

# Accountability and School Improvement Plan

2018-2019

for

**Islands High School**  
Savannah-Chatham County Public Schools

Mrs. Kerry Coursey, *Principal*

M. Ann Levett, Ed. D., *Superintendent of Schools*

Submitted – September, 2018

Revised – enter date

## I. Principal's Message

June 28, 2017

Dear Stakeholders:

Our school is engaging in an ambitious school improvement planning process this year to support our district's vision and mission which are stated below:

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

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

Our School Accountability Plan will serve as our road map for continued success and will focus on: the continuous growth of student achievement; ensuring a safe, secure, and disciplined learning environment for our students; and demonstrating that parents, business, and community members are actively engaged in the educational process. This plan will be supported by research-based strategies.

Because we value your input and support, we invite you to join us as we work to ensure that our vision and mission are attained.

Sincerely,

*Mrs. Kerry Coursey*

*Principal*

## II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, the school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

| <u>Name</u>          | <u>Title/Position</u>            |
|----------------------|----------------------------------|
| Mrs. Kerry Coursey   | Principal                        |
| Mr. Bernard Bodison  | Assistant Principal              |
| Ms. Angela Grosse    | Assistant Principal              |
| Mrs. Crystal Farmer  | Math Department Chair            |
| Mr. Dante Casagrande | World Languages Department Chair |
| Mr. Joel Clackum     | English Department Chair         |
| Mrs. Amy Jessee      | Social Studies Department Chair  |
| Mr. Eric Lind        | Science Department Chair         |
| Mrs. Myria Shipman   | CTAE Department Chair            |
| Ms. Kelley Jeffries  | Health/PE Department Chair       |
| Ms. Julie Hodge      | VPA Department Chair             |
| Ms. Terry Sanford    | SPED Department Chair            |
|                      |                                  |
|                      |                                  |
|                      |                                  |
|                      |                                  |
|                      |                                  |
|                      |                                  |
|                      |                                  |

### III. Needs Assessment Data Sources

- Spring 2018 Georgia Milestones Assessment Results for Math, English, Science and Social Studies (all students, all subgroups)
- Three year GMAS Trend Data GMAS Results for Math, English, Science and Social Studies
- 2017-18 CTAE Pathway Completion Results
- Community Service Completion data as of August 1, 2018 for students in grades 10-12
- 2016-17 and 2017-18 Special Education student job placement/internship data
- 2017-18 Student Attendance Data

#### 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> | Decrease percentage of students scoring at the “beginning” level on the 9 <sup>th</sup> Grade Lit/Comp and American Lit GMAS by 3%.                                       |
| <b>Goal 2:</b> | Increase the percentage of students scoring at the “developing” or higher level on the 2019 Geometry GMAS from 75% to 78%.  |
| <b>Goal 3:</b> | Increase percentage of students scoring at the “proficient” or higher level on the 2019 Biology GMAS from 37% to 42%.   |
| <b>Goal 4:</b> | Increase percentage of students scoring at the “proficient” or higher level on the Economics GMAS from 57% to 60%   |
| <b>Goal 5:</b> | Increase the number of CTAE pathway completers from 146 during 2017-18 school year to 235 during the 2018-19 school year in the Business and Agriculture career clusters. |

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

|                |  |
|----------------|--|
| <b>Goal 1:</b> | Provide students with a minimum of three (3) presentations focusing on the dangers of vaping during the 2018-19 school year. |
|----------------|--|

|                |   |
|----------------|---|
| <b>Goal 2:</b> | Decrease the percentage of students missing 10% or more of the total school days enrolled during the 2018-19 school year by 5%. |
|----------------|---|

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

|                |   |
|----------------|---|
| <b>Goal 1:</b> | Increase the number of students with disabilities in job placements and/or internships from 4 during the 2017-18 school year to 6 during the 2018-19. |
|----------------|---|

|                |  |
|----------------|--|
| <b>Goal 1:</b> | Islands High School students with adult supervision will volunteer at a minimum of five (5) events benefitting nonprofit agencies in the Savannah area providing much needed people power and support. |
|----------------|--|

**2018-19 School Accountability Plan**

**Department: English**

**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: Decrease percentage of students scoring at the “beginning” level on the 9<sup>th</sup> Grade Lit/Comp and American Lit GMAS by 3%.</b></p> <p><b>RATIONALE: The reading, writing and analysis skills and concepts included in the 9<sup>th</sup> Grade Literature and American Literature curriculum are essential for success in other high school classes as well as post-secondary course work.</b></p> |   |
| <b>Strategies:</b>   | <p>Schedule inclusion teachers with English background/ experience in the 9<sup>th</sup> Grade Comp/Lit and American Literature inclusion classes.</p> <p>Offer Writer’s Workshop Elective course for students identified needing extra support and assistance</p> <p>GMAS Boot Camp Tutorials</p>   | <b>Related Professional Learning Strategies:</b>  |
|  |  | <ol style="list-style-type: none"> <li>1. Peer observations</li> <li>2. Collaborative planning with feeder schools</li> <li>3. Co-teaching training for regular education and Special education teachers</li> </ol> |
| <b>Monitoring (Artifacts):</b>   |  | <b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  |
| <p>Quarterly review of common assessment results</p> <p>TKES classroom observations</p> <p>District walkthroughs</p> |  | <b>Data:</b>  |
| <b>Cost:</b>   | <b>Timeline:</b>   | <b>Person(s) Responsible:</b>   |
| <p>\$500 GMAS Boot Camp Tutorials in March, 2019</p>   | <p>September, 2018-April, 2019</p>   | <p>Leadership Team</p> <p>English and SPED teachers</p> <p>SCCPSS School Improvement Team</p>   |

**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.

|   |  |  |
|---|--|--|
| Tier 2 Indicator:   | <b>GOAL: Increase the percentage of students scoring at the “developing” or higher level on the Geometry GMAS from 75% to 78%.</b><br><br><b>RATIONALE: Student performance on the GMAS has shown small incremental gains during the past two testing cycles and the department wishes to build on the momentum in progress.</b> |  |
| <b>Strategies:</b>  | <b>Related Professional Learning Strategies:</b>   |  |
| <p>Reduce Geometry class sizes through leveraging on campus DCE opportunities for upper level math courses.</p> <p>Utilize Khan Academy as a resource to re-teach and reinforce skills and concepts taught in class.</p> <p>Schedule inclusion teachers with math experience in the Geometry inclusion classes.</p> <p>Geometry Boot Camp Tutorials</p> | <ol style="list-style-type: none"> <li>1. Peer observations</li> <li>2. Collaborative math department planning with SCCPSS Math Teacher specialist</li> <li>3. Co-teaching training for regular education and Special education teachers</li> </ol>  |  |
| <b>Monitoring (Artifacts):</b>  | <b>Results (Evidence):</b>   | <input type="checkbox"/> Met <input type="checkbox"/> Not Met                              |
| <p>Quarterly review of common assessment results</p> <p>TKES classroom observations</p> <p>District walkthroughs</p>  | <b>Data:</b>   |  |
| <b>Cost:</b>  | <b>Timeline:</b>   | <b>Person(s) Responsible:</b>  |
| \$500 GMAS Boot Camp Tutorials  | September, 2018-April, 2019  | <p>Leadership Team</p> <p>Math and SPED teachers</p> <p>SCCPSS School Improvement Team</p> |

# 2018-19 School Accountability Plan

# Department: Science

## 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.

|  |   |   |
|--|---|---|
| Tier 2 Indicator:  | <b>GOAL: Increase percentage of students scoring at the “proficient” or higher level on the Biology GMAS from 37% to 42%.</b><br><br><b>RATIONALE: Biology scores decreased from 2016-17 school year to 2017-18 school year.</b>  |   |
| <b>Strategies:</b>   | <b>Related Professional Learning Strategies:</b>  |   |
| <p>Increase the number of hands on lab activities to provide students with an opportunity to apply skills and concepts learned. Some labs may be virtual and require the use of technology.</p> <p>Utilize Khan Academy as a resource to re-teach and reinforce skills and concepts taught in class.</p> <p>Schedule inclusion teachers with Science background/ experience in the Physical Science inclusion classes.</p> | <ol style="list-style-type: none"> <li>1. Peer observations</li> <li>2. Collaborative departmental planning with SCCPSS Science Teacher specialist</li> <li>3. Co-teaching training for regular education and Special education teachers</li> <li>4. Two members of Science department will attend NSTA Conference in Charlotte NC</li> </ol> |   |
| <b>Monitoring (Artifacts):</b>   | <b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  |   |
| <p>Quarterly review of common assessment results</p> <p>TKES classroom observations</p> <p>District walkthroughs</p>   | <b>Data:</b>  |   |
| <b>Cost:</b>   | <b>Timeline:</b>  | <b>Person(s) Responsible:</b>   |
| <p>\$300-\$500 for lab supplies</p> <p>\$1,000 NSTA</p>  | September, 2018-April, 2019   | <p>Leadership Team</p> <p>Science and SPED teachers</p> <p>SCCPSS School Improvement Team</p> |

**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.

|  |  |   |
|--|--|---|
| Tier 2 Indicator:  | <b>GOAL: Increase percentage of students scoring at the “proficient” or higher level on the Economics GMAS from 57% to 60%</b><br><br><b>RATIONALE:</b>                                    |   |
| <b>Strategies:</b>   | <b>Related Professional Learning Strategies:</b>   |   |
| <p>Utilize Khan Academy as a resource to re-teach and reinforce skills and concepts taught in class.</p> <p>Invite guest speakers to present to current, relevant information to all students as a means of connecting learning to life.</p> | <p>Peer observations</p> <p>Co-teaching training for regular education and Special education teachers</p> <p>Social Studies teachers participate in GCEE workshops offered in Savannah</p> |   |
| <b>Monitoring (Artifacts):</b>   | <b>Results (Evidence):</b>   | <input type="checkbox"/> Met <input type="checkbox"/> Not Met                                   |
| <p>Quarterly review of common assessment results</p> <p>TKES classroom observations</p> <p>District walkthroughs</p>   | <b>Data:</b>   |   |
| <b>Cost:</b>   | <b>Timeline:</b>   | <b>Person(s) Responsible:</b>   |
| \$0  | September, 2018-April, 2019  | <p>Leadership Team</p> <p>Economics and SPED teachers</p> <p>SCCPSS School Improvement Team</p> |

**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.

|  |  |  |
|--|--|--|
| Tier 2 Indicator:  | <p><b>GOAL: Increase the number of CTAE pathway completers from 146 during 2017-18 school year to 235 during the 2018-19 school year in the Business and Agriculture career clusters.</b></p> <p><b>RATIONALE: Students completing a CTAE pathway are more knowledgeable and skilled and therefore have an increased success rate in future college/career readiness placements.</b></p> |  |
| <b>Strategies:</b>   | <b>Related Professional Learning Strategies:</b>   |  |
| <p>CTAE teachers will provide detailed instruction to All students during the introductory level course regarding the benefits of completing the pathway and potentially earning industry certification</p> <p>Provide parents and other stakeholders with accurate and timely information about pathway completion requirements.</p> <p>Ensure that all members of the scheduling team are prepared to assist students during pre-registration and advisement process</p> | <p>PLC sessions for all advisors focusing on graduation requirements and CTAE pathway options.</p> <p>Include information about CTAE Pathways on school website and in weekly parent email newsletter</p>  |  |
| <b>Monitoring (Artifacts):</b>   | <b>Results (Evidence):</b>   | <input type="checkbox"/> Met <input type="checkbox"/> Not Met                          |
| Advisors will monitor pathway completion progress each year during pre-registration/advisement period  | <b>Data:</b>   |  |
| <b>Cost:</b>   | <b>Timeline:</b>   | <b>Person(s) Responsible:</b>  |
| \$0  | August 2018- May, 2019.  | <p>Leadership Team</p> <p>CTAE teachers</p> <p>Guidance Counselors</p> <p>Advisors</p> |

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>   | <p><b>GOAL:</b> Decrease the percentage of students missing 10% or more of the total school days enrolled during the 2018-19 school year by 5%.</p> <p><b>RATIONALE:</b> First and foremost, students must be in school to receive instruction and for teachers to assess mastery of content standards. Secondly, research shows that school attendance is directly related to successful progress towards on-time graduation.</p> |  |
| <b>Strategies:</b>   | <b>Related Professional Learning Strategies:</b>   |  |
| <p>Educate parents and students about impact of absences on CCRPI as well as academic achievement.</p> <p>Offer quarterly incentives to students that have missed fewer than 3 days of school</p> <p>Advisors contact parents after 3 absences and complete school social worker referral for follow up.</p> | <p>Provide teachers with overview and refresher of the CCRPI indicators.</p>   |  |
| <b>Monitoring (Artifacts):</b>   | <b>Results (Evidence):</b>   | <input type="checkbox"/> Met <input type="checkbox"/> Not Met  |
| <p>Attendance committee meetings</p> <p>Truancy reports</p>  | <b>Data:</b>   |  |
| <b>Cost:</b>   | <b>Timeline:</b>   | <b>Person(s) Responsible:</b>  |
| <p>Up to \$500 for incentives (to be paid through proceeds from dress down days)</p>   | <p>August 2018- May, 2019</p>  | <p>Teachers</p> <p>Attendance Committee</p> <p>School Social Worker</p> <p>Assistant Principals</p> <p>Principal</p> |

|   |  |  |
|---|--|--|
| Tier 2 Indicator:   | <p><b>GOAL: Provide students with a minimum of three (3) presentations focusing on the dangers of vaping during the 2018-19 school year.</b></p> <p><b>RATIONALE: Vaping and Juuling has become an epidemic at many middle and high schools in the United States. Students and parents do not have accurate information about the dangers of using these products.</b></p> |  |
| <p><b>Strategies:</b></p> <p>Using monthly extended advisement periods, students will be provided with information about health and potential fire related dangers of using vaping devices – specifically Juuls.</p> <p>Provide parents with timely, accurate information about vaping and vaping devices and products at PTSA meetings, School Council Meetings and Through parent newsletter.</p> | <p><b>Related Professional Learning Strategies:</b></p>  |  |
| <p><b>Monitoring (Artifacts):</b></p>   | <p><b>Results (Evidence):</b>      <input type="checkbox"/> Met      <input type="checkbox"/> Not Met</p>  |  |
| <p>Presentation handouts and PPTs</p> <p>Newsletters</p>  | <p><b>Data:</b></p>  |  |
| <p><b>Cost:</b></p>   | <p><b>Timeline:</b></p>  | <p><b>Person(s) Responsible:</b></p>   |
| <p>\$0</p>  | <p>August 2018- May, 2019</p>  | <p>Teachers<br/>School Social Worker<br/>Guidance Counselor<br/>Assistant Principals<br/>Principal</p> |

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>   | <p><b>GOAL:</b> Increase the number of students with disabilities in job placements and/or internships from 4 during the 2017-18 school year to 6 during the 2018-19.</p> <p><b>RATIONALE:</b> Active engagement with members of the community at large provides our school and our students with additional opportunities to interact with volunteers and mentors. Community/business partnerships also provide additional financial and material resources that will benefit our students and our school.</p> |  |
| <b>Strategies:</b>   | <b>Related Professional Learning Strategies:</b>  |  |
| <p>Host business partner lunch and learn sessions and invite nearby business owners and community leaders to learn more about Islands High School and opportunities for involvement with job placements for students with disabilities.</p> <p>Use social media to encourage area businesses and agencies to partner with Islands High School.</p> |   |  |
| <b>Monitoring (Artifacts):</b>   | <b>Results (Evidence):</b>  | <input type="checkbox"/> Met <input type="checkbox"/> Not Met              |
| <p>Sign in sheets from business partner events.<br/>Job placement/internship agreements<br/>Summary information collected by job coach</p>   | <b>Data:</b>  |  |
| <b>Cost:</b>   | <b>Timeline:</b>  | <b>Person(s) Responsible:</b>  |
| <p>Up to \$200 to be paid by funds earned through faculty vending</p>  | <p>Business/Community Lunch and Learn scheduled for October 2018</p>  | <p>Principal<br/>Transition specialist<br/>Job Coach<br/>SPED teachers</p> |

Focus Area (#3): Community Engagement

|  |  |  |
|--|--|--|
| <p><b>Tier 2 Indicator:</b></p>  | <p><b>GOAL:</b> Islands High School students with adult supervision will volunteer at a minimum of five (5) events benefitting nonprofit agencies in the Savannah area providing much needed people power and support.</p> <p><b>RATIONALE:</b> Instilling a sense of community pride and voluntarism in teens will help them to develop lifelong habits and establish relationships with members of the community</p> |  |
| <p><b>Strategies:</b></p> <p>Student clubs and organizations will select one non-profit agency and research volunteer opportunities</p> <p>Guidance counselors will meet with student groups to discuss benefits of community service and voluntarism.</p> |  | <p><b>Related Professional Learning Strategies:</b></p>                                    |
| <p><b>Monitoring (Artifacts):</b></p> <p>Club advisors will maintain sign in sheets for all community service events.</p> <p>Students will complete and submit Community Service validation forms to guidance office.</p>                                  | <p><b>Results (Evidence):</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Data:</b></p>  |  |
| <p><b>Cost:</b></p> <p>\$0</p>   | <p><b>Timeline:</b></p> <p>October, 2018- March, 2019</p>  | <p><b>Person(s) Responsible:</b></p> <p>Leadership team<br/>Club Advisors<br/>Students</p> |