

# School Accountability Plan

2018-2019

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



August 2018

Dear Stakeholders,

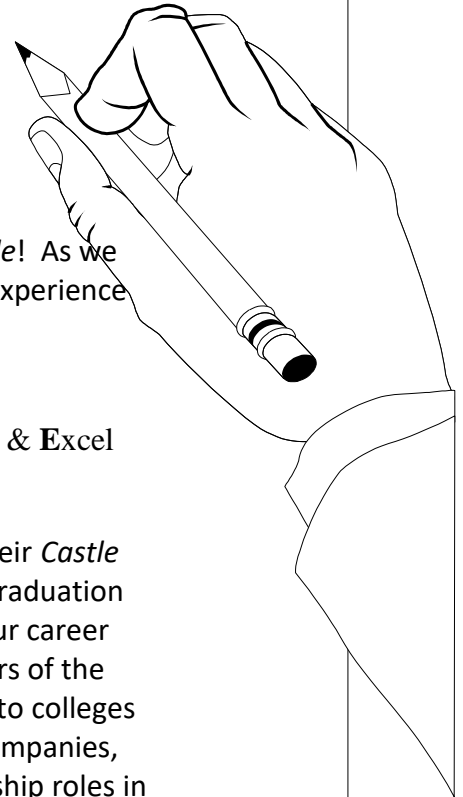
Welcome back to what will be a remarkable school year at *The Castle*! As we begin our 2018-2019 journey, you will be an important part of this experience as we embrace what it truly means to learn at *The Castle*.

**Challenging All Students To Lead & Excel**  
**Challenging All Stakeholders (parents and partners) To Lead & Excel**  
**Challenging All Staff (staff and faculty) To Lead & Excel**

Our students continue to experience success when they embrace their *Castle* experience. Those successful experiences include increases in our graduation rate, increases in the number of students who are credentialed in our career pathway programs, region athletic championships and region players of the year, over 2.5 million dollars in academic and athletic scholarships to colleges and universities, paid internships and apprenticeships with major companies, performing arts showcases at national conferences, student leadership roles in regional and national organizations, and many more. All will be expected to lead and excel at *The Castle* and this will be a priority as we focus on Engagement, Collaboration, and Culture!

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."

<b>Committee Members/Representation</b>	
<b><u>Individual/Groups</u></b>	<b><u>Position</u></b>
Derrick Butler, <i>Principal</i> Yolanda Coaxum- <i>Assistant Principal</i> Jennifer Dobbins- <i>Assistant Principal</i> Brandon Tucker- <i>Assistant Principal</i>	A
School Improvement Team Jody Ranous – Science Department and IB Roddy Hatch- Social Studies Department Natalie Chase- IB Career Related Program Gustavo Tovar- World Language Cam Turner and Denise Rouche'- CTAE Department Kathleen Burke- RTI Lead Colette Green- Guidance Department Ernie Lee- New Teacher Coordinator Michelle Hooker- 9 <sup>th</sup> Grade Lead Susan Pressley – SPED Department John Callanan- English Department and Twilight Coordinator Laura Mills- Media Center Tywana Barnes- Math Department Dr. LaKeindra Byno- Volunteer Coordinator and WBL Lauren Fuquea- Gifted Lead Nathaniel Wright- Head Custodian	A, T
Teachers and Staff Members	T,R
School Council, PTA SRO Michael Hollis- Campus Police	A, B, C, P, T
Principal Advisory Council	S
Safety Committee (staff and students)	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

### 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>X EOC 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 Report</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>

## IV. Tier 2 Indicator

### Continuous Growth of Student Academic Achievement

<b>Tier 2 Indicator</b>	<p><b>GOAL A: To meet the state targets on the Georgia Milestone Assessments as established by the Georgia Department of Education (CCRPI-Content Mastery &amp; Closing Gaps 3% Achievement Target)</b></p> <p>Below are the EOC <b>Non-Weighted</b> 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 23% in SY17-18 as measured in the <u>Ninth Grade ELA</u> GA Milestones Data to <b>35%</b> in SY18-19.</li><li>- ELA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 24% in SY17-18 as measured in the <u>Am Lit ELA</u> GA Milestones Data to <b>35%</b> in SY18-19.</li><li>- MA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 6% in SY17-18 as measured in the <u>Algebra I</u> GA Milestones Data to <b>15%</b> in SY18-19.</li><li>- MA: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 14% in SY17-18 to <b>25%</b> in SY18-19as measured in the <u>Geometry</u> GA Milestones</li><li>- SS: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 21% in SY17-18 as measured in the <u>US History</u> GA Milestones Data to <b>30%</b> in SY18-19.</li><li>- SS: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 14% in SY17-18 as measured in the <u>Economics GA</u> Milestones Data to <b>25%</b> in SY18-19.</li><li>- SC: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 14% in SY17-18 as measured in the <u>Biology GA</u> Milestones Data to <b>25%</b> in SY18-19.</li><li>- SC: To increase the percentage of Students Proficient and Above (levels 3 &amp; 4) from 26% in SY17-18 as measured in the <u>Physical Science</u> GA Milestones Data to <b>35%</b> in SY18-19.</li></ul> <p><i>(A2. To increase overall CCRPI score from 66.3 of the base in 2016 to 68.3 target in 2018 as required by the district's Strategic Waivers School System/Investing in Education Excellence performance contract.)</i></p>
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Instructional Strategies (Timeline)	Related Professional Learning Strategies (Timeline)
<p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>Increase student engagement in the classroom through the use of highly effective instructional strategies, instructional framework, and use of common 1<sup>st</sup> 10 minutes “immediate engagement” look in every class.</li> <li>Utilize weekly Instructional Focus sessions to engage all students in close reading across the disciplines (a collaborative approach within each department)</li> <li>Utilize Co-Teaching Classroom Models that emphasize partnership and parity to maximize human resources (i.e., alternative teaching, parallel teaching and station teaching)</li> </ol> <p><b><u>Collaboration</u></b></p> <ol style="list-style-type: none"> <li>Collaboratively develop standard based and time oriented pacing learning “road maps” to guide daily instruction within horizontal teams</li> <li>Collaboratively develop a minimum of two (2) common summative assessments, one (1) per quarter, analyzing the results to compare and identify successful instructional strategies for student achievement.</li> <li>Collaboratively develop and implement literacy focused (reading and writing) lessons for use in weekly instructional focus session to increase students’ literacy skills and Lexile scores</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>Implement monthly schoolwide ROAR Challenge and Celebrations as a way to share schoolwide academic, attendance, and discipline data to all students and to recognize students who exhibit qualities (responsibility, ownership, accountability, respect).</li> </ol>	<p><b><u>Weekly Thursday Face to Face PL Sessions</u></b></p> <ol style="list-style-type: none"> <li>Professional learning on the “qualities of engagement” and strategies for immediate engagement</li> <li>Professional learning in department (vertical) meetings</li> <li>Professional learning on 3 high impact co-teaching models</li> <li>Professional Learning on Literacy during IF ( in all disciplines)</li> </ol> <p><b><u>Weekly Online Resource and Reference</u></b></p> <ol style="list-style-type: none"> <li>Professional Learning Library- Weekly recommendation and resource highlight from Media Center staff</li> <li>Monthly Principal Advisory Council Sessions with grade level students to review schoolwide data</li> </ol>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results    __Met    __Not Met</b>
<ol style="list-style-type: none"> <li>Lesson plans (specifically planning for engagement)</li> <li>Student data and artifacts</li> <li>Focus walks</li> <li>TKES observations</li> <li>Horizontal and vertical team data team minutes</li> <li>Grade level reports (pass/fail reports)</li> <li>GMAS scores</li> </ol>	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
Professional Learning Funds /Substitutes	<ol style="list-style-type: none"> <li>Leadership team</li> <li>Department chairpersons</li> <li>Administrative team</li> <li>Teachers</li> <li>District Specialized Instruction Support Team</li> </ol>

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

### Continuous Growth of Student Academic Achievement

<b>Tier 2 Indicator</b>	<b>GOAL B:</b> To increase cohort graduation rate by from projected 87% of student cohort graduating on time in SY17-18 to 88% of student cohort graduating in SY18-19 <i>(B1. To close the cohort graduation rate gap of our SWD to our Non-SWD by 5% )</i>	
<b>RATIONALE:</b> Increased graduation rate leads to more students being prepared for colleges and careers post high school		
<b>Instructional Strategies (Timeline)</b>	<b>Related Professional Learning Strategies (Timeline)</b>	
<p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>Utilize the Twilight Evening School, Daylight Academy, and Mini-mester (blended learning models) to provide students opportunity for credit recovery, credit advancement, and grade repair.</li> <li>Utilize Co-Teaching Classroom Models that emphasize partnership and parity to maximize human resources (i.e., alternative teaching, parallel teaching and station teaching)</li> </ol> <p><b><u>Collaboration</u></b></p> <ol style="list-style-type: none"> <li>Utilize District SWARM process with fidelity to ensure accurate student Records and Bi-Weekly Graduation Team Meetings to monitor Level 4 Cohort graduation progress</li> <li>Implement RTI/MTSS across all grade levels to monitor and provide targeted support to students w/focus on literacy, numeracy, and graduation progress</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>Senior Advisement Sessions and Adopt a Senior Program</li> </ol>	<ol style="list-style-type: none"> <li><b>Provide training to teacher advisors on transcript reviews/analysis</b></li> <li><b>Provide counselors and staff with review of SWARM process</b></li> <li><b>Provide training to RTI/MTSS grade level teams</b></li> </ol>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ol style="list-style-type: none"> <li>Student Transcripts, Enrollment Documentation, and Withdrawal Documentation</li> <li>Grade Level Reports</li> <li>Attendance/Sign- In Sheets at Senior sessions</li> <li>Graduation Team Meeting minutes</li> </ol>	1)	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>	
<u>District Twilight Funds</u> <u>School 349 Account</u>	<ol style="list-style-type: none"> <li>Advisement Teachers</li> <li>Guidance Counselors and Graduation Team</li> <li>Administrative Team</li> <li>RTI/MTSS Team</li> </ol>	

<b>Tier 2 Indicator</b>	<p><b>GOAL C: To increase the percent of students in 9<sup>th</sup> Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College and Career Ready stretch Lexile Band for each grade level from <u>TBD (pending CCRPI)</u> in 17-18 to <u>Target</u> in 18-19</b></p> <p style="text-align: center;">- 9<sup>th</sup> Lit- 1155 - American Lit- 1285</p> <p><b>(C2: To increase the percent of student passing a pathway aligned EOPA or a work based learning program)</b> Below are the EOPA target goals for each pathway</p> <ul style="list-style-type: none"> <li>- <u>Business and Technology</u>: To increase the percentage of students earning a passing score from 93% in SY17-18 as measured on the <u>EOPA</u> to <b>95%</b> in SY18-19.</li> <li>- <u>Early Childhood Education</u>: To increase the percentage of students earning a passing score from 96% in SY17-18 as measured on the <u>EOPA</u> to <b>97%</b> in SY18-19.</li> <li>- <u>Construction</u>: To increase the percentage of students earning a passing score from 76% in SY17-18 as measured on the <u>EOPA</u> to <b>79%</b> in SY18-19.</li> <li>- <u>Entrepreneurship</u>: To increase the percentage of students earning a passing score from 76% in SY17-18 as measured on the <u>EOPA</u> to <b>79%</b> in SY18-19.</li> <li>- <u>Plant Systems</u>: To increase the percentage of students earning a passing score from 0% in SY17-18 as measured in the <u>EOPA</u> <b>50%</b> in SY18-19.</li> <li>- <u>Sports Marketing</u>: To increase the percentage of students earning a passing score from 38% in SY17-18 as measured in the <u>EOPA</u> to <b>50%</b> in SY18-19.</li> <li>- <u>Work Based Learning</u>: To increase the number of seniors enrolled/completing WBL from??? in SY17-18 as measured in the <u>to ???</u> in SY18-19.</li> </ul>
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<b>Instructional Strategies (Timeline)</b>	<b>Related Professional Learning Strategies (Timeline)</b>
<p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>Increase student engagement in the classroom through the use of highly effective instructional strategies, instructional framework, and use of common 1<sup>st</sup> 10 minutes “immediate engagement” look in every class (literacy and test prep questioning)</li> <li>Utilize weekly Instructional Focus sessions to engage all students in close reading across the disciplines (a collaborative approach within each department)</li> </ol> <p><b><u>Collaboration</u></b></p> <ol style="list-style-type: none"> <li>Collaboratively develop and implement literacy focused (reading and writing) lessons for use in weekly instructional focus session to increase students’ literacy skills and Lexile scores</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>Establish business and community partnerships to facilitate work based learning opportunities for students</li> </ol>	<p><b><u>Weekly Thursday Face to Face PL Sessions</u></b></p> <ol style="list-style-type: none"> <li>Professional learning on the “qualities of engagement” and strategies for immediate engagement</li> <li>Professional learning in department (vertical) meetings</li> <li>Professional Learning on Literacy during IF ( in all disciplines)</li> </ol> <p><b><u>Weekly Online Resource and Reference</u></b></p> <ol style="list-style-type: none"> <li>Professional Learning Library- Weekly recommendation and resource highlight from Media Center staff</li> </ol>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results    __Met    __Not Met</b>
<ol style="list-style-type: none"> <li>Collaborative Meeting minutes will be submitted to department chairs with a list of meeting attendees.</li> <li>IF Literacy Lesson Plans</li> <li>IF Literacy student grades</li> </ol>	<p>All Content Teachers Leadership team Department chairpersons Administrative team District Specialized Instruction Support Team</p>
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>



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

### Continuous Growth of Student Academic Achievement

Tier 2 Indicator	<p><b>GOAL D:</b> To increase the percentage of students scoring 3 or higher on Advanced Placement Exams from 11% in SY17-18 to 30% in SY18-19 as measured by spring AP exam results</p> <p><i>(Goal D2): To increase # of courses passed in dual enrollment course from <u>153</u> in SY17-18 to <u>160</u> in SY18-19</i></p> <p><b>RATIONALE:</b> Increased level of success in rigorous courses better prepares students for the successful transition to higher education course level work</p>	
<b>Instructional Strategies (Timeline)</b>	<b>Related Professional Learning Strategies (Timeline)</b>	
<p><b><u>Engagement</u></b></p> <p>1. Implement with fidelity our AP Action Plan and monitor instruction and student engagement for accountability</p> <p><b><u>Collaboration</u></b></p> <p>2. Implement with fidelity our AP Action Plan and monitor AP collaboration and mock assessments for accountability</p> <p>3. Provide advisement lessons on Dual Enrollment and host AP/DE night to inform about opportunities to students and parents.</p> <p><b><u>Culture</u></b></p> <p>4. Schedule regular counselor-advisor conferences with students in enrolled in AP/DE courses to ensure adequate progress towards successful completion</p>	<p>1) AP Vertical Team PLC – Monthly</p> <p>2) <b>See Action Plan Addendum</b></p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met	
<p>1. AP Mock Exams</p> <p>2. Focus Walks</p> <p>3. AP Trainings and Resources</p> <p>3. See Action Plan Addendum</p>		
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>	
	<p>1. AP Coordinators</p> <p>2. AP Teachers</p> <p>3. Administration</p> <p>4. Guidance Counselors</p>	

## Continuous Growth of Student Academic Achievement

<b>Tier 2 Indicator</b>	<p><b>GOAL E:</b> To increase the percentage of assessments scoring at 4 or higher from 47% in SY17-18 to 61% in SY18-19  <i>(Goal E2): To increase the number of student earning IB credentials (Diploma and Career-Related Certificate) from 55% in SY17-18 (33% Diploma and 78% Certificate) to 70% in SY18-19</i></p> <p><b>RATIONALE:</b> Increased level of success in rigorous courses better prepares students for the transition to higher education course level work</p>
<b>Instructional Strategies (Timeline)</b>	<b>Related Professional Learning Strategies (Timeline)</b>
<p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. Implement with fidelity our action plans for each of the IB Programme continuums (Diploma Programme, Career Related Programme, and Middle Years Programme).</li> </ol> <p><b><u>Collaboration</u></b></p> <ol style="list-style-type: none"> <li>2. Implement with fidelity our IB Action Plan and monitor collaboration and mock assessments for accountability</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>3. Schedule regular counselor and IB parent/ teacher team conferences with students in enrolled in IB to ensure adequate progress towards successful completion</li> <li>4. Facilitate advisement lessons on IB learner profile</li> </ol>	<p><b>See Action Plan Addendum- Pending completion during November IB Evaluation Visit.</b></p>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
<p><u>Local</u></p> <p>See IB Proposed Budget in IB Action Plan</p>	

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

### Safe, Secure, and Disciplined Learning Environment

Tier 2 Indicator	GOAL F: To increase school climate rating to 4 in SY18-19	
<p><b>Instructional Strategies (Timeline)</b></p> <p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>Increase student engagement in the classroom through the use of highly effective instructional strategies, instructional framework, and use of common 1<sup>st</sup> 10 minutes “immediate engagement” look in every class.</li> <li>Utilize weekly Instructional Focus sessions to engage all students in close reading across the disciplines (a collaborative approach within each department)</li> </ol> <p><b><u>Collaboration</u></b></p> <ol style="list-style-type: none"> <li>Utilize Peer Mediation sessions to facilitate conflict resolution among students.</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>Implement monthly schoolwide ROAR Challenge and Celebrations as a way to share schoolwide academic, attendance, and discipline data to all students and to recognize students who exhibit qualities (responsibility, ownership, accountability, respect).</li> </ol>	<p><b>Related Professional Learning Strategies (Timeline)</b></p>	
<p><b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b></p>	<p><b>Results</b>    <input type="checkbox"/> Met    <input type="checkbox"/> Not Met</p>	
<ol style="list-style-type: none"> <li>Powerschool Reports</li> <li>Climate Survey</li> <li>Student council involvement</li> <li>PTA involvement</li> <li>Walk Through</li> </ol>		
<p><b>Funding Source/Approximate Amount</b></p>	<p><b>Person(s) Responsible (Align with instructional strategies)</b></p>	
<p><u>SAF</u></p> <p><u>Donations</u></p>	<p>Culture Leadership Group  Attendance Clerk  Principal Advisory Council  PTA – B. Tucker</p>	

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

### Safe, Secure, and Disciplined Learning Environment

<b>Tier 2 Indicator</b>	<p><b>GOAL G: To decrease the number of disciplinary incidents that required action from 420 in SY17-18 to 375 in SY18-19.</b></p> <p><i>(G2. To increase the percentage of students missing less than 5 days from 57.98% in SY17-18 to 60% in SY18-19.)</i></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>
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<b>Instructional Strategies (Timeline)</b>	<b>Related Professional Learning Strategies (Timeline)</b>
<p><b><u>Engagement</u></b></p> <p>1. Increase student engagement in the classroom through the use of highly effective instructional strategies, instructional framework, and use of common 1<sup>st</sup> 10 minutes “immediate engagement” look in every class.</p> <p><b><u>Collaboration</u></b></p> <p>2. Utilize attendance team meetings to identify at-risk students and to provide targeted support, resources, and strategies</p> <p>3. Utilize RTI/MTSS across all grade levels to monitor and provide targeted support to students w/focus on literacy, numeracy, and behavior support</p> <p><b><u>Culture</u></b></p> <p>4. Implement monthly schoolwide ROAR Challenge and Celebrations as a way to share schoolwide academic, attendance, and discipline data to all students and to recognize students who exhibit qualities (responsibility, ownership, accountability, respect).</p>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>1. Powerschool Attendance &amp; Discipline Reports</p> <p>2. Climate Survey</p> <p>3. Focus Walks</p> <p>4. ROAR Celebration Participation</p>	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>
	<p>Leadership Team</p> <p>RTI/MTSS Team</p> <p>Attendance Team</p> <p>Administration</p> <p>Teachers</p>

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

##### Community Engagement

Tier 2 Indicator	<b>GOAL H: To increase alumni, business partners, and parent participation hours from 54 documented hours in SY17-18 to 400 documented hours in SY18-19</b>  <b>RATIONALE: Increasing alumni and business partner participation can impact overall school pride.</b>	
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>
<b><u>Collaboration and Culture</u></b> 1. Utilize WFHS Monthly Volunteer Needs publication (for various clubs, classes, and organizations) to advertise volunteer needs each month and post to website and include in parent newsletter		1. <b>District Training on Operation Beacon Policy and Procedures</b>
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>		<b>Results</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
1. Volunteer Logs 2. Calendar of Events		
<b>Funding Source/Approximate Amount</b>		<b>Person(s) Responsible (Align with instructional strategies)</b>
		Volunteer Coordinator and Team Teacher Sponsors of Clubs and Organizations PTA President and Administrative Liaison All CTSO's School Council

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

### Fiscal Responsibility

<b>Tier 2 Indicator</b>	<b>GOAL I: To be determined based on Audit</b>	
<b>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.</b>		
<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>	
<ol style="list-style-type: none"> <li>1. Retrain all teachers/sponsors in using the sponsor handbook (signatures required).</li> <li>2. Monthly monitoring of deposits conducted by principal with book keepers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refresher SAF training for all SAF sponsors</li> <li>2. Training for bookkeeper and back up bookkeeper</li> </ol>	
<b>Monitoring (Artifacts, Evidence, Frequency and Feedback)</b>	<b>Results</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<ul style="list-style-type: none"> <li>• SAF Documents</li> <li>• Monthly SAF Reports</li> <li>• Monthly Deposits</li> </ul>	SAF Audit Report	
<b>Funding Source/Approximate Amount</b>	<b>Person(s) Responsible (Align with instructional strategies)</b>	
	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."

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## VI. Assurances

### SCHOOL IMPROVEMENT PLAN

School Name: Windsor Forest High School Savannah-Chatham County Public Schools  
2018-2019 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**

- Recruitment
  - Use of AP Potential to match students with the AP courses that they are most likely to perform well in
  - Transcript review to determine students academically ready for AP that have not expressed interest
  - Teacher recommendation
  - AP night held in the spring
- Courses
  - A reduction in the number of AP courses being offered
  - Reintroducing AP Studio Art as an option for student enrollment
- Resources
  - Use of AVENTA
  - Use of USA Test Prep designed for AP courses
  - AP resource library that includes 5 Steps to a 5 for English Language and English Literature
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- Professional development
  - Teachers and coordinator will participate in fall regional workshops
  - 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

