

# School Accountability Plan

2018-2019

for

Woodville Tompkins Technical & Career High  
School

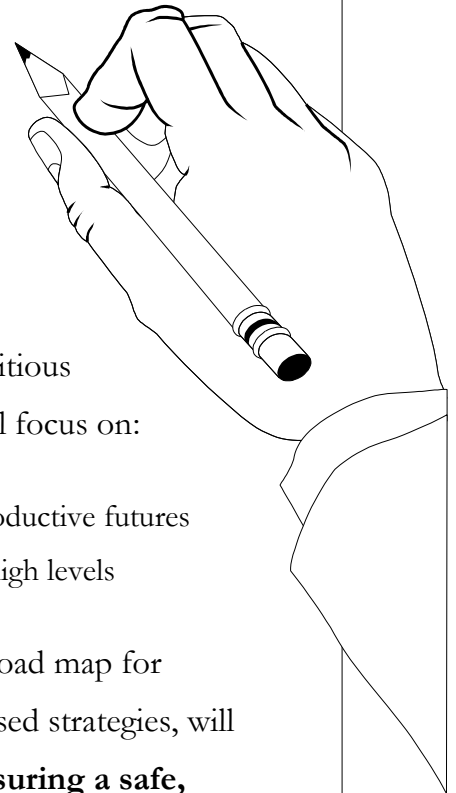
Savannah-Chatham County Public Schools

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Mr. Alfred D. McGuire, Jr., *Principal*

Dr. M. Ann Levett, *Superintendent of Schools*



# I. Principal's Message



Date: August 1, 2018

Dear Friends:

I would like to inform you that our school is engaging in an ambitious school improvement planning process during this year which will focus on:

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

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

In many ways, our School Accountability Plan will serve as our road map for continued success. Our plan, which is supported by research-based strategies, will focus on **the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.** Because we value your input and support, you are invited to join us as we work to make Woodville Tompkins Technical & Career High School the best.

Sincerely,

Mr. Alfred D. McGuire, Jr, *Principal*

## II. Development Plan and Communication Process

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

<b>Committee Members/Representation</b>	
<u>Individual</u>	<u>Position</u>
Alfred D. McGuire, Jr , <i>Principal</i>	A
Woodville Tompkins Leadership Team	T
Entire Staff	T
Advisory Board	B, C, T, A
PTSA Board	P
School Data Team	T, R, A

*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
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SAT Participation and Test Results</li> <li><input checked="" type="checkbox"/> ACT Participation and Test Results</li> <li><input checked="" type="checkbox"/> Gifted Programs Data</li> <li><input type="checkbox"/> Advanced Placement Exam Results and Enrollment</li> <li><input checked="" type="checkbox"/> Post Secondary Enrollment Report</li> <li><input checked="" type="checkbox"/> Dual Enrollment Class Results and Enrollment</li> <li><input type="checkbox"/> Governor's Honors Program Semi an Finalists</li> <li><input checked="" type="checkbox"/> SWD Data</li> <li><input checked="" type="checkbox"/> Attendance Data for Students and Staff</li> <li><input checked="" type="checkbox"/> Title I Data</li> <li><input checked="" type="checkbox"/> Dropout Statistics</li> <li><input checked="" type="checkbox"/> Graduation Rates</li> <li><input checked="" type="checkbox"/> GMAS data</li> <li><input checked="" type="checkbox"/> Promotion/Retention Data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PSAT Participation</li> <li><input checked="" type="checkbox"/> State Percent HiQ</li> <li><input checked="" type="checkbox"/> Percent Staffed by Certified Teachers</li> <li><input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement</li> <li><input type="checkbox"/> AdvancED Reports</li> <li><input checked="" type="checkbox"/> School Improvement Plan Review</li> <li><input checked="" type="checkbox"/> State Report Card* (also gives demographic information)</li> <li><input checked="" type="checkbox"/> Quarterly Test Results</li> <li><input checked="" type="checkbox"/> District Site Based Reports</li> <li><input checked="" type="checkbox"/> Disproportional Data</li> <li><input type="checkbox"/> Governor's Office of Accountability Website</li> <li><input type="checkbox"/> SASI Database data</li> <li><input checked="" type="checkbox"/> Accountability and Assessment website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Incidents of Physical Violence</li> <li><input checked="" type="checkbox"/> Incidents of Possession of Firearms in School</li> <li><input checked="" type="checkbox"/> Incidents of Possessions Weapons Other than Firearms in School</li> <li><input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School</li> <li><input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School</li> <li><input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School</li> <li><input checked="" type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus</li> <li><input checked="" type="checkbox"/> Hearing Office Data</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent University</li> <li><input type="checkbox"/> YFA Study</li> <li><input type="checkbox"/> _____</li> </ul>

## IV. Tier 2 Indicator

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

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

<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the Algebra 1 GMAS will increase to 93% . <b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the Algebra 1 GMAS was 91%	
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>
<p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p>		<p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>
<b>Monitoring (Artifacts, Frequency and Feedback)</b>		<b>Results (Evidence)    __Met    __Not Met</b>
<p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>		<p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>
<b>Funding Source/ Approximate Amount</b>		<b>Person(s) Responsible</b>
Professional Development	\$ 2,000	<ol style="list-style-type: none"> <li>1. Classroom teachers (Data team)</li> <li>2. Administrators</li> <li>3. Test Coordinator</li> </ol>
Supplies	\$ 750	

<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the Geometry GMAS 93% . <b>RATIONALE:</b> Exam was not administered during the 2017-2018 school year.
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<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>
<p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p>	<p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>

<b>Monitoring (Artifacts, Frequency and Feedback)</b>	<b>Results (Evidence)    __Met __Not Met</b>
<p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>	<p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>

<b>Funding Source/ Approximate Amount</b>	<b>Person(s) Responsible</b>				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%;">Professional Development</td> <td style="width: 15%; text-align: right;">\$ 2,000</td> </tr> <tr> <td>Supplies</td> <td style="text-align: right;">\$ 750</td> </tr> </table>	Professional Development	\$ 2,000	Supplies	\$ 750	<ol style="list-style-type: none"> <li>4. Classroom teachers (Data team)</li> <li>5. Administrators</li> <li>6. Test Coordinator</li> </ol>
Professional Development	\$ 2,000				
Supplies	\$ 750				

<b>Tier 2 Indicator</b>	<p><b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the Biology GMAS will increase to 90% .</p> <p><b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the GMAS in Biology was 87%</p>		
<p><b>Instructional Strategies</b></p> <p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p> <p>Implement project based learning to provide more hands on labs and experiments for students.</p> <p>Use of student data notebook to promote self-advocacy</p>		<p><b>Related Professional Learning Strategies</b></p> <p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>	
<p><b>Monitoring (Artifacts, Frequency and Feedback)</b></p> <p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>		<p><b>Results (Evidence)    __Met __Not Met</b></p> <p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>	
<p><b>Funding Source/ Approximate Amount</b></p> <p>Professional Development                                    \$ 2,000</p> <p>Supplies    \$ 750</p>		<p><b>Person(s) Responsible</b></p> <p>7. Classroom teachers (Data team)</p> <p>8. Administrators</p> <p>9. Test Coordinator</p>	

<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the 9 <sup>th</sup> Grade Literature GMAS will increase to 98% . <b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the 9 <sup>th</sup> Grade Literature GMAS was 96%	
<b>Instructional Strategies</b> <p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p> <p>Implement Document Based Questioning strategies to improve student writing responses.</p> <p>Increase use of relevant and rigorous novels to improve lexile scores.</p>	<b>Related Professional Learning Strategies</b> <p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>	
<b>Monitoring (Artifacts, Frequency and Feedback)</b>	<b>Results (Evidence)    __Met __Not Met</b>	
<p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>	<p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>	
<b>Funding Source/ Approximate Amount</b>	<b>Person(s) Responsible</b>	
<p>Professional Development                      \$ 2,000</p> <p>Supplies    \$ 750</p>	<p>10. Classroom teachers (Data team)</p> <p>11. Administrators</p> <p>12. Test Coordinator</p>	



<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the American Literature GMAS will increase to 98% . <b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the American Literature GMAS was 95%	
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>
<p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p> <p>Implement Document Based Questioning strategies to improve student writing responses.</p> <p>Increase use of relevant and rigorous novels to improve lexile scores.</p>		<p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>
<b>Monitoring (Artifacts, Frequency and Feedback)</b>		<b>Results (Evidence)    __Met __Not Met</b>
<p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>		<p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>
<b>Funding Source/ Approximate Amount</b>		<b>Person(s) Responsible</b>
<p>Professional Development                                 \$ 2,000</p> <p>Supplies   \$ 750</p>		<p>13. Classroom teachers (Data team)</p> <p>14. Administrators</p> <p>15. Test Coordinator</p>

<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the US History GMAS will increase to 82% . <b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the United States History GMAS was 78%		
<b>Instructional Strategies</b> <p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p> <p>Utilize Document Based Questions strategies to increase rigor of classroom assignments.</p> <p>Targeted experiences (Field Trips) to expose students to local historical artifacts to bring relevancy to the curriculum.</p>		<b>Related Professional Learning Strategies</b> <p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>	
<b>Monitoring (Artifacts, Frequency and Feedback)</b> <p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>		<b>Results (Evidence)    __Met __Not Met</b> <p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>	
<b>Funding Source/ Approximate Amount</b>		<b>Person(s) Responsible</b>	
Professional Development Supplies	\$ 2,000 \$ 750	16. Classroom teachers (Data team) 17. Administrators 18. Test Coordinator	

<b>Tier 2 Indicator</b>	<b>A. GOAL:</b> At the end of the 2018-2019 school year, student meeting or exceeding standards on the Economics GMAS will increase to 81% . <b>RATIONALE:</b> During the 2017-2018 school year, the percentage of students meeting or exceeding the standard on the Economics GMAS was 77%	
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>
<p>Implement course pacing guide fully aligned with Georgia Performance Standards.</p> <p>Administer formative assessments fully aligned with the Georgia Performance Standards.</p> <p>Implement collaborative sessions for teachers to review data, set benchmarks and develop common assessments.</p> <p>A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the standards. Student report card and formative assessment data will be used to identify these students.</p> <p>Teachers will plan and conduct at least one cross-curricular project per semester with another discipline to provide relevancy to the curriculum.</p> <p>Utilize USA Test Prep to create benchmarks and assessments to measure student performance</p> <p>Implement Document Based Questioning strategies to improve student writing responses.</p> <p>Utilize Georgia Council of Economics Educators resources to supplement curriculum.</p> <p>Implement use of competitive endeavors (stock market game) to motivate and encourage student performance</p>		<p>Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively.</p> <p>District professional learning –training, effective teaching strategies.</p> <p>Professional Learning Communities</p> <p>Professional Learning Symposiums</p>
<b>Monitoring (Artifacts, Frequency and Feedback)</b>		<b>Results (Evidence)    __Met    __Not Met</b>
<p>Data team agenda &amp; minutes will be submitted to the Principal.</p> <p>Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question).</p> <p>Copies of the practice tests will be filed with the department chair and administration.</p> <p>Formative common assessments scores will be reviewed and discussed with School Leadership Team.</p> <p>Standard based progress reports administered every 9 weeks</p>		<p>Data:</p> <p>Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data guides.</p> <p>Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p> <p>GMAS scores</p> <p>Standards based progress report</p>
<b>Funding Source/ Approximate Amount</b>		<b>Person(s) Responsible</b>
Professional Development Supplies	\$ 2,000 \$ 750	19. Classroom teachers (Data team) 20. Administrators 21. Test Coordinator

## 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 maintain overall daily student attendance of 99% for the 2018-19 school year and the number of students tardy to school will be at 3%. RATIONALE: During the 2017-2018 school year, the overall daily attendance was 99 %.	
<b>Instructional Strategies</b>	<b>Related Professional Learning Strategies</b>	
<ol style="list-style-type: none"> <li>1. Students that report to school after 7:40 a.m. must see an administrator for clearance.</li> <li>2. After the third tardy, letters to parents will be sent</li> <li>3. The fifth tardy will result parents contacts informing them of the situation and the consequences that will be issued to their child.</li> <li>4. Saturday School will be used for minor violations and student will complete class assignments.</li> <li>5. A parent contact will be made for any student absent.</li> <li>6. When a student is absent for the third time, a parental letter will be sent out and a parent conference will be scheduled.</li> <li>7. Monthly advisement sessions will be conducted with students to address personal and social concerns.</li> </ol>	Redeliver information in Student Handbooks, Teacher Handbook, and Code of Conduct Handbook.  Professional Learning Session on Discipline Flow-Chart  Professional development to reinforce elements of PowerSchool	
<b>Monitoring (Artifacts, Frequency and Feedback)</b>	<b>Results (Evidence)    __Met __Not Met</b>	
<ol style="list-style-type: none"> <li>1. Power School Attendance reports</li> <li>2. Teacher/Parent Contact Logs</li> <li>3. Attendance Team minutes</li> <li>4. Truancy reports</li> <li>5. Tardy Reports</li> <li>6. Teacher Feedback</li> <li>7. Discipline Action Forms Filed in office</li> </ol>	Decrease in the percentage of student absences Decrease in the percentage of student tardies Attendance logs showing decrease Decreased number of students serving detention and Saturday school as a result of tardies	
<b>Funding Source/ Approximate Amount</b>	<b>Person(s) Responsible</b>	
Supplies, Books, Computers                      \$1,000	Attendance Team Social Worker Counselor Teachers Administrator	

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

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

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

<b>Tier 2 Indicator</b>	<b>SMART GOAL : Update, revise and improve the school safety policies, procedures and random administrative inspections. Also, increase the number of safety seminars with students and teachers to three times per school year. Reduce the number of Safety incidents to 0%.</b>		
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>	
<ol style="list-style-type: none"> <li>1. Teachers will receive safety information and training through Professional Learning Communities.</li> <li>2. Active Shooter Drills</li> <li>3. All staff members will be provided with an emergency first-aid kit.</li> <li>4. Staff members will complete CPR Training</li> <li>5. Administrators will conduct 3 or more Random Inspections per week.</li> <li>6. Continue use of the flip Emergency guides, updated school maps updated as personnel change information will be placed in teacher classrooms.</li> <li>7. Teachers will be trained on Emergency evacuation plans.</li> <li>8. Monthly fire drills</li> <li>9. Monthly advisement sessions will be conducted with students to address personal and social concerns.</li> </ol>		<ol style="list-style-type: none"> <li>1. CPR Training</li> <li>2. District Safety Meetings</li> <li>3. In-house Emergency Evacuation Training</li> <li>4. District Discipline &amp; Truancy Meetings</li> <li>5. Educate teachers on procedures and reasons for inspections by: clarifying do’s and don’ts, establishing criteria regarding searches so that consistency and support may be maintained throughout the building and with all staff members.</li> </ol>	
<b>Monitoring (Artifacts, Frequency and Feedback)</b>		<b>Results (Evidence)    __Met __Not Met</b>	
<ol style="list-style-type: none"> <li>1. Sign-in sheets from in-services filed with administration, school nurse and school resource officer.</li> <li>2. Monthly classroom walk-through and look-for will be conducted by administration.</li> </ol>		<ol style="list-style-type: none"> <li>1. Reported number of safety accidents.</li> <li>2. Reports from Risk Managements documenting accidents</li> </ol>	
<b>Funding Source/ Approximate Amount</b>		<b>Person(s) Responsible</b>	
Supplies	\$ 1,000	Administrative Team Safety Team Members	

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

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

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

<b>Tier 2 Indicator</b>	<b>GOAL A. Increase parent membership in PTA to 35% of the Woodville Tompkins family participation and maintain the School Council.</b> <b>RATIONALE: Research indicates that student achievement increases when parents participate in the learning process. During the 2017-2018 school year 30% of the students were involved in the PTA.</b>		
<b>Strategies</b>	<b>Opportunities for Engagement</b>		
<ol style="list-style-type: none"> <li>1. PTSA Membership Drives at every parent meeting and every event.</li> <li>2. Post-secondary presentations to PTSA.</li> <li>3. Continue partnership with Parents and Business partners on School Council.</li> <li>4. Each parent complete 10-hour Parent Service requirement that parents must complete each school year.</li> <li>5. Send Email Announcements that give teachers, parents, students, staff and administration a snapshot of activities and important information about the school.</li> <li>6. Utilization of social media</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrator meeting with PTSA</li> <li>2. Parental Involvement workshop for faculty by outside resource</li> <li>3. Meet monthly with parent groups.</li> <li>4. Give parents and community representatives a voice in school improvement through membership on the school council and PTSA.</li> <li>5. Provide parents service opportunities.</li> <li>6. Participation in Woodville Tompkins Showcase</li> </ol>		
<b>Monitoring (Artifacts, Frequency and Feedback)</b>	<b>Results (Evidence)    __Met    __Not Met</b>		
PTSA training agendas minutes of parent meetings. School council minutes Parent service hours and forms School Improvement Student Surveys School Improvement Parent Surveys	Increase in the number of members in PTSA. Increase in the number of parent service hours. Documented organized activities under PTSA Survey results interpretation		
<b>Funding Source/ Approximate Amount</b>	<b>Person(s) Responsible</b>		
Supplies                                  \$ 500	Administrative Staff PTSA Officers Teachers Students Parents & Community		

## 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.

<b>Tier 2 Indicator</b>		<b>GOAL A: To reduce the amount of audit discrepancies to 0. RATIONALE: At the beginning of the 2017-2018 school year, 0 findings were identified as a result of the audit.</b>	
<b>Instructional Strategies</b>		<b>Related Professional Learning Strategies</b>	
<ol style="list-style-type: none"> <li>Principal will complete the School Site Internal Controls Questionnaire.</li> <li>Implementation of a pre-pay process for collection of funds for fundraisers.</li> <li>Demonstrate why process implemented is the best practice for Woodville Tompkins Technical &amp; Career High School.</li> <li>Demonstrate and provide written and documented proof that all funds used are in alignment with the Board goals, objectives and vision.</li> <li>Make sure that the schedule for student activity fund documents including charters, disbursements and receipts is followed.</li> </ol>		<ol style="list-style-type: none"> <li>All teachers trained on Accounting Process which includes receiving money, receipting students, parents, and all others.</li> <li>Staff will receive training from District Personnel concerning ethical and appropriate behavior.</li> </ol>	
<b>Monitoring (Artifacts, Frequency and Feedback)</b>		<b>Results (Evidence)    __Met __Not Met</b>	
<ol style="list-style-type: none"> <li>Documented receipts and invoices filed with bookkeeper.</li> <li>Bank documents filed with bookkeeper.</li> <li>In-house check request documents and purchase orders filed with school bookkeeper.</li> <li>Yearly audit reports filed with principal.</li> <li>Data Information Specialist files checked monthly for accuracy.</li> </ol>		All staff will analyze fiscal data through data teams, grade groups, departments, and/or administrative teams at least biweekly.  2018-2019 Audit report	
<b>Funding Source/Approximate Amount</b>		<b>Person(s) Responsible (Align with instructional strategies)</b>	
Supplies                                   \$ 200		Administrators Bookkeeper Staff Members	