

School Accountability Plan

2012-2013

for

Woodville Tompkins Technical & Career High School

Savannah-Chatham County Public Schools

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

Dr. Thomas Lockamy, *Superintendent of Schools*



I. Principal's Message



Date: October 1, 2012

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:

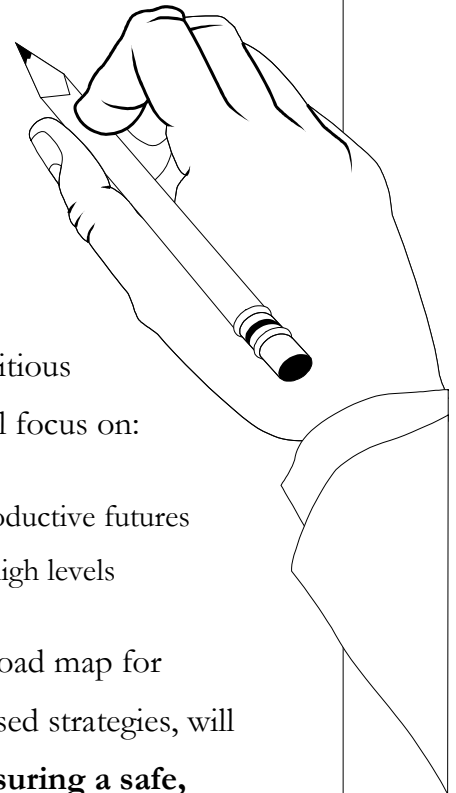
Vision: From school to the world: **All** students prepared for productive futures

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, *Interim 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."

Committee Members/Representation	
<u>Individual</u>	<u>Position</u>
Alfred D. McGuire, Jr , Interim <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"> <input checked="" type="checkbox"/> SAT Participation and Test Results <input checked="" type="checkbox"/> ACT Participation and Test Results <input checked="" type="checkbox"/> Gifted Programs Data <input type="checkbox"/> Advanced Placement Exam Results and Enrollment <input type="checkbox"/> IB Programs Data <input checked="" type="checkbox"/> Post Secondary Enrollment Report <input checked="" type="checkbox"/> Dual Enrollment Class Results and Enrollment <input type="checkbox"/> GKAP-R <input type="checkbox"/> International Baccalaureate Results and Enrollment <input type="checkbox"/> Governor's Honors Program Semi an Finalists <input checked="" type="checkbox"/> SWD Data <input checked="" type="checkbox"/> Attendance Data for Students and Staff <input checked="" type="checkbox"/> Title I Data <input checked="" type="checkbox"/> Dropout Statistics <input checked="" type="checkbox"/> Graduation Rates <input checked="" type="checkbox"/> GHSWT – First Time Pass Rate <input type="checkbox"/> GHSGT – First Time Pass Rate <input checked="" type="checkbox"/> EOCT data <input checked="" type="checkbox"/> Promotion/Retention Data <input type="checkbox"/> 21st Century Program Data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PSAT Participation <input checked="" type="checkbox"/> State Percent HiQ <input checked="" type="checkbox"/> Percent Staffed by Certified Teachers <input checked="" type="checkbox"/> Professional Development Hours and Involvement Related to Academic Achievement <input type="checkbox"/> ASCD Survey <input type="checkbox"/> Marzano Survey <input checked="" type="checkbox"/> HSTW – Technical Visit Report <input checked="" type="checkbox"/> SAC <input type="checkbox"/> CPA <input checked="" type="checkbox"/> School Improvement Plan Review <input checked="" type="checkbox"/> State Report Card* (also gives demographic information) <input checked="" type="checkbox"/> Quarterly Test Results <input checked="" type="checkbox"/> District Site Based Reports <input checked="" type="checkbox"/> Disproportional Data <input type="checkbox"/> Governor's Office of Accountability Website <input type="checkbox"/> SASI Database data <input checked="" type="checkbox"/> Accountability and Assessment website <input checked="" type="checkbox"/> ITBS data <input checked="" type="checkbox"/> CRCT data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incidents of Physical Violence <input checked="" type="checkbox"/> Incidents of Possession of Firearms in School <input checked="" type="checkbox"/> Incidents of Possessions Weapons Other than Firearms in School <input checked="" type="checkbox"/> Students Without Incidents of Physical Violence in School <input checked="" type="checkbox"/> Students Without Incidents of Possession of Firearms in School <input checked="" type="checkbox"/> Students Without Incidents of Possession of Weapons Other than Firearms in School <input checked="" type="checkbox"/> Incidents of Possession of Drugs/Alcohol on Campus <input checked="" type="checkbox"/> Hearing Office Data <hr/> <p>Other</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent University <input type="checkbox"/> YFA Study <input type="checkbox"/> _____

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	A. GOAL: To attain 70.0% of the students meeting or exceeding the standard on the EOCT in Math II. RATIONALE: During the 2011-2012 school year, the percentage of students meeting or exceeding the standard on the EOCT in Math II was 86%	
Instructional Strategies		Related Professional Learning Strategies
<ol style="list-style-type: none"> 1. Implement course pacing guide fully aligned with Common Core Georgia Performance Standards. 2. Administer 4-weeks common formative assessments fully aligned with the Common Core Georgia Performance Standards. 3. Implement weekly collaborative sessions for teachers to review data, set benchmarks and develop common assessments. 4. Provide additional instruction/remediation after school and on Saturdays for students. 5. A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the Mathematics standards. Student report card and formative assessment data will be used to identify these students. 		<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. District professional learning – CCGPS training, effective teaching strategies.
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. 2. Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question). 3. Copies of the practice tests will be filed with the department chair and administration. 4. Formative common assessments scores will be reviewed and discussed with School Leadership Team. 		Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences. EOCT and GHSGT scores
Funding Source/ Approximate Amount		Person(s) Responsible
Professional Development	\$ 2,000	<ol style="list-style-type: none"> 1. Classroom teachers (Data team) 2. Administrator (Test Coordinator) 3. Counselor
Supplies	\$ 750	

Tier 2 Indicator	A. GOAL: To attain 65% of the students meeting or exceeding the standard on the EOCT Coordinate Algebra. RATIONALE: During the 2011-2012 school year, the percentage of students meeting or exceeding the standard on the EOCT in Math I was 62%	
Instructional Strategies		Related Professional Learning Strategies
<ol style="list-style-type: none"> 1. Implement course pacing guide fully aligned with Common Core Georgia Performance Standards. 2. Administer 4-weeks common formative assessments fully aligned with the Georgia Performance Standards. 3. Implement weekly collaborative sessions for teachers to review data, set benchmarks and develop common assessments. 4. Provide additional instruction/remediation after school and on Saturdays for students. 5. A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the Mathematics standards. Student report card and formative assessment data will be used to identify these students. 		<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. District professional learning – CCGPS training, effective teaching strategies.
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. 2. Use test scores to show areas of concern. Breakdown of questions (see how many students missed a particular question). 3. Copies of the practice tests will be filed with the department chair and administration. 4. Formative common assessments scores will be reviewed and discussed with School Leadership Team. 		Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences. EOCT and GHSGT scores
Funding Source/ Approximate Amount		Person(s) Responsible
Professional Development	\$ 2,000	<ol style="list-style-type: none"> 1. Classroom teachers (Data team)
Supplies	\$ 750	<ol style="list-style-type: none"> 2. Administrator (Test Coordinator) 3. Counselor

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	B. GOAL: To attain 90% of students passing or exceeding the standard on the EOCT in Language Arts. RATIONALE: Woodville Tompkins does not have any baseline data for the EOCT in the area of American Literature; therefore, utilizing the 2011-2012 District Average of 85% as the baseline.		
Instructional Strategies		Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Implement course pacing guide fully aligned with Georgia Performance Standards. 2. Administer 3-weeks common formative assessments fully aligned with the Georgia Professional Standards. 3. Provide additional instruction/remediation after school and on Saturdays for students. 4. Pre-benchmark assessments will be used. 5. The Data Team will analyze first semester EOCT and Quarterly assessment data by sub-skills to determine areas in greatest need of improvement and develop standards tasks. 6. A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the Language Arts standards. Student report card and formative assessment data will be used to identify these students. 7. Enroll 100% of all students in SAT Online Course and the SAT Online Instructor will conduct additional lessons to serve as a support system for remediation (during lunch, after-school, and scheduled class time). 		<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. District professional learning – CCGPS training, effective teaching strategies. 	
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. (September 2011 – June 2012) 2. Common Assessment results will be posted on the data wall in Resource Room. (Monthly) 3. Classrooms will be observed and lesson plans submitted. (Weekly) 4. Walk-throughs will be used to observe the use of these instructional strategies each nine weeks 		Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences EOCT scores	
Funding Source/ Approximate Amount		Person(s) Responsible	
Supplies	\$ 750	1. Classroom teachers (Data team)	
Professional Development	\$ 2,000	2. Administrator (Test Coordinator)	
		3. Counselor	

Tier 2 Indicator	B. GOAL: To attain 85% of students passing or exceeding the standard on the EOCT in Language Arts. RATIONALE: During the 2011-2012 school year, the percentage of students meeting or exceeding the standard on the EOCT in 9 th Grade Composition and Literature was 95%.		
Instructional Strategies		Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Implement course pacing guide fully aligned with Georgia Performance Standards. 2. Administer 3-weeks common formative assessments fully aligned with the Georgia Professional Standards. 3. Provide additional instruction/remediation after school and on Saturdays for students. 4. Pre-benchmark assessments will be used. 5. The Data Team will analyze first semester EOCT and Quarterly assessment data by sub-skills to determine areas in greatest need of improvement and develop standards tasks. 6. A tutorial program will be offered before, during, and/or after school to provide additional instruction to students who are failing to meet the Language Arts standards. Student report card and formative assessment data will be used to identify these students. 7. Enroll 100% of all students in SAT Online Course and the SAT Online Instructor will conduct additional lessons to serve as a support system for remediation (during lunch, after-school, and scheduled class time). 		<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. District professional learning – CCGPS training, effective teaching strategies. 	
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. (September 2011 – June 2012) 2. Common Assessment results will be posted on the data wall in Resource Room. (Monthly) 3. Classrooms will be observed and lesson plans submitted. (Weekly) 4. Walk-throughs will be used to observe the use of these instructional strategies each nine weeks 		Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences EOCT scores	
Funding Source/ Approximate Amount		Person(s) Responsible	
Supplies	\$ 750	3. Classroom teachers (Data team)	
Professional Development	\$ 2,000	4. Administrator (Test Coordinator)	
		5. Counselor	

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 C: To attain 79% of students meeting or exceeding the standard on the EOCT in Science.	
	RATIONALE: Woodville Tompkins does not have baseline data for 1st time test takers; therefore, utilizing the 2010-2011 district's average of 67%.	
Instructional Strategies		Related Professional Learning Strategies
<ol style="list-style-type: none"> 1. The Data Team will analyze first semester EOCT assessment data by sub-skills to identify areas in greatest need of improvement and develop standards. 2. A tutorial program will be offered before, during, and/or after school and on Saturdays to provide additional instruction to students who are failing to meet the Science standards. Student report card and formative assessment data will be used to identify these students. 3. Have Science teacher attend workshops to assist with instructional strategies as they pertain to the EOCT. 4. Develop a plan that allows for weekly computer lab sessions to supplement instruction, making use of USA Test Prep and ExPreSS Online and EOCT Coach materials. 5. Present weekly in-class domain specific based question as warm-up exercises. 		<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. All staff will participate in professional development regarding best practices.
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. (September 2011 – June 2012) 2. Quarterly Assessments, EOCT and Mock Exam data results will be posted. 3. Classrooms will be observed and lesson plans submitted. (Weekly) 4. Walk-through will be used to observe the use of these instructional strategies each nine weeks. 		<p>Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p>
Funding Source/ Approximate Amount		Person(s) Responsible
Supplies	\$ 750	<ol style="list-style-type: none"> 1. Classroom teachers (Data team) 2. Administrator (Test Coordinator) 3. Counselor
Professional Development	\$ 2,000	

Tier 2 Indicator	GOAL C: To attain 74% of students meeting or exceeding the standard on the EOCT in Biology. RATIONALE: During the 2011-2012 school year, the percentage of students meeting or exceeding the standard on the EOCT in Biology was 60%.					
Instructional Strategies	Related Professional Learning Strategies					
<ol style="list-style-type: none"> 1. The Data Team will analyze first semester EOCT assessment data by sub-skills to identify areas in greatest need of improvement and develop standards. 2. A tutorial program will be offered before, during, and/or after school and on Saturdays to provide additional instruction to students who are failing to meet the Science standards. Student report card and formative assessment data will be used to identify these students. 3. Have Science teacher attend workshops to assist with instructional strategies as they pertain to the EOCT. 4. Develop a plan that allows for weekly computer lab sessions to supplement instruction, making use of USA Test Prep and ExPreSS Online and EOCT Coach materials. 5. Present weekly in-class domain specific based question as warm-up exercises. 	<ol style="list-style-type: none"> 1. Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. 2. All staff will participate in professional development regarding best practices. 					
Monitoring (Artifacts, Frequency and Feedback)	Results (Evidence) __Met __Not Met					
<ol style="list-style-type: none"> 1. Data team agenda & minutes will be submitted to the Principal. (September 2011 – June 2012) 2. Quarterly Assessments, EOCT and Mock Exam data results will be posted. 3. Classrooms will be observed and lesson plans submitted. (Weekly) 4. Walk-through will be used to observe the use of these instructional strategies each nine weeks. 	<p>Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.</p>					
Funding Source/ Approximate Amount	Person(s) Responsible					
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Supplies</td> <td style="text-align: right;">\$ 750</td> </tr> <tr> <td>Professional Development</td> <td style="text-align: right;">\$ 2,000</td> </tr> </table>	Supplies	\$ 750	Professional Development	\$ 2,000	<ol style="list-style-type: none"> 3. Classroom teachers (Data team) 4. Administrator (Test Coordinator) 5. Counselor 	
Supplies	\$ 750					
Professional Development	\$ 2,000					

Tier 2 Indicator	GOAL C: To attain 77% of students meeting or exceeding the standard on the EOCT in Economics. RATIONALE: Woodville Tompkins does not have baseline data for 1st time test takers; therefore, utilizing the 2010-2011 district's average of 62%.	
Instructional Strategies	Related Professional Learning Strategies	
<ol style="list-style-type: none"> The Data Team will analyze first semester EOCT assessment data by sub-skills to identify areas in greatest need of improvement and develop standards. A tutorial program will be offered before, during, and/or after school and on Saturdays to provide additional instruction to students who are failing to meet the Economics standards. Student report card and formative assessment data will be used to identify these students. Economics teacher will attend workshops to assist with instructional strategies as they pertain to the EOCT. Develop a plan that allows for weekly computer lab sessions to supplement instruction, making use of USA Test Prep. Participation in the State-Wide Stock Market Challenge 	<ol style="list-style-type: none"> Professional development will be provided for the Data Team in order to improve instruction and to analyze assessment data effectively. All staff will participate in professional development regarding best practices. 	
Monitoring (Artifacts, Frequency and Feedback)	Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> Data team agenda & minutes will be submitted to the Principal. (September 2011 – June 2012) Quarterly Assessments, EOCT and Mock Exam data results will be posted. Classrooms will be observed and lesson plans submitted. (Weekly) Walk-through will be used to observe the use of these instructional strategies each nine weeks. 	Data: Pre/Post Assessment will be posted and results communicated to stakeholders through newsletters, advisory council meetings, parent forum, and the use of data walls. Individual pre/post assessment results will be communicated to students and parents on individual performance forms and letters as well as conferences.	
Funding Source/ Approximate Amount	Person(s) Responsible	
Supplies \$ 750 Professional Development \$ 2,000	<ol style="list-style-type: none"> Classroom teachers (Data team) Administrator (Test Coordinator) Counselor 	

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 at 95% for the 2011-12 school year and the number of students tardy to school will be at 3%. RATIONALE: During the 2011-2012 school year, the overall daily attendance was 97%.	
Instructional Strategies	Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Students that report to school after 8:00 a.m. must see an administrator for clearance. 2. After the second tardy, letters to parents will be sent 3. The third tardy will result parents contacts informing them of the situation and the consequences that will be issued to their child. 4. Saturday School will be used for minor violations and student will complete class assignments. 5. A parent contact will be made for any student absent. 6. When a student is absent for the third time, a parental letter will be sent out and a parent conference will be scheduled. 	<p>Redeliver information in Student Handbooks, Teacher Handbook, and Code of Conduct Handbook.</p> <p>Professional Learning Session on Discipline Flow-Chart</p> <p>STAMPS training to occur as district calendars permit.</p> <p>Professional development to reinforce elements of PowerSchool</p>	
Monitoring (Artifacts, Frequency and Feedback)	Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> 1. SASI attendance reports 2. Teacher/Parent Contact Logs 3. STAMPS committee minutes 4. Truancy reports 5. Tardy Reports 6. Teacher Feedback 7. Discipline Action Forms Filed in office 	<p>Decrease in the percentage of student absences</p> <p>Decrease in the percentage of student tardies</p> <p>Attendance logs showing decrease</p> <p>Decreased number of students serving detention and Saturday school as a result of tardies</p>	
Funding Source/ Approximate Amount	Person(s) Responsible	
Supplies, Books, Computers \$1,000	Stamps Committee 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.

Tier 2 Indicator	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%.		
Instructional Strategies		Related Professional Learning Strategies	
<ol style="list-style-type: none"> 1. Teachers will receive safety information and training through Professional Learning Communities. 2. All staff members will be provided with an emergency first-aid kit. 3. Staff members will complete CPR Training 4. Administrators will conduct 3 or more Random Inspections per week. 5. Continue use of the flip Emergency guides, updated school maps updated as personnel change information will be placed in teacher classrooms. 6. Teachers will be trained on Emergency evacuation plans. 		<ol style="list-style-type: none"> 1. CPR Training 2. District Safety Meetings 3. In-house Emergency Evacuation Training 4. District Discipline & Truancy Meetings 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. 	
Monitoring (Artifacts, Frequency and Feedback)		Results (Evidence) __Met __Not Met	
<ol style="list-style-type: none"> 1. Sign-in sheets from in-services filed with administration, school nurse and school resource officer. 2. Monthly classroom walk-through and look-for will be conducted by administration. 		<ol style="list-style-type: none"> 1. Reported number of safety accidents. 2. Reports from Risk Managements documenting accidents 	
Funding Source/ Approximate Amount		Person(s) Responsible	
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.

<p>Tier 2 Indicator</p>	<p>GOAL A. Increase parent membership in PTA to 50% of the Woodville Tompkins family participation and maintain the School Council. RATIONALE: Research indicates that student achievement increases when parents participate in the learning process. During the 2011-2012 school year 15% of the students were involved in the PTA.</p>	
<p>Instructional Strategies</p>	<p>Related Professional Learning Strategies</p>	
<ul style="list-style-type: none"> 1. PTSA Membership Drives at every parent meeting and every event. 2. Post-secondary presentations to PTSA. 3. Continue partnership with Parents and Business partners on School Council. 4. Each parent complete 10-hour Parent Service requirement that parents must complete each school year. 5. Send Email Announcements that give teachers, parents, students, staff and administration a snapshot of activities and important information about the school. 6. Continue collaborative meetings with post-secondary institutions 	<ul style="list-style-type: none"> 1. Administrator meeting with PTSA 2. Parental Involvement workshop for faculty by outside resource 3. Meet monthly with parent groups. 4. Give parents and community representatives a voice in school council and PTSA. 5. Provide parents service opportunities. 6. Participation in Woodville Tompkins Showcase 	
<p>Monitoring (Artifacts, Frequency and Feedback)</p>	<p>Results (Evidence) __Met __Not Met</p>	
<p>PTSA training agendas minutes of parent meetings. School council minutes Parent service hours and forms School Improvement Student Surveys School Improvement Parent Surveys</p>	<p>Increase in the number of members in PTSA. Increase in the number of parent service hours. Documented organized activities under PTSA Survey results interpretation Daily announcements emailed to parents and other stakeholders</p>	
<p>Funding Source/ Approximate Amount</p>	<p>Person(s) Responsible</p>	
<p>Supplies \$ 1,000</p>	<p>Administrative Staff PTSA Officers Teachers Students Parents & Community</p>	

IV. Tier 2 Indicator *(continued)*

Focus Area (#4): Fiscal Responsibility

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

Tier 2 Indicator	GOAL A: To have no audit discrepancies 2011-12. RATIONALE: At the beginning of the 2012-2013 school year, three findings were identified as a result of the Change in Principal audit.	
Instructional Strategies <ol style="list-style-type: none"> 1. Principal will complete the School Site Internal Controls Questionnaire. 2. Implementation of a pre-pay process for collection of funds for fundraisers. 3. Demonstrate why process implemented is the best practice for Woodville Tompkins Technical & Career High School. 4. Demonstrate and provide written and documented proof that all funds used are in alignment with the Board goals, objectives and vision. 5. Make sure that the schedule for student activity fund documents including charters, disbursements and receipts is followed. 	Related Professional Learning Strategies <ol style="list-style-type: none"> 1. All teachers trained on Accounting Process which includes receiving money, receipting students, parents, and all others. 2. Staff will receive training from District Personnel concerning ethical and appropriate behavior. 	
Monitoring (Artifacts, Frequency and Feedback) <ol style="list-style-type: none"> 1. Documented receipts and invoices filed with bookkeeper. 2. Bank documents filed with bookkeeper. 3. In-house check request documents and purchase orders filed with school bookkeeper. 4. Yearly audit reports filed with principal. 5. Data Information Specialist files checked monthly for accuracy. 	Results (Evidence) __Met __Not Met All staff will analyze fiscal data through data teams, grade groups, departments, and/or administrative teams at least biweekly.	
Funding Source/Approximate Amount Supplies \$ 200	Person(s) Responsible (Align with instructional strategies) Administrators Bookkeeper Staff Members	

V. Tier 3 Narrative

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

Due to the recent establishment of Savannah-Chatham County Public School System's Woodville Tompkins Technical High School, data has yet to be collected regarding the academic achievements of the student population. There are currently 105 students enrolled in the Woodville Tompkins representing a wide variety of gender, race, and socio-economic characteristics. Seventy six percent (76%) of the student population receives free or reduced lunch. The students are being exposed to Honors level courses in preparation for college courses at our collaborative partners, Savannah State University, Armstrong Atlantic University and Savannah Technical College.

It is the goal of Woodville Tompkins Technical & Career High School to focus on students' proficiency in thinking and reasoning skills which requires teachers to identify and utilize effective strategies which enable students to develop the needed skills and to demonstrate those skills. Although this is a new challenge, we are encouraged by a very stable, professional, and excited faculty. We have been able to implement strategies to eliminate the achievement gaps with our students reaping the benefits. Another comprehensive school improvement goal for Woodville Tompkins Technical High School is that all teachers have developed and are implementing strategies that engage students in high-level learning.

Performance Standards were implemented per the state from the first day of school. To insure implementation of performance standards, the administrator has begun conducting snapshot classroom visits and providing feedback to teachers regarding student engagement and the level of learning that is taking place. The administrator will host student focus groups to provide students with an avenue for expressing their preferences and ideas regarding instruction. New teachers will participate in a minimum of two peer observations the 1st semester, focusing on implementing student choices in learning and is expected to continue second semester. They will maintain a journal of their observations and reflections on this topic. Peer observations began in Fall 2011. All teachers are encouraged to maintain and display examples of quality student work inside the classroom and in the hallways. Department chairpersons will submit lesson

plans to the principal for evidence of engaging, high-level learning activities and student choices. The principal will provide department members with written feedback.

The district has developed district wide safety standards. The Safety Team at Woodville Tompkins Technical & Career High School will receive training and assist in updating, revising, and improving the school safety policies, procedures and random inspections in order to ensure the safety of students and staff members. All members of the safety team will complete the National Incident Management System (NIMS). NIMS is a “consistent nationwide template for public and private organizations to work together efficiently.” It uses consistent terminology to reduce confusion, improve coordination of incident management activities, and can be expanded or narrowed in scope depending on the size of the incident and number of jurisdictions.

“As part of an initiative to enhance the overall safety of our schools, the Superintendent has mandated the development of a random inspection procedure that can be conducted using each site’s staff members with no outside resources. Inspections are currently being conducted by personnel trained in the safe use of a magnetometer and safe methods of handling and storing items located during an inspection. A minimum of staff members are trained to minimize the impact on the schools educational mission, keeping staff members in their usual assignments and duties as much as possible.” All random inspections are based on a random number generated for the district by a senior Board of Education administrator. Effective communication is an important first step in getting parents actively involved in the education of their children and in the success of teachers and schools. While educators and school board members have a primary responsibility to communicate the needs and challenges facing the schools, they have an even greater responsibility to listen to and involve parents in decisions that involve children, school governance, improvement and reform.

Discipline infractions are handled by teacher detentions, administrative detentions, Saturday School, and if necessary out-of-school suspensions. Attendance, tardy and dress code violations will also be handled from a teacher-parent stand point in order to deter excessive tardies and prevent using discipline referrals. The counselor, information specialist, and the teachers have the responsibility of making parent contact for those students who are tardy or absent on a consistent basis or who violate the dress code policy.

VI. Assurances

SCHOOL IMPROVEMENT PLAN

School Name: Woodville Tompkins Technical & Career High School

Savannah-Chatham County Public Schools
2011-2012 School Year

Principal: Mr. Alfred D. McGuire, Jr.

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

2011-2012 Sanctions:

- School Improvement Plan (School Improvement Plans will be submitted to LEA for approval October 2011)
- Choice
- Supplemental Services
- Corrective Action (Corrective Action Addendum will be submitted to the LEA along with School Improvement Plans October 2011)
- Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education February 2012 with a copy of current School Improvement Plan)