

School Accountability Plan

2017-2018

for

Windsor Forest High School
Savannah-Chatham County Public Schools

Derrick L. Butler, *Principal*
M. Ann Levett, Ed.D. *Superintendent of Schools*



I. Principal's Message



September 2017

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 the district's:

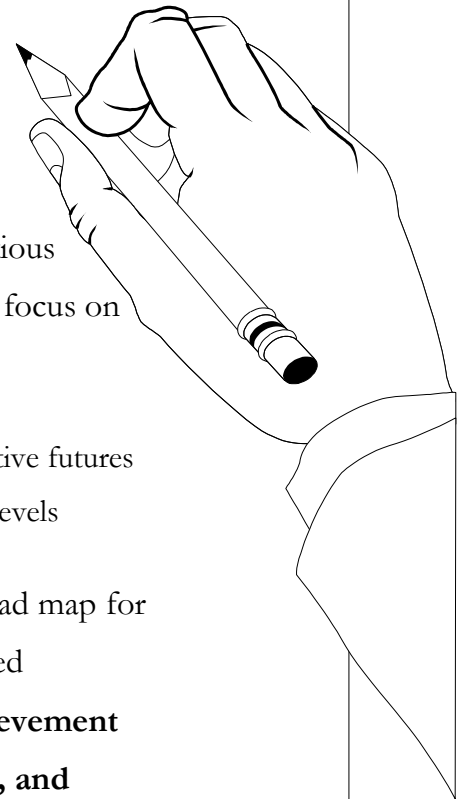
Vision: From school to the world: **All** students prepared for productive futures

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 discipline 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 Windsor Forest High School even better.

Sincerely,

Derrick Butler, *Principal*
Windsor Forest 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."

Committee Members/Representation	
<u>Individual/Groups</u>	<u>Position</u>
Derrick Butler, <i>Principal</i> Yolanda Coaxum- <i>Assistant Principal</i> Jennifer Dobbins- <i>Assistant Principal</i> Dr. James Platts- <i>Assistant Principal</i>	A
School Improvement Team Jody Ranous – Science Department and IB Roddy Hatch- Social Studies Department Delma Exley- IB Career Related Program Carey Bray- World Language Rosalind Abrams- CTAE Department Kathleen Burke- PBIS Lead Collete Green- Guidance Department Ernie Lee- New Teacher Coordinator Michelle Hooker- 9 th Grade Lead Susan Pressley – SPED Department John Callanan- English Department Laura Mills- Media Center Tywana Barnes- Math Department	A, T
Teachers and Staff Members	T,R
School Council, PTA Dr. Lakendria Byno- PTA Faculty Liaison SRO Gordon Teems- Campus Police	A, B, C, P, T
Principal Advisory Council	S

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 as well as in a State of the School Meeting in the fall.

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

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
<p>X CCRPI Reports</p> <p>X DOE Website</p> <p>X PowerSchool Database</p> <p>Governor’s Honors Program</p> <p>X SWD Data</p> <p>Dropout Statistics</p> <p>X Graduation Rates</p> <p>EOCT data</p> <p>X RRS</p> <p>X Attendance Data</p> <p>X IB Assessment Results</p> <p>X AP Exam Results</p> <p>X Promotion/Retention Data</p> <p>X School Climate Data</p> <p>Gifted Programs Data</p> <p>SAT Participation and Test Results</p> <p>ACT Participation and Test Results</p>	<p>X Professional Development Hours and Involvement Related to Academic Achievement</p> <p>X School Improvement Plan Review</p> <p>X District Site Based Reports</p> <p>X Disproportional data</p> <p>X PowerSchool Database data</p> <p>X Accountability and Assessment website</p> <p>X District Course/Failure Reports</p>	<p>X PowerSchool Data Base</p> <p>Incidents of Possession of Weapons Other than Firearms in School</p> <p>- Students Without Incidents of Physical Violence in School</p> <p>- Students Without Incidents of Possession of Firearms in School</p> <p>- Students Without Incidents of Possession of Weapons Other than Firearms in School</p> <p>- Incidents of Possession of Drugs/Alcohol on Campus</p> <p>Hearing Office Data</p> <p>X Incidents of Out-of-School Suspensions</p> <p>X Incidents of In-School Suspensions</p> <p>Incidents of Expulsions</p> <p>RAI Data</p> <p>X School Climate</p> <p>Other</p> <p>X PTA Agendas/Data</p> <p>X School Council Agendas</p>

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.

Tier 2 Indicator	<p>GOAL A: To meet the state targets on the Georgia Milestone Assessments as established by the Georgia Department of Education</p> <p>Below are the EOC Non-Weighted EOC target goals for each department.</p> <ul style="list-style-type: none">- ELA : To increase the percentage of Students Proficient and Above (levels 3 & 4) from 27% in SY16-17 as measured in the Ninth Grade ELA GA Milestones Data to 35% in SY17-18.- ELA: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 24% in SY16-17 as measured in the Am Lit ELA GA Milestones Data to 32% in SY17-18.- MA: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 5% in SY16-17 as measured in the Algebra I GA Milestones Data to 12% in SY16-17.- MA: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 7% in SY16-17 to 14% in SY17-18 as measured in the Geometry GA Milestones- SS: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 14% in SY16-17 as measured in the US History GA Milestones Data to 22% in SY17-18.- SS: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 10% in SY16-17 as measured in the Economics GA Milestones Data to 18% in SY17-18.- SC: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 23% in SY16-17 as measured in the Biology GA Milestones Data to 32% in SY17-18.- SC: To increase the percentage of Students Proficient and Above (levels 3 & 4) from 14% in SY16-17 as measured in the Physical Science GA Milestones Data to 22% in SY17-18.
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<ol style="list-style-type: none"> 1. Increase student engagement in the classroom through the use of highly effective instructional strategies, focused use of technology, and adherence to the instructional framework (SY 2017-18) 2. Create a handbook that will serve as an instructional toolbox of effective strategies and resources for teachers to use for planning and delivery of instruction (Quarter 1) 3. Utilize horizontal and vertical data teams to plan instruction and analyze student data (SY 2017-18) 4. Implement Instructional Focus schedule with emphasis on Literacy at all grade levels 	<ol style="list-style-type: none"> 1. Professional learning on the “qualities of engagement” (SY 2017-18) 2. Professional learning in department (vertical) meetings (SY 2017-18) 3. Professional learning on PL days; select teachers will conduct sessions on successful strategies for engagement (SY 2017-18) 4. Professional learning on use of technology resources that engage students (Quarter 2) 5. Professional Learning on Literacy during IF (in all disciplines)- Implement-1st semester
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results __Met __Not Met
<ol style="list-style-type: none"> 1. Lesson plans (specifically planning for engagement) 2. Student data and artifacts 3. Focus walks 4. TKES observations 5. Horizontal and vertical team data team minutes 6. Grade level reports (pass/fail reports) 7. GMAS scores 	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)
Professional Learning Funds /Substitutes	<ol style="list-style-type: none"> 1. Leadership team (Team Engagement) 2. Department chairpersons 3. Administrative team 4. Teachers

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.

Tier 2 Indicator	GOAL B: To increase cohort graduation rate by from 80% of student cohort graduating on time in SY16-17 to 82% of student cohort graduating in SY17-18 B1. To close the cohort graduation rate gap of our SWD to our Non-SWD by 5% RATIONALE: Increased graduation rate leads to more students being prepared for colleges and careers post high school	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. Utilize the Twilight Evening School, Daylight Academy, and Saturday Academy (blended learning models) to provide students opportunity for credit recovery, credit advancement, and grade repair. 2. Utilize District SWARM process with fidelity to ensure accurate student Records 3. Utilize Windsor Forest HS Cohort Monitoring and Support Plan – 11th and 12th 4. Implement SSIP Team (Student Success Imagine the Possibilities) – 10th Grade 5. Implement RTI Literacy and Behavior Support- 9th Grade 6. Senior Advisement Sessions 	<ol style="list-style-type: none"> 1) Provide training to teacher advisors on transcript reviews/analysis 2) Provide counselors and staff with review of SWARM process 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. Student Transcripts, Enrollment Documentation, and Withdrawal Documentation 2. Grade Level Reports 3. Attendance/Sign- In Sheets at Senior and 	1)	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
<u>District Twilight Funds</u> <u>School 349 Account</u>	<ol style="list-style-type: none"> 1. Advisement Teachers 2. Guidance Counselors 3. Administrative Team 4. SSIP Team 	

Tier 2 Indicator	GOAL A: To increase the promotion rate by 5% during the 2017-2018 school year through schoolwide, department, and content area continuous and meaningful collaboration on student engagement.	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. Utilize Tuesday afternoon meetings for data analysis with schoolwide, department and content area collaboration. 2. Facilitate and monitor collaborative conversations on student engagement 3. Use collaborative questioning techniques to facilitate department and content area meetings- Utilize the “Five Whys” to determine root causes 	<ol style="list-style-type: none"> 1. Professional Learning on using pacing guides effectively, student engagement, and how to engage in collaborative dialogue 2. Meetings and Professional Learning opportunities for new teachers and by invitation for teachers as needed. 3. At progress report issue dates, department meetings will focus on current failures and strategies to increase student performance and pass rate prior to grade reporting for report cards. 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results __Met __Not Met	
<ol style="list-style-type: none"> 1. Meeting minutes will be submitted to department chairs with a list of meeting attendees. 2. Classroom visits for walk-through feedback. 3. Monitor schoolwide failure reports in content areas. 4. Monitor students’ progress towards grade level promotion requirements. 	<ol style="list-style-type: none"> 1. Increase in student promotion rates 2. Decrease in class failure rates. 3. Better instructional strategies through collaboration. 	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
	Ms. Ranous Mr. Hatch Mr. Exley Mr. Platts	

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.

Tier 2 Indicator	<p>GOAL C: To increase the percentage of students scoring 3 or higher on Advanced Placement Exams from 23% in SY6-17 to 30% in SY17-18 as measured by spring AP exam results <i>(Goal C2): To increase student enrollment/completers in dual enrollment/MOWR course from <u>36</u> students in SY16-17 to <u>41</u> students enrolled and successfully completed 1 dual enrollment/MOWR course in SY17-18)</i></p> <p>RATIONALE: Increased level of success in rigorous courses better prepares students for the successful transition to higher education course level work</p>	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. Implement with fidelity our AP Action Plan and monitor for accountability 2. Provide advisement lessons on Dual Enrollment and host MOWR night to inform about opportunities to students and parents. 3. Schedule regular counselor-advisor conferences with students in enrolled in MOWR courses to ensure adequate progress towards successful completion 	<ol style="list-style-type: none"> 1) AP Vertical Team PLC – Monthly 2) See Action Plan Addendum 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. AP Mock Exams 2. Focus Walks 3. AP Trainings and Resources 3. See Action Plan Addendum 	1.	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
	<ol style="list-style-type: none"> 1. AP Coordinators 2. AP Teachers 3. Administration 4. Guidance Counselors 	

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	GOAL D: To increase the percentage of assessments scoring at 4 or higher from 56% in SY16-17 to 61% in SY17-18 To increase the number of student earning IB credentials (Diploma and Career-Related Certificate) from 61% in SY16-17 (36% Diploma and 100% Certificate) to 70% in SY17-18 RATIONALE: Increased level of success in rigorous courses better prepares students for the transition to higher education course level work	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
1. Implement with fidelity our action plans for each of the IB Programme continuums (Diploma Programme, Career Related Programme, and Middle Years Programme).	See Action Plan Addendum	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
1.		
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
<u>Local</u>		

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	GOAL A: To increase school climate rating from 3 in SY15-16 to 4 in SY16-17	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. PBIS (to include gratitude project) 2. Create awareness of organizations that facilitate student, parent and community involvement. 3. Advisement Teacher Mentoring and Instructional Support Program 	<ol style="list-style-type: none"> 1. Thursday Professional Learning Sessions Series <ol style="list-style-type: none"> a. What is Culture? b. How do we create a culture of civic engagement that supports respect, responsibility, ownership, and accountability c. Building relationships with students and parents d. Building relationships between students 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. Powerschool Reports 2. Climate Survey 3. Student council involvement 4. PTA involvement 5. Walk Through 		
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
<u>SAF</u> <u>Donations</u>	PBIS - K. Burke Powerschool Reports - J. Dobbins Advisement Teacher Program - M. Hooker and J. Dobbins Student Council - E. Lee PTA - J. Platts	

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	<p>GOAL B: To decrease the number of disciplinary incidents that required action from 404 in SY16-17 to 364 in SY17-18.</p> <p>B1. To increase the percentage of students absent less than 5 days from 46.33% in SY16-17 to 51.70% in SY17-18.</p> <p>Rationale: Decrease in the number of students assigned OSS/ISS ensures that more time is spent classroom for content mastery, promotion, and on time graduation. Increase the number of students who attend school regularly results in more time in the classroom engaged in meaningful learning.</p>	
Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)	
<ol style="list-style-type: none"> 1. PBIS (to include gratitude project) 2. Create awareness of organizations that facilitate student, parent and community involvement. 3. Advisement Teacher Mentoring and Instructional Support Program 	<ol style="list-style-type: none"> 1. Thursday Professional Learning Sessions Series <ol style="list-style-type: none"> a. Moving from Rules to Behaviors: Creating a culture of expectations in the classroom b. PBIS Program c. Advisement Teacher Program 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<ol style="list-style-type: none"> 1. Powerschool Reports 2. Climate Survey 3. Student council involvement 4. PTA involvement 5. Walk Through 6. PBIS Participation 	PBIS - K. Burke Powerschool Reports - J. Dobbins Advisement Teacher Program - M. Hooker and J. Dobbins Student Council - E. Lee PTA - J. Platts	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
	PBIS- Burke and All teachers Administrators	

IV. Tier 2 Indicator *(continued)*

Focus Area (#3): Community Engagement

Tier 2 Indicator	GOAL A: To increase alumni, business partners, and parent participation in specific school activities in SY167 RATIONALE: Increasing alumni and business partner participation can impact overall school pride.	
Instructional Strategies		Related Professional Learning Strategies
1. Operation Beacon Program		1. District Training on Operation Beacon Policy and Procedures
Monitoring (Artifacts, Evidence, Frequency and Feedback)		Results <input type="checkbox"/> Met <input type="checkbox"/> Not Met
1. Volunteer Logs 2. Calendar of Events		
Funding Source/Approximate Amount		Person(s) Responsible (Align with instructional strategies)
		Volunteer Coordinator and Team (Byno, Jefferson, Williamson) Teacher Sponsors of Clubs and Organizations PTA President and Administrative Liaison

IV. Tier 2 Indicator *(continued)*

Focus Area (#4): Fiscal Responsibility

Tier 2 Indicator	GOAL A: To be determined based on Audit	
RATIONALE: To ensure student activity funds are utilized in the best interest of the students, provide accountability of the funds, and reduce the risk of the misuse of funds.		
Instructional Strategies	Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Retrain all teachers/sponsors in using the sponsor handbook (signatures required). 2. Monthly monitoring of deposits conducted by principal with book keepers. 	<ol style="list-style-type: none"> 1. Refresher SAF training for all SAF sponsors 2. Training for bookkeeper and back up bookkeeper 	
Monitoring (Artifacts, Evidence, Frequency and Feedback)	Results	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ul style="list-style-type: none"> • SAF Documents • Monthly SAF Reports • Monthly Deposits 	SAF Audit Report	
Funding Source/Approximate Amount	Person(s) Responsible (Align with instructional strategies)	
	Principal Assistant Principals SAF Sponsors Bookeeper Back Up Bookeeper	

V. Tier 3 Narrative

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

Welcome back to a new and extraordinary school year at Windsor Forest High School! For 50 years, Windsor has been preparing students for colleges, careers, and citizenship through our commitment to academic excellence. It remains our goal at Windsor Forest High School to provide our students with an engaging, relevant and rigorous learning experience which culminates in our students' *GRADUATION* with a *High School DIPLOMA*. In this school accountability plan, I have included our own report card and our School Pride and Profile report which reflects some trend data over the last two years. This data was utilized to guide our team's conversation and goal setting this year. Additionally, you will find below the pride, projects, and priorities for us this school year.

PRIDE: Program Success and Recognitions

50th School Anniversary
Review Pride and Profile Report

PROJECTS: Facilities Renovations, Remodeling, Relocations

Restroom Remodeling (Fall 2017)
Construction Lab Relocation and Renovations (Fall 2017)
Band Rom Relocation to Old Gym (Anticipated ESPLOST 3 project- convert to auditorium)

PRIORITIES: Student Achievement and School Improvement

Engagement
Culture of Expectations
Collaborative Culture

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 from here to there. 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: Windsor Forest High School Savannah-Chatham County Public Schools
2017-2018 School Year

Principal: Derrick Butler

Title I School-Wide Program: Yes No Targeted Assistance: _____

Needs Improvement (NI) Status: Year: 1 2 3 4 5 6 7 N/A

Met AYP the Previous Year: Yes No

Sanctions:

- School Improvement Plan
- Choice
- Supplemental Services
- Corrective Action
- Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education, with a copy of current School Improvement Plan)

Advanced Placement Action Plan



Exam Content Area	2014		2015		2016		2017	
	N	% ≥ 3	N	% ≥ 3	N	% ≥ 3	N	% ≥ 3
AP Statistics	n/a	n/a	5	0%	4	0%	n/a	n/a
AP Calculus	n/a	n/a	17	12%	7	57%	12	0
*AP Chemistry	n/a	n/a	1	0%	n/a	n/a	n/a	n/a
AP Language	28	43%	30	27%	16	50%	17	29%
AP Literature	22	14%	14	14%	15	21%	8	25%
AP Studio Art 2D	10	30%	4	75%	3	100%	n/a	n/a
AP Studio Art 3D	1	0%	1	0%	n/a	n/a	n/a	n/a
AP Studio Drawing	3	67%	6	67%	7	85%	n/a	n/a
^*AP World History	8	13%	1	100%	n/a	n/a	n/a	n/a
AP Psychology					11	1%	11	45%
AP Computer Science Principles							27	19%
Total Exams	72	29%	**79	25%	***64	40%	75	23%

- As we strive for continuous improvement in student achievement on the AP exams, the following action items are being implemented and our school accountability goal for this year will be **to increase the percentage of students scoring 3 or higher on Advanced Placement Exams from 23% in SY16-17 to 30% in SY17-18 as measured by spring AP exam results.**
 - o **Additional District Goal: To increase course exam average to 2.7**
- Recruitment
 - o Use of AP Potential to match students with the AP courses that they are most likely to perform well in
 - o Transcript review to determine students academically ready for AP that have not expressed interest
 - o Teacher recommendation
 - o AP night held in the spring
- Courses
 - o A reduction in the number of AP courses being offered
 - o The addition of AP Computer Science for students who took AP Computer Science Principles in SY 16-17
 - o Reintroducing AP Studio Art as an option for student enrollment
- Resources
 - o Use of AVENTA
 - o Use of USA Test Prep designed for AP courses
 - o AP resource library that includes 5 Steps to a 5 for English Language and English Literature
 - o
- Professional development
 - o Teachers and coordinator will participate in fall regional workshops
 - o Teacher participation in AP Saturday training

- Teachers involved in AP Teacher Community as well as collaborations with other AP teachers in the district
- Continue site based AP vertical data team meetings
- Teacher participation in AP professional development options through AP Central (i.e., online teaching and assessing modules)
- Student preparation
 - Non-AP teachers to participate in preAP workshops
 - Increase rigor and the utilization of research based instructional strategies
 - Increase the number of AP mock exams given in the school year
 - Utilize data team process to examine student data and provide specific support

2016-2017 WFHS Report Card

- This chart reflects our performance on our established goals from the 2016-2017 School Accountability Plan. * Note this is not an official CCRPI or district report. CCRPI Report will be available late Fall 2017

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h3>Savannah-Chatham County Schools</h3> <h4>Windsor Forest High School</h4> <h4>SAP Report Card</h4> </div>  </div>						
2016-2017						
*Did not Meet Target, Growth But Did Not Met Target, Met Target						
Focus Area #1- Continuous Growth of Student Academic Achievement	Indicator	Description of Performance Target	2017 Targets	2014-2015	2015-2016	2016-2017
	GOAL A	% Students Scoring at Proficient Learner or above 9th Grade Lit. GMAS	25.0%	14%	19.0%	27.0%
	GOAL A	% Students Scoring at Proficient Learner or above American Lit. GMAS	31.0%	26%	26.0%	24.0%
	GOAL A	% Students Scoring at Proficient Learner or above Algebra 1 GMAS	25.0%	9%	4.0%	5.0%
	GOAL A	% Students Scoring at Proficient Learner or above Geometry GMAS	25.0%	13%	10.0%	14.0%
	GOAL A	% Students Scoring at Proficient Learner or above Physical Science GMAS	28.0%	12%	18.0%	14.0%
	GOAL A	% Students Scoring at Proficient Learner or above Biology	40.0%	37%	32.0%	24.0%
	GOAL A	% Students Scoring at Proficient Learner or above on US History GMAS	25.0%	14%	8.0%	14.0%
	GOAL A	% Students Scoring at Proficient Learner or above on Economics GMAS	30.0%	22%	20.0%	10.0%
	GOAL B	4 year Cohort Graduation Rate %	85.0%	76.9%	83.3%	TBD
	GOAL C	AP scores at "3" or above	≥ 45%	25%	47%	25%
	GOAL C.1	# of Students enrolled in dual enrollment courses/MOWR	≥ 20	13	19	36
GOAL D	Retention rate of students who transition from MYP to DP	100%	Baseline	72%	TBD	
Focus Area #2 - Safe, Secure, and Disciplined Learning Environment	GOAL A	School Climate Rating	≥ 4	3	3	TBD
	GOAL B	Decrease # Students receiving ISS/OSS consequence	Baseline		300	251
Focus Area #3- Community and Student	GOAL A	# of PTSA members, business partners, alumni engagement	≥ 50	5	48	TBD
GADOE College and Career Readiness Performance Indicators (CCRPI)						
SCCPSS District Accountability System (DAS)						
WFHS Accountability Plan & Other Measures of Progress						



1967-1968

Windsor Forest High School

School Pride & Profile



2017-2018



Main Campus 1967

50



Castle Café 2017

Years of Academic Excellence Since 1967

Since 1967 Windsor Forest High School has continued to exhibit a tradition of academic excellence by providing students with an engaging, relevant, and rigorous learning experience. We remain committed to the mission of igniting a passion for learning and teaching at high levels. Students who walk the halls of the castle are expected to **GRADUATE** with a **DIPLOMA** and successfully transition to College and Career opportunities.

We Lead & All Will Follow

Special Academic Programs

International Baccalaureate (IB) Programs
GSC Industry Certified Business and Computer Science Program
Sports Marketing Program
Construction Career Tech Program
Agriscience Career Program
Army JROTC
Pre-K Program & Early Childhood Education Program

Awards & Achievements

\$2.5 Million in College Scholarships- 2017
2017 AP Honor School as recognized by GA State Superintendent
2016-2017 WTOP Top Teen
2016-2017 International Climate Art Award Recipient
2016-2017 United States Presidential Scholars Program Nominee
2016 Model PTA School

Partnership Programs

Chick-Fil Leadership Academy
100 Black Men of Savannah Entrepreneurship Program
Savannah Bananas Sports Marketing Class Adoption Partnership
Pat Mathis and Piedmont Construction Class Adoption Partnership

Varsity Athletic Programs

Football Golf Basketball Baseball Cheerleading Softball
Tennis Volleyball Girls Soccer

2017 State Qualifiers

Track and Field
Wrestling
Swimming
Cross Country

2017 Boys Soccer- 3AAA Region Champions

Region Soccer Coach of the Year
Region Soccer Player of the Year

College Readiness



IB Diploma Program
IB Career Certificate
IB Certificate



AP Language
AP Calculus
AP Computer Science
AP Psychology
AP Literature



Savannah Tech
Armstrong State University
Savannah State University

Clubs & Activities

FBLA National Art Honor Society
DECA National Honor Society
Marching Band Reading Bowl Team
Chatelaines Peer Mediation Advisors
Chorus Science Club
FCCLA Skills USA
FFA Spanish Club
French Club SADD
Student Council Yearbook
And Many More

Derrick L. Butler, Principal
James Platts, Assistant Principal
Yolanda Coxsun, Assistant Principal
Jennifer Dubbins, Assistant Principal