <li>1. Release time will be provided for district wide initiatives for new teacher staff development.</li> <li>2. Time for collaboration between mentors and new teachers will be a scheduling priority.</li> </ol>	THRIVE workshops sponsored by the district (2018-2019).	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> Met <input type="checkbox"/> Not Met	

Evaluate teacher turn-over rate for the 2018-2019 school term.	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible</b>
Staff Development funds	Academic teachers THRIVE coordinator Staff Development Coordinator

## V. Tier 3 Narrative

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

Welcome to the 2018-2019 school year!

H. V. Jenkins serves a diverse student population with approximately 1100 students. The school provides an instructional program for its resident population as well as the Specialty Program for Engineering. With the construction of two new high schools, the attendance zone for Jenkins was modified resulting in a decrease in overall enrollment from previous years. Student population predictions were accurate and therefore, Jenkins High School did not lose any faculty or staff. Mr. Alfred Williams and Dr. Connors have returned as assistant principals. The teaching staff has become stable with limited turnover with the exception of some that have retired. The faculty and staff for the 2018-19 includes approximately 120 staff members.

Jenkins High School did not meet all of the State's performance targets for GMAS testing for the 2017-18 school term. However, there was growth in each of the areas. The graduation rate for last year was 86% percent based on the new cohort rate. This is an increase in the graduation rate from the year before. There is a COHORT graduation team that meets bi-weekly to monitor the progress of seniors. Academic data teams will continue to work towards meeting the goals for the state performance targets.

Concerning the goals of increasing AP participation and improved SAT scores, Jenkins is moving in a positive direction. Jenkins was recognized by the Georgia Department of Education as an Advanced Placement Honor School for AP Access and Support for the last five years. Our pass rate on the AP tests this past year was 61.2% which is higher than the state and national level. SAT combined Reading and Math scores have increased.

Although not measureable, the overall atmosphere of the school has become more conducive to learning. Teachers and students are working in a more cooperative manner to meet our goals. Major discipline issues have been notably reduced. Student participation has increased in extra-curricular activities. Parental and community involvement has increased as evidenced by increased membership in PTSA and the Business Advisory Committee for the School of Engineering. Jenkins High School's School of Engineering achieved STEM certification and was the first high school program outside of the Metro Atlanta area achieving this goal. Jenkins High School was awarded Model PTA status for 2017-2018. The athletic program at Jenkins High School continues to build and achieve greater accolades. The HVJ football, basketball, and baseball teams all achieved Region Championships this year. The school also had students from the tennis and wrestling teams make state level appearances. Jenkins continues to have enrollment interest from other attendance areas and an increased interest from private schools. Jenkins High School achieved AdvancED Accreditation in 2016-2017. The school will continue to work on goals provided in the feedback from the AdvancED accreditation report.

We are committed to the continuous school improvement process and we will continue to utilize our school and student data to inform the decisions we make instructionally and organizationally. Our School Accountability Plan will serve as our road map to guide us through each of our decisions. We look forward to partnering with our parents and stakeholders in this school improvement process and sharing with you throughout the year our progress towards these goals.

## VI. Assurances

### SCHOOL IMPROVEMENT PLAN

**School Name:** Herschel V. Jenkins High School

**Savannah-Chatham County Public Schools  
2018-2019 School Year**

**Principal:** Heather Handy

**Title I School-Wide Program:**  Yes  No

Targeted Assistance: \_\_\_\_\_

#### 2018-2019 Sanctions:

- School Improvement Plan (School Improvement Plans will be submitted to LEA for approval)
- Choice
- Supplemental Services
- Corrective Action (Corrective Action Addendum will be submitted to the LEA along with School Improvement Plans October 2007)
- Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education February 2008 with a copy of current School Improvement Plan)