

Accountability and School Improvement Plan

2017-2018

for

New Hampstead High School
Savannah-Chatham County Public Schools

Ms. Tawn Foltz, Principal
M. Ann Levett, Ed.D. *Superintendent of Schools*

6/29/2017



I. Principal's Message



Dear Stakeholders:

The 2017-2018 school year is full of opportunities for continued growth and development of students and staff alike. New Hampstead High School will be in its sixth year of operation and is in a position to further develop its identity and traditions, as well as positively impact student academic success.

I enthusiastically look forward to working with the New Hampstead students and staff in increasing the academic rigor and instructional practices so that every student graduates from New Hampstead High School with the knowledge and skills necessary to be successful adults. We are here to work with students, parents, and community members in order to meet this goal.

Sincerely,

Tawn Foltz, 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, 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.”

Committee Members/Representation		
<u>Individual/Groups</u>		<u>Title I/Position</u>
Tawn Foltz		Principal
Brian Dotson		Assistant Principal
Garry Jacobs		Assistant Principal
Morianna Daniel		English Chair
Patricia Adams		Math Chair
Tonya Hughes		Science Chair
Delicia Worrill		Social Studies Chair
Maria Mock		World Language Chair
Jeffrey Robinson		CTAE Chair
Terri Alotto		Special Ed Chair
Toby Barton		Lead Counselor
Jean Shearer		Media Center Specialist
John Hoyman		Fine Arts Department

III. Needs Assessment Data Sources

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

<ul style="list-style-type: none"> <input type="checkbox"/> Gifted Programs Data <input type="checkbox"/> SAT Participation and Results <input type="checkbox"/> ACT Participation and Results <input type="checkbox"/> PSAT Participation and Results <input type="checkbox"/> IB Programs Data <input type="checkbox"/> Post Secondary Enrollment Report <input type="checkbox"/> Dual Enrollment Class Results and Enrollment <input type="checkbox"/> Promotion/Retention Data <input type="checkbox"/> Governor's Honors Program <input type="checkbox"/> Attendance Data for Students and Staff <input type="checkbox"/> Dropout Rate (3-Years) <input type="checkbox"/> Cohort Graduation Rate (3-Years) 	<ul style="list-style-type: none"> <input type="checkbox"/> Accountability and Assessment website <input type="checkbox"/> Grade Distribution Report 	<p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent Involvement Data <input type="checkbox"/> 21st Century Program Data <input type="checkbox"/> INSERT other applicable data source <input type="checkbox"/> INSERT other applicable data source
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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).

GOAL 1.	The 2016-17 CCRPI overall score was 70.5. As part of the SCCPSS Strategic Waiver School System Status: GFO SWSS/IE2, New Hampstead High School will improve the score by 3% of the difference, 1.026, in 2017-2018.
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GOAL 2.	The 2016-17 GMAS Algebra scores (developing and above) will increase by 5%, from 36% to 41% in 2017-18. (Data from the year-end district report of GMAS scores)
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GOAL 3.	The 2016-17 GMAS Geometry scores (developing and above) will increase by 4%, from 56% to 60% in 2017-18. (Data from the year-end district report of GMAS scores)
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GOAL 4.	The 2016-17 GMAS 9 th Grade Literature scores (proficient and above) will increase by 5%, from 19% to 24% in 2017-18. (Data from the year-end district report of GMAS scores)
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GOAL 5.	The 2016-17 GMAS American Literature scores (proficient and above) will increase by 4%, from 34% to 38% in 2017-18. (Data from the year-end district report of GMAS scores)
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Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

GOAL 1.	The 2016-2017 graduation rate was 84%. The goal will be to increase the 4 year cohort graduation rate from 84% to 87%.
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GOAL 2.	During the 2015-2016 school year, 1050 In-school and Out of School suspensions were assigned. During the 2016-17 school year, 559 In-school and Out of School suspensions were assigned (a reduction of 53%). This will be further reduced by 5% during the 2017-2018 school year. (Data from the year end district count)
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GOAL 3.	The Climate Star Rating System for the 2016-2017 school year indicated overall score of 3. The Climate Star Rating System score (a combination of climate surveys, discipline, safe/substance free school, and attendance) will improve to a 4 during the 2017-2018 school year.
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Focus Area (#3): Community Engagement

GOAL 1.	Participants in the Fine Arts Diploma Seal and the International Skills Diploma Seal programs will engage in identifying and participating in extended community service opportunities linked to each of the seals.
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GOAL 2.	NHHS will host an expanded version of Phoenix 101 during the summer of 2018 for incoming students. Phoenix 101 provides new students (freshmen and transfers) with the opportunity to learn about NHHS, get acquainted with the building, learn some of the basic expectations and gain a degree of comfort before the first day of school.
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Focus Area (#4): Fiscal Responsibility

GOAL 1.	An external audit of the 2016-2017 SAF paperwork indicates 17 incomplete or missing SAF paperwork. The number of incomplete or missing paperwork will be reduced from 17 identified during the 2016-17 audit to zero in August 2017-2018 audit.
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IV. Tier 2 Indicator (linked to Tier 1)

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:	SMART Goal 1: The 2016-17 CCRPI overall score was 70.5. As part of the SCCPSS Strategic Waiver School System Status: GFO SWSS/IE2, New Hampstead High School will improve the score by 3% of the difference, 1.026 in 2017-2018. Rationale: SCCPSS Strategic Waiver School System Status: GFO SWSS/IE2 requires a 3% increase on the 2015-16 baseline score.	
Instructional Strategies: 1. Facilitate and monitor instruction to ensure teachers are utilizing research based instructional practices for teaching in all classrooms, with a focus on rigor and pacing. 2. Utilize collaborative planning groups to analyze student data, make adjustments to instruction based on data, and develop common assessments. 3. Utilize IF (instructional focus) to provide additional and targeted support for students identified as having deficits in key GMAS areas. 4. Focus on instructional strategies and programs that will aid students in reclaiming credits (credit recovery, Twilight, IF Twilight, relearn Algebra, relearn Geometry)		Related Professional Learning Strategies: 1. Retraining/reteaching teachers on the components of CCRPI. 2. Individual meetings with teachers in developing TKES goals that support increases in CCRPI. 3. SLDS Training in order to support teacher use and understanding of the SLDS data.
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Lesson Plans TKES Walkthrough and Observation data / Teacher Goals School Improvement Team Observation data Collaborative planning minutes Course Pass/Failure reports Twilight/Credit Recovery Data		Data: CCRPI Data
Cost:	Timeline:	Person(s) Responsible:

	CCRPI training – August 2017 Individual Goals meetings – August 2017 Review Individual Goals – December 2016 and March 2017	Principal Assistant Principals Teachers School Improvement Team
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IV. Tier 2 Indicator (linked to Tier 1)

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:	SMART Goal 2: The 2016-17 GMAS Algebra scores (developing and above) will increase by 5%, from 36% to 41% in 2017-18. (Data from the year-end district report of GMAS scores) Rationale: Algebra achievement, as measured by the GMAS test, continues to be an area of concern, particularly since Algebra is a foundation for future mathematics classes.	
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> Facilitate and monitor instruction to ensure teachers are utilizing research based instructional practices for teaching in all classrooms, with a focus on rigor and pacing Utilize collaborative planning groups to analyze student data, make adjustments to instruction based on data, and develop common assessments. Utilize IF (instructional focus) to provide additional and targeted support for students identified as having deficits in algebra and pre-algebra skills Adopt a full year of Algebra content, teaching Algebra Concepts (1st semester) and Algebra 1 (2nd semester) to further develop math skills for all Freshmen taking Algebra. Utilize GMAS baseline data to determine areas for targeted re-teaching in review sessions prior to GMAS testing. 		<ol style="list-style-type: none"> Guidance and support from the school administration and the school improvement team on the appropriate and continued use of the standards-based instructional framework. Develop common data based professional learning goals for each of the Algebra teachers. Provide unencumbered collaborative planning time, Tuesdays, 2:30-3:15. SLDS Training in order to support teacher use and understanding of the SLDS data.
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Lesson Plans TKES Walkthrough and Observation data School Improvement Team Observation data Collaborative planning minutes Course Pass/Failure reports		Data: GMAS Algebra Scores
Cost:	Timeline:	Person(s) Responsible:
		Principal

	Ongoing monitoring of instruction Ongoing needs assessment to determine appropriate IF placement for each semester	Assistant Principals Teachers School Improvement Team
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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 three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>SMART Goal 3: The 2016-17 GMAS Geometry scores (developing and above) will increase by 4%, from 56% to 60% in 2017-18. (Data from the year-end district report of GMAS scores.)</p> <p>Rationale: Geometry achievement, as measured by the GMAS, continues to be an area of concern, particularly since Geometry is a core math class and skills learned are required for success in subsequent classes.</p>	
Instructional Strategies:		Related Professional Learning Strategies:
<p>1. Facilitate and monitor instruction to ensure teachers are utilizing research based instructional practices for teaching in all classrooms, with a focus on rigor and pacing</p> <p>2. Utilize collaborative planning groups to analyze student data, make adjustments to instruction based on data, and develop common assessments.</p> <p>3. Utilize IF (instructional focus) to provide additional and targeted support for students identified as having deficits in algebra and pre-algebra skills</p> <p>4. Utilize Geometry relearn on-line classes to provide individualized and self-paced instruction to students who were unsuccessful in the tradition classroom setting.</p> <p>4. Utilize GMAS baseline data to determine areas for targeted re-teaching in review sessions prior to GMAS testing.</p>		<p>1. Guidance and support from the school administration and the school improvement team on the appropriate and continued use of the standards-based instructional framework.</p> <p>2. Develop common data based professional learning goals for each of the Geometry teachers.</p> <p>3. Provide unencumbered collaborative planning time, Tuesdays, 2:30-3:15.</p> <p>4. SLDS Training in order to support teacher use and understanding of the SLDS data.</p>
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Lesson Plans TKES Walkthrough and Observation data School Improvement Team Observation data Collaborative planning minutes Course Pass/Failure report</p>		<p>Data: GMAS Geometry Scores</p>
Cost:	Timeline:	Person(s) Responsible:
	Ongoing monitoring of instruction	Principal Assistant Principals Teachers School Improvement Team

	Ongoing needs assessment to determine appropriate IF placement for each semester	
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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 three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:		<p>SMART Goal 4: The 2016-17 GMAS 9th Grade Literature scores (proficient and above) will increase by 5% from 19% to 24% in 2017-18. (Data from the year-end district report of GMAS scores)</p> <p>Rationale: 9th Grade Literature achievement, as measured by the GMAS, continues to be an area of concern.</p>
Instructional Strategies:		Related Professional Learning Strategies:
<p>1. Facilitate and monitor instruction to ensure teachers are utilizing research based instructional practices for teaching in all classrooms, with a focus on rigor and pacing.</p> <p>2. Utilize collaborative planning groups to analyze student data, make adjustments to instruction based on data, and develop common assessments.</p> <p>3. 9th grade students in need of writing support will be assigned to a section of Instructional Focus that will focus solely on the constructed responses needed to complete the written portions of the 9th Grade Literature GMAS.</p>		<p>1. Guidance and support from the school administration and the school improvement team on the appropriate use of the standards-based instructional framework</p> <p>2. Provide unencumbered collaborative planning time</p> <p>3. Ongoing PL determined to be beneficial based on walkthroughs and observations of administrators and the school improvement team</p>
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Lesson Plans TKES Walkthrough and Observation data School Improvement Team Observation data Collaborative planning minutes Course Pass/Failure reports</p>		<p>Data: 9th Grade Literature GMAS scores</p>
Cost:	Timeline:	Person(s) Responsible:
	<p>Ongoing monitoring of instruction</p> <p>Ongoing needs assessment to</p>	<p>Principal Assistant Principals Teachers School Improvement Team</p>

	determine appropriate IF placement for each semester	
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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 three corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>SMART Goal 5: The 2016-17 GMAS American Literature scores (proficient and above) will increase by 4% from 34% to 38% in 2017-18. (Data from the year-end district report of GMAS scores)</p> <p>Rationale: Though improving, American Literature achievement, as measured by the GMAS, continues to be an area of concern.</p>	
Instructional Strategies:		Related Professional Learning Strategies:
<p>1. Facilitate and monitor instruction to ensure teachers are utilizing research based instructional practices for teaching in all classrooms, with a focus on rigor and pacing</p> <p>2. Utilize collaborative planning groups to analyze student data, make adjustments to instruction based on data, and develop common assessments.</p> <p>3. 11th grade students in need of writing support will be assigned to a section of Instructional Focus that will focus solely on the constructed responses needed to complete the written portions of the American Literature GMAS.</p>		<p>1. Guidance and support from the school administration and the school improvement team on the appropriate use of the standards-based instructional framework</p> <p>2. Provide unencumbered collaborative planning time</p> <p>3. Ongoing PL determined to be beneficial based on walkthroughs and observations of administrators and the school improvement team.</p>
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Lesson Plans TKES Walkthrough and Observation data School Improvement Team Observation data Collaborative planning minutes Course Pass/Failure reports</p>		<p>Data: American Literature GMAS scores</p>
Cost:	Timeline:	Person(s) Responsible:
	Ongoing monitoring of instruction	Principal Assistant Principals Teachers School Improvement Team

	Ongoing needs assessment to determine appropriate IF placement for each semester	
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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 at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	SMART Goal 1: The 2016-2017 graduation rate was 84%. The goal will be to increase the 4 year cohort graduation rate from 84% to 87%. Rationale: Cohort grad rate not sufficient.	
Instructional Strategies:	Related Professional Learning Strategies:	
<ol style="list-style-type: none"> 1. Twilight Program offered to provide students with the opportunity to retake classes they have previously failed or to accelerate their path toward graduation. 2. Individualized credit recovery offered each semester to provide students with the opportunity to demonstrate mastery and earn credit from previously failed classes. 2. Algebra and Geometry relearn classes offered to students who failed in the traditional classroom setting. 3. Leadership Team and administration will monitor pass rates within each course to maximize on time graduation. 4. Administration will conduct orientation sessions several times during the school year to ensure that all students are aware of graduation requirements. 5. Counselors will review teachers' gradebooks on a bimonthly basis to monitor student progress and missing work. 5. Counselors and specially trained teachers to meet individually with each student to review historical achievement data and assist in registering for classes for the following year. 	<ol style="list-style-type: none"> 1. Training for Twilight teachers and monitoring of student progress. 2. Training for counselors and chosen teachers in the registration process prior to spring registration. 	
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Twilight enrollment and completion data Relearn enrollment and completion data Course Pass/Failure reports	Data: 4 year cohort graduation rate as report by CCRPI	

Cost:	Timeline:	Person(s) Responsible:
	ongoing	Principal Assistant Principals Teachers Counselors

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 at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	<p>SMART Goal 2: During the 2015-2016 school year, 1050 In-school and Out of School suspensions were assigned. During the 2016-17 school year, 559 In-school and Out of School suspensions were assigned (a reduction of 53%). This will be further reduced by 5% during the 2017-2018 school year. (Data from the year end district count)</p> <p>Rationale: High ISS and OSS rates negatively impact the learning environment.</p>	
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Reduce ISS and OSS rate, as high rates negatively impact learning and climate. 2. Student orientation / reorientation session throughout the school year. 3. Utilization of alternatives to ISS and OSS (behavior contracts, parent meetings/shadowing, restitution) 		<ol style="list-style-type: none"> 1. ISS and OSS Alternatives to Suspension training for AP's. 2. Weekly administrative meetings focused on discipline issues and how to address. 3. Weekly attendance meetings also focus on discipline, because discipline negatively impacts attendance.
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Discipline and ISS/OSS data throughout the year		Data: ISS and OSS data (month to month)
Cost:	Timeline:	Person(s) Responsible:
	Monthly assessments and comparisons	Principal Assistant Principals Counselors School Social Worker

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 at least two corresponding Tier 2 indicators through strategies with an emphasis on academic achievement.

Tier 2 Indicator:	SMART Goal 3: The Climate Star Rating System for the 2016-2017 school year indicated overall score of 3. The Climate Star Rating System score (a combination of climate surveys, discipline, safe/substance free school, and attendance) will improve to a 4 during the 2017-2018 school year.	
Instructional Strategies:		Related Professional Learning Strategies:
<ol style="list-style-type: none"> 1. Reduce ISS and OSS rate, as high rates negatively impact learning and climate. 2. Reduce rate of chronic truancy. 3. Reduce number of expulsions. 		<ol style="list-style-type: none"> 1. ISS and OSS Alternatives to Suspension training for AP's 2. Weekly attendance committee meetings to include AP's, Social Worker, Counselors, and Information Specialist
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Attendance Rate Suspension Rate		Data: CCRPI Star Rating for 2017-2018
Cost:	Timeline:	Person(s) Responsible:
	Monthly ISS/OSS data	Principal Assistant Principals Social Worker Counselors Information Specialist Teachers

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

Tier 2 Indicator:	SMART Goal 1: Participants in the Fine Arts Diploma Seal and the International Skills Diploma Seal programs will engage in identifying and participating in extended community service opportunities linked to each of the seals Rationale: In order for more students to be eligible for the Fine Arts and International Skills Diploma Seal, opportunities for community services linked to the seals needs to be developed and performed.	
Instructional Strategies:		Related Professional Learning Strategies:
1. The Fine Arts Department and National Art Honors Society will seek out appropriate community service opportunities in the arts. 2. The World Languages Department will seek out appropriate community service opportunities related to international skills.		
Monitoring (Artifacts):	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Fine Art Diploma Seals International Skills diploma Seals	Data: Fine Art Diploma Seals International Skills diploma Seals	
Cost:	Timeline:	Person(s) Responsible:
	May 2018	Counselors Fine Arts Faculty World Languages Faculty

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

Tier 2 Indicator:	<p>SMART Goal 2: NHHS will host an expanded version of Phoenix 101 during the summer of 2018 for incoming students. Phoenix 101 provides new students (freshmen and transfers) with the opportunity to learn about NHHS, get acquainted with the building, learn some of the basic expectations and gain a degree of comfort before the first day of school.</p> <p>Rationale: Acclimating incoming students and parents to the building and expectations to enhance the transition into NHHS.</p>	
Instructional Strategies:		Related Professional Learning Strategies:
<p>1. Incoming students and parents (freshmen and transfers) are invited to attend Phoenix 101 to learn about NHHS, get acquainted with the building, learn some of the basic expectations and gain a degree of comfort before the first day of school.</p>		
Monitoring (Artifacts):		Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Phoenix 101 registrations		Data: Phoenix 101 registrations
Cost:	Timeline:	Person(s) Responsible:
Lunch for participants	Planning in spring 2018 (March/April)	Principal Assistant Principals Teachers Students

IV. Tier 2 Indicator *(continued)*

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

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

Tier 2 Indicator	SMART Goal 1: An external audit of the 2016-2017 SAF paperwork indicates 17 incomplete or missing SAF paperwork. The number of incomplete or missing paperwork will be reduced from 17 identified during the 2016-17 audit to zero in August 2017-2018 audit.	
Instructional Strategies	Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Retrain all teachers/sponsors using the updated sponsor handbook 2. Monthly monitoring of charters 3. Book of all charters keep by Principal 4. Individual meetings with sponsors who fail to follow guidelines 5. Monthly charter balances to be signed in principal's office. 	<ol style="list-style-type: none"> 1. Refresher SAF training for all SAF sponsors at beginning of year 	
Monitoring	Results (Evidence) __Met __Not Met	
SAF Documents Monthly SAF reports	SAF Audit (August 2018)	
Funding Source/ Approximate Amount	Person(s) Responsible	
	Principal SAF Sponsors Bookkeeper	

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:

Principal’s Signature

Date

Executive Director of School Governance’s
Signature

Date