Accreditation Report

Windsor Forest High School
Savannah Chatham County Public Schools

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Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Windsor Forest High School (WFHS) is located within the city limits of Savannah, Georgia, on the city's south side. Savannah is a major port and military city in Chatham County. Tourism is the leading economic force is Savannah. Manufacturing, small business, higher education and large-scale healthcare providers also play a major role in the area's economy. Savannah provides multiple post-secondary options for SCCPSS students. In addition to Armstrong Atlantic University (AASU) and Savannah State University (STU), Savannah is home to Savannah College of Art and Design (SCAD), Savannah Technical College, and South University. Strayer University, University of Phoenix, Georgia Institute of Technology, and Virginia College also have campuses located in Savannah.

The population of Chatham County in 2010 was 265,128 and was estimated to be 276,434 in 2012. The median household income from 2007-2011 was $45,985, and 18.1% of the residents of Chatham County live below the poverty line.

The school opened in 1967. It was originally built for a maximum student population of 1000 students. In 1993, two wings were added to the school, the science wing (G and H) and the vocational-JROTC-fine arts wing (l). In the spring of 2012, a new gymnasium was added to better serve Physical Education classes and athletics.

Windsor Forest High School is one of eleven public high schools in the Savannah-Chatham County Public School System (SCCPSS). WFHS serves grades nine through twelve. The majority of the students live in the attendance zone. The International Baccalaureate students must apply to be a part of the Diploma Program; therefore, some of them come from outside the attendance zone.

Windsor Forest High School is located near AASU. The Savannah Technical College (STC) is located approximately eight miles from the school. Both secondary institutions serve WFHS students through their post-secondary options programs as well as through their dual enrollment programs, ACCEL and Move on When Ready (MOWR). The ACCEL and MOWR programs are for students at eligible high schools who wish to take college level coursework for credit towards both high school and college graduation requirements. Eligible students must meet certain criteria. Students who participate in MOWR will receive high school credit and college credit simultaneously while attending college classes on the college campus, full-time. Approved college on-line courses may also be taken that meet high school graduation requirements.

Windsor Forest High School's current student enrollment ranges from 1050 to 1100 students, and the student body is 64% African American, 21% Caucasian, and 15% other. The racial makeup of the student population has shifted from 52% African American, 40% Caucasian, and 8% other in 2008 to the present percentages. Fifty-eight percent of the student body is eligible for free or reduced lunch. There have been significant changes in WFHS's student population in recent years. For example, the percentage of students receiving free or reduced lunches has increased from 26% in 2008 to 58% currently. Approximately 12% of WFHS families are in the military; therefore, there is some mobility in the student population as a result. Also, about 1% of students are transient due to family dynamics.

There has been a significant turnover of teachers in the last six years at Windsor. What had been for years a staff composed primarily of experienced, veteran teachers, is now a staff made up of teachers, 24% of whom have fewer than five years experience. Seventy-three percent of the faculty has been at WFHS for 6 years or fewer and 45% have fewer than ten years experience teaching. Only 12% of the
The faculty has more than 20 years experience. However, a majority of WFHS teachers, seventy-four percent, have a Masters degree or higher, and 28% are gifted endorsed.

While our new teachers are mastering the skills needed to plan effectively and manage their classrooms, some of our veteran teachers are adjusting to the demands of teaching students who face many challenges in their home and neighborhood environments. In addition, there have been three principals in the last five years as well as a turnover in all three assistant principals for this school year.

A particular challenge is that 140 of the 286 ninth graders who have been identified through Academy of Reading and Math scored below the 25th percentile in math. Of those tested, 32% scored below the 5th percentile. This deficit presents a challenge to our students and teachers as the level of rigor increases with the implementation of Common Core. The Academy of Reading and Math is an online program purchased by the school to establish a baseline for reading and math skills for WFHS's ninth grade students. The program also provides individualized online remediation for each identified student as well in math and/or reading. Progress is monitored to track growth for each student.

Windsor Forest High School is committed to preparing students for productive futures. It is the goal of WFHS to ensure that graduates are prepared to meet challenges and attain individual goals. WFHS prepares students through a rigorous curriculum as well as career readiness and specialty programs including the International Baccalaureate (IB) program; Career, Agriculture, and Technical Education (CTAE) programs; fine arts courses; Junior Reserve Officers' Training Corp (JROTC); and Advanced Placement (AP).
School’s Purpose

Provide the school’s purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Mission of Windsor Forest High School is to ignite a passion for learning and teaching at high levels. The Vision is from school to the world: All students prepared for productive futures. The mission and vision are the driving forces behind the efforts to move Windsor Forest forward. The programs that are offered are regularly evolving to meet the ever changing needs of all students at all levels who attend WFHS. The Administrative Team is working through the School Improvement Team to reorganize the school into Small Learning Communities built around career themes.

During the 2013-14 school year, the 9th grade academy that was started in 2007 was moved to a different part of the campus in order to better target the students to prepare them for high school level work. The students work with their advisors to complete career inventories that will help determine what they want to do in the future. Once students have identified a career interest, they will have a greater understanding of how to set and reach their goals. They can then research colleges and other post-secondary options in order to build a plan for success in and beyond high school.

In the fall of 2014, the rest of the school will be reorganized into two career academies. The teachers in the school will move within the building to create separate small schools to better serve the students. Traditionally, the school has been organized into halls by departments, but teachers will move next year to different areas of the school to build upon the career interests of our students. This change will allow teachers to teach to the career interest of the students when possible, allow for better relationships to be built with the students, and to cut down on the travel time required of students to get to the different wings of the school.

Along with this change in the structure of the school, WFHS is committed to continuing to add rigorous programs that will give all students the opportunity to take higher level classes. Windsor has been an International Baccalaureate (IB) World School since the fall of 2012-13. We plan to add an International Baccalaureate Career Certificate (IBCC) program in the fall of 2014-15. The site visit for authorization is set for April 1, 2014. The IBCC is a new program that requires students to take two IB level classes and pass the accompanying IB assessment, complete a CTAE pathway and pathway assessment, and create a language portfolio. This will allow more students to participate in and benefit from the very rigorous IB classes and still complete a CTAE pathway which is an extension of our mission and vision.

In addition to the IB program, WFHS currently has 124 gifted identified students. This is a 28% increase in the last 3 years. There are 70 students currently enrolled in Advance Placement (AP) courses. WFHS offers 6 AP courses: AP Language, AP Literature, AP World History, AP Studio Art 2D, AP Studio Art 3D and AP Studio Art Drawing. There are plans to add AP Statistics and AP Calculus for the 2014-15 school year.

WFHS also has an Exceptional Child (EC) program for students with special needs. There are a total of 86 students receiving services from our EC program. Twenty-four students are in self-contained classrooms and the remaining 62 are serviced through the inclusion or consultative models. The school staffs the program with 13 full time teachers, 1 part-time speech teacher, 1 transition specialist, a job coach and 6 paraprofessionals to work with these students to meet their individual needs. Inclusion students receive support from a minimum of one class to a maximum of five or six classes depending upon the individual needs of the student.
Food Lion, Memorial Hospital, Windsor Forest Elementary School Cafeteria, and Savannah Pines. Project SEARCH is another program for selected self-contained students who spend their final year of high school in this job training and academic program currently located at St. Joseph's Hospital and at Candler Hospital.

WFHS students are placed in the program that best suits their individual needs. Classes are taught by highly qualified teachers who place an emphasis on rigorous course work and have high expectations for student performance.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Windsor has a long history of high achievement in Savannah as well as in the state of Georgia. In the last three years, Windsor has been authorized as an IB World School and achieved IBCC Candidate School status. Our first group of IB Diploma students graduated last year. Nine students out of our first cohort of fourteen completed the requirements for the IB Diploma Program. The number of IB seniors has increased to twenty-one students with a total of sixty seven students in the Diploma Program, including the juniors.

Windsor students have consistently scored above the district average on the Georgia High School Graduation Writing Test for the past three years, and, with the exception of 2012, our students have scored above the state average on this assessment. On the End of Course Tests (EOCTs), Windsor students have improved in Math II by eighteen points over a four year period and seven points over a four year period in American Literature and Composition. While scores have decreased by one point over a four year period in Ninth Grade Literature and Composition, we exceeded the state average in 2010-11 and 2011-12. On the Physical Science EOCT, Windsor students' scores have increased by five points over the last four years. Scores on the Economics EOCT increased by twelve points from 2011-12 to 2012-13 and by eleven points in the past four years. Scores on the U.S. History EOCT have increased by twenty three points since 2010 but have not exceeded the state average during this time period.

Windsor Forest High School has a strong athletic presence in Savannah. We have twelve different varsity sports teams for both boys and girls. Our boys' basketball team reached the top sixteen tournament in 2013 and our boys' soccer team finished in the top eight in 2013. Our band program has grown in the past 2 years and includes our historic Chatelaine Drill Team, which has been a long-standing tradition at WFHS. Our JROTC program is very competitive at the state level.

One of our English and IB teachers, Mrs. Natalie Chase, was named Teacher of the Year for Chatham County for 2013-2014. Tara Grimball, the CTAE Department Chair, was nominated for the Outstanding New Career and Technical Teacher of the Year for Georgia ACTE.

One of our seniors, William Quarterman, has been selected to serve on the State School Superintendent's Advisory Board. Last year, Dane Zurwell was selected to attend the Governor's Honors Program in Spanish. Sophomore, Tuan Tran, was recently named to the All State Chorus.

With the turnover in faculty in the past three years, many of our team sponsors have left Windsor. However, we are now in the process of rebuilding these programs. Currently, there are twenty-four students who have qualified for and are participating in Academic Quiz Bowl. Six students participated and competed in the Helen Ruffin Reading Bowl, eight students were selected to participate in the GMEA District 1 Honor Band, and the Wind Ensemble achieved an overall score of Excellent at the District 1 Large Group Performance Evaluation.

The areas of focus and improvement detailed in our School Improvement Plan include increasing each of the eight EOCT scores by ten percent. We will also strive to increase scores on the High School Benchmarks on CCRPI by ten percent. The target improvement for graduation rate is also ten percent. We have put in place strategies such as an Instructional Focus period each day to help all students with skill deficiencies. Our teachers routinely use current data to adjust instruction on a daily basis. Through our Positive Behavior Intervention Program (PBIS), we will also decrease discipline referrals by thirty percent.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

There is a long tradition of excellence at Windsor that many of our students embrace. In spite of the fact that Windsor falls only two percentage points below the number of students on free and reduced lunch that qualifies a school for Title I designation, our students consistently score at or above the district average on many standardized tests. It should also be noted that of the twenty-one seniors in the IB Diploma Programme, twenty are minority students. These students are engaged in one of the most rigorous academic programs in the world. In addition to IB, Windsor offers AP courses and opportunities for joint enrollment with local colleges. The IB Diploma students have the opportunity to take two AP courses in the ninth and tenth grades prior to entering the diploma program. We are one of only two schools in Savannah to offer AP World History to freshmen.

The CTAE Department is moving toward industry certification and will be eligible to apply at the beginning of next school year. Many of our students participate in work based learning, another path to career and college readiness, and a few of our students have participated in Youth Apprenticeships with Gulfstream Aerospace and Mitsubishi. We also have 15 students who have taken and passed industry recognized assessments.

Windsor students also have an opportunity to join a number of clubs, organizations, sports teams, and auxiliary groups. Three honor societies, The National Honor Society, The Spanish National Honor Society, and the Art National Honor Society, have chapters at Windsor.

Windsor Forest High School continues to strive for excellence. Our students, faculty, and staff recognize the challenges in today’s education and willingly work towards improving our efforts in providing the best possible educational experience for all involved.
Self Assessment
AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

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| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success. | •Survey results  
•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)  
•Board Policy BA Goals and Objectives  
•Board Policy Review Procedures  
•Faculty Handbook 2013-2014  
•Morning Announcement  
•Student Agenda/Planner 2013-2014 | Level 4 |
| 1.2       | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice. | •Survey results  
•TKES Fact Sheet 1  
•TKES Fact Sheet 23  
•Administrator Communication Samples | Level 4 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Savannah Chatham County Public school system has adopted clear and descriptive mission and vision statements that are shared throughout the district. These guiding principles are regularly reviewed by stakeholders and are referenced in the daily activities within Windsor Forest High School. All stakeholders and school personnel are committed to the values and beliefs established in these statements as they are closely linked with the teacher and leader evaluation systems implemented by the state of Georgia. These evaluations allow for measurable expectations and results for student achievement and growth as well as teacher and leader effectiveness. Windsor Forest High School personnel consistently collect, review, and utilize data to develop strategies for improvement within the school through bi-weekly School Improvement team meetings, weekly professional learning communities, weekly administrative meetings, and weekly common planning meetings among teachers. This includes improvements to instructional strategies, professional development strategies, and ultimately student achievement.

The vision of Windsor Forest High School, “from school to the world: all students prepared for productive futures,” was initially developed and adopted in May 2006 by the Savannah Chatham County Public School System. The mission and vision are system wide, which means they unite the board and all schools within the district in purpose. This allows for cohesiveness even while each school adopts individually appropriate strategies that support these guiding principles. The vision and the mission, “to ignite a passion for learning and teaching at high levels”, were cultivated by a group of stakeholders called the Guiding Coalition. The Guiding Coalition was made up of a variety of stakeholders including teachers, parents, community leaders, and administrators and was established in December 2005 under the leadership of the superintendent. Its purpose was to help establish, maintain, and convey the dedication of the Savannah Chatham County Public Schools to standards based teaching and learning, while focusing on continued improvement of instruction.

All Savannah Chatham County Public School System policies are reviewed at least once every four years. Internal audits are done twice annually to determine what current policies are due for review. The mission and vision of the Savannah Chatham County Public School System are a component of these policies, specifically Board Policy BA, Goals and Objectives. The most recent review of this policy was

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| 1.3       | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders. | •Survey results  
•The school data profile  
•Agenda, minutes from continuous improvement planning meetings  
•Communication plan and artifacts that show two-way communication to staff and stakeholders  
•The school continuous improvement plan  
•School Accountability Plan | Level 3 |
approved by the board on October 16, 2013. When these reviews and revisions are made, they are posted on the system intranet so that all schools are notified of changes. Results from annual district stakeholder surveys are used to determine relevance and consistency. According to the most recent review the mission and vision remain appropriate guides for the work of the school system. The AdvancED surveys administered during the 2013 Windsor Forest High School accreditation also show that the majority of students, parents, and staff believe that the district's vision and mission are clearly focused on student success, and the majority of students believe that the mission and vision are clearly explained to them and their families.

Windsor has proudly adopted both the vision and mission developed by the Guiding Coalition and uses them as guiding tools to grow the school. Both are communicated in many ways to the school stakeholders. Both the vision and mission are posted on the school and district website, placed on the first page of the Student/Parent Handbooks, posted in the Agendas that students receive at the beginning of the school year to help them plan, posted at the beginning of the Faculty Handbook, and both are read on the daily announcements.

The district mission was created to promote a culture of high student and teacher achievement. A key to establishing a culture is consistency and dedication to shared values. Over the course of the past five years, Windsor Forest High School has had three very different principals. Each has had his or her own solid interpretation of the guiding principles surrounding the mission and vision. There has also been a significant amount of teacher turnover within our school. In the past, these challenges have caused inconsistencies in the requirements and directives of leadership. However, the AdvancED surveys given during the school self-assessment process show that the greater part of the Windsor Forest High School staff believe that the vision and mission are based on shared values and beliefs that guide decision making and are supported by the policies and practices adopted by the school board and governing body. A significant reason that the staff has overcome these challenges is that the state of Georgia recently implemented a new teacher evaluation system that has a direct focus on student achievement and learning. This evaluation system provides "consistency and comparability across districts, based on a common definition of teacher effectiveness" (TKES Fact Sheet 1). The Teacher Keys Effectiveness System (TKES) is closely aligned with the vision and mission of the district in that it establishes expectations from teachers that are aligned with teaching at the highest levels. It provides administrators with a very clear expectation for teachers and a standards-based approach to evaluation, so teachers get specific feedback and can, in turn, continuously improve their methods of instruction. TKES also harbors a student growth component, which allows teacher effectiveness and student learning to be measured. This component accounts for fifty percent of all teachers and administrators overall evaluation. Students are given pre-assessments at the beginning of every course and post assessments at the end of every course and their growth from one to the other is measured. These assessments allow teachers, administrators, and students to see how much student achievement has grown and how effective the methods of the teacher and the administration have been to the student.

The current administration's implementation of the new Teacher Keys Effectiveness System has clearly outlined high level expectations for instruction within the school to all stakeholders including students, teachers, and administration. In order to achieve the goal of preparing "all students for productive futures", teachers are expected to implement the Common Core Georgia Performance Standards or the Georgia Performance Standards, depending on the class taught, as well as conform to the demands of TKES. The current administration is dedicated to seeing TKES implemented at the highest of levels. Teachers regularly receive information about what is expected in the classroom from administration. These expectations are based on the standards set forth in TKES which includes professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environments, academically challenging environments, professionalism, and communication. All of these standards are closely aligned with teaching at the highest of levels. In order to meet the needs of all students within Windsor Forest High School, there is always an offering of different programs available. These programs include Special Needs, Advanced Placement, International Baccalaureate, International Baccalaureate Career-related Certificate (anticipated 2015), and Career, Technical, and Agricultural Education classes. The object behind these programs and the general education classrooms within the school is to ensure that all students can find a place within Windsor where they can achieve at the highest of levels.
The principal, assistant principals, and school leadership team at Windsor Forest High School are dedicated to improving the school and guiding both the students and staff to meet their full potential. There are many ongoing efforts to collect, explore, and utilize data to ensure success. There is a School Improvement Team (SIT) made up primarily of administrators, department chairpersons, counselors and program coordinators who work together to identify problem areas within the school and strategize potential solutions for improvement. Over the summer this team came together to develop an improvement strategy that could assist in completing the School Accountability Plan. Many different types of data were analyzed during this retreat including discipline, student failure rates, and graduation rates. The team worked together in small groups and then as a whole to brainstorm potential strategies to improve these numbers and, in turn, to improve student achievement. Over the course of the past two years, the SIT has met regularly to brainstorm and develop strategies to address many issues that revolve around student learning, including failure rates, Student Learning Objective results (TKES pre-assessments discussed earlier), and data collected for CCRPI (College and Career Ready Performance Index). The School Accountability Plan that was developed during the summer of 2013 is a formal declaration of how the school intends to fulfill the vision of “ALL students prepared for productive futures.” This plan has been developed with the goal of continuous growth in student achievement. The strategies to meet that goal focus on increasing EOCT scores and the graduation rate through the Teacher Keys Effectiveness System. As the teachers become more effective, the students become more engaged, and in turn, execute higher achievement. It is because of these efforts that over seventy-five percent of the staff at Windsor Forest High School believe that the school has a continuous improvement process based on data, goals, actions, and measures for growth as shown in the AdvancED surveys administered during the self-assessment process.

The teachers at Windsor Forest High School also meet regularly to collect, analyze, and utilize data. Teachers are required to attend Professional Learning Communities each week. During this time teachers learn how to access data using the Statewide Longitudinal Data System (SLDS) and how to use it. They also learn how to incorporate learning strategies such as the use of formative assessments, literacy techniques, and learning targets. The focus is on learning strategies that have proven to increase student achievement. Teachers are also required to common plan weekly. All teachers within each department are given a common planning period within the day. Teachers meet to develop units, compare and analyze data, evaluate assessment techniques, and communicate about strategies that are working in the classroom. Teachers are also required to submit student work that represents different levels of achievement to administrators weekly. The levels of achievement include exemplary, proficient, and needs development. The purpose of these submissions is for administrators to see and discuss how teachers are providing feedback to students and how literacy is being addressed in the classroom. Administrators meet weekly to look at this data and make recommendations to teachers about how to improve. This, in turn, helps to increase student achievement.

The Windsor Forest High School Improvement Team takes the goals put forth in the School Accountability Plan a step further by presenting them to the stakeholders within the community. At the beginning of the year, the school hosted a State of the School meeting. Parents, teachers, staff, board members, and students were invited to attend this presentation. The purpose of the annual State of the School address is to inform stakeholders about the school’s current status regarding student achievement along with the plans to guide the school toward the goals set forth in the School Accountability Plan. This plan is also posted on the school website and shared with the students. This allows for continuous access to the goals and objectives of the school by all stakeholders.

The mission and vision statements established by the Savannah Chatham County Public School System outline the guiding principles for schools within the district. These statements are reviewed regularly and are clearly supported by the district stakeholders. Each school develops strategies that support the mission and vision statements. Windsor Forest High School has implemented TKES which provides for consistent and comparable measures of performance based on student achievement and the highest expectations for instruction. These measures of performance along with the administration's strong dedication to improvement help to establish a culture based on commitment to shared values and beliefs. Windsor Forest High School continues to implement improvement processes that will enhance student learning and all conditions that support it. Windsor Forest High School will do so by continuing to collect and analyze significant achievement data, work as a team to develop strategies for improvement, and implement those strategies within the classroom and throughout the school.
cycle will continue as a means of systematic improvement. As Windsor Forest High School continues to improve teacher performance and student achievement the school will be even more closely aligned with the principals and standards set forth by the mission and vision of the district.
Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

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<tr>
<td>2.1</td>
<td>The governing body establishes policies and supports practices that ensure effective administration of the school.</td>
<td>Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.</td>
<td>• Student handbooks • Governing body policies, procedures, and practices • Staff handbooks</td>
<td>Level 3</td>
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<td>2.2</td>
<td>The governing body operates responsibly and functions effectively.</td>
<td>The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.</td>
<td>• Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest • Proof of legal counsel • Assurances, certifications • Governing body training plan • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics</td>
<td>Level 3</td>
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<tr>
<td>2.3</td>
<td>The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.</td>
<td>The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.</td>
<td>• School improvement plan developed by the school • Communications regarding board actions • Survey results regarding functions of the governing body • Agendas and minutes of meetings</td>
<td>Level 3</td>
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<tr>
<td>Indicator</td>
<td>Statement or Question</td>
<td>Response</td>
<td>Evidence</td>
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<td>2.4</td>
<td>Leadership and staff foster a culture consistent with the school's purpose and direction.</td>
<td>Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.</td>
<td>•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Protocols for Common Planning Minutes Formative Instructional Practices Completion Certificate</td>
<td>Level 3</td>
</tr>
<tr>
<td>2.5</td>
<td>Leadership engages stakeholders effectively in support of the school's purpose and direction.</td>
<td>Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.</td>
<td>•Minutes from meetings with stakeholders •Survey responses •Conference night sign-in sheets Schools business partners School Accountability Plan State of the School Powerpoint State of the School Sign in sheet School Newsletter Sample Progress Report IB Personal Project Brochure</td>
<td>Level 3</td>
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Windsor Forest High School operates under the governing body of the Savannah Chatham County Public School System (SCCPSS) Board of Education, which in turn reports to the Georgia Department of Education. The policies and practices established by SCCPSS support student performance and school effectiveness. The guiding principles behind the policies and practices adopted by SCCPSS are the mission and vision which are shared by the governing body and all of the schools throughout the district.

SCCPSS policies and procedures are in place to ensure the effective operation of Windsor Forest High School (WFHS). The District Student/Parent Handbook for Success outlines policies and operating procedures to ensure that students are aware of school uniform requirements, attendance requirements, and disciplinary procedures. These requirements and procedures are derived from Board policies JBA, JBA-R(1), JCDB-R, JD, and JD-R.

Board policy IB ensures that the school, under the direction of the principal, develops instructional strategies and measurable goals and objectives in order to provide a rigorous academic instructional program for all students. Windsor’s goals and objectives are outlined in the School Accountability Plan.

Professional growth for all staff is addressed in board policies CK and CK-R. Professional learning needs are determined locally on an annual basis by the Board of Education. The board is guided by state criteria that is determined by the standards of the National Staff Development Council. These policies also govern the expenditure of funds for the purpose of professional growth.

Board policy is very specific for schools on how they are to manage their fiscal responsibilities. There are published fiscal management policies that outline how the board establishes the budget each year and how the schools receive their allocations. Fiscal goals and objectives are specified in board policy DCA, and purchasing guidelines are outlined in board policy DJE.
The governing body acts in accordance with its roles and responsibilities as defined by board policy. Board policy BBA establishes the offices of the Board of Education. Duties of the board officers are listed and explained in policy BBAB. Board/Superintendent relations are addressed in policy BBD which specifies that "the legislation of policies is the most important function of a school board, and that the execution of the policies should be the function of the superintendent."

The Board provides for seven guiding principles that all schools and teachers are expected to follow. In addition to these guiding principles, there are guidelines in place to ensure that the board, as well as all schools in the district, operates in accordance within ethical, legal, pre-defined roles and responsibilities. These guidelines are stipulated in board policies BH and BH-E (1). Not only does the Board outline the ethical procedures for the district, the State and SCCPSS require all faculty and staff to undergo ethics training at the beginning of each school year. Board Policy BBI provides guidelines for board members regarding Board-Staff relations.

The governing body provides numerous and varied opportunities for its members to engage in professional learning throughout the year. SCCPSS policy BBBC addresses the Board member training requirement and professional development participation. Professional development for individual board members must be approved by the board and include workshops in school law, best practices, and policy development.

The governing body affords school leadership autonomy to meet goals for achievement and instruction and manage day to day operations. According to board policy IB, principals are responsible for making sure that the school develops a School Accountability Plan that meets target standards for academic rigor, includes instructional strategies for meeting measurable goals, and is in line with the mission and vision of the school and school system.

Day to day operations of the school are the responsibility of the principal, assistant principals, and staff. The school leadership team consists of the principal, three assistant principals, department chairs, and program coordinators. The principal is the instructional leader of the school and communicates to the teachers expectations regarding instruction, assessment, and duties and responsibilities. Teachers are supplied with a faculty handbook at the beginning of each school year. During pre-planning, the principal and his designees review and highlight key policies and procedures as stipulated by SCCPSS Board policies. Policies governing duties and responsibilities, teacher attendance, teacher evaluation, teacher ethics, grievances, and student discipline are addressed.

Expectations for students are outlined in the Windsor Forest Student Handbook and Savannah-Chatham County Code of Conduct. The student handbook informs students of the rules and regulations of the school system, as well as the daily schedule and procedures developed by the administration and staff. During Parent Orientation/Open House, the administration and teachers discuss conduct and academic expectations of the school with both parents and students.

WFHS leaders and staff align their decisions and actions with goals established in the School Accountability Plans. The School Accountability Plan outlines the goals of the school concerning data, student growth, a safe and secure environment, and community engagement. These goals are consistent with the school and district purpose and mission of "igniting a passion for learning" and preparing students for college and careers. The plan outlines steps teachers, staff, and administrators will take to reach school goals to move students forward. To serve as a road map for continued success, focusing on EOCT scores, graduation rate, and improving teacher effectiveness, this plan was developed by the School Leadership Team comprised of administrators and teacher leaders in accordance with the district mandate to develop a School Accountability Plan.

The School Leadership Team meets bi-weekly to analyze data, discuss school initiatives, and plan for professional growth. The teacher leaders who serve on this team communicate decisions made collaboratively with administration to their respective departments in common planning meetings that take place weekly. Department meetings and common planning times allow teachers the opportunity to collaborate
and build common lessons in order to streamline classroom instruction. Minutes of these meetings are submitted to the administration in order to document collaboration, implementation of the curriculum, and shared strategies.

To promote professional growth and continued high standards for both teachers and students, WFHS administrators and staff participate in weekly Professional Learning Community (PLC) activities. The focus of PLCs is analyzing data to drive instruction. To this end, data teams comprised of teachers who teach the same subject area and grade level review and analyze formative and summative assessments to target student needs. PLCs are also used to develop teaching strategies to better engage students and deliver curriculum through programs such as Formative Instructional Practices (FIP).

School leadership provides opportunities for stakeholders to shape decisions, offer feedback, work collaboratively on school improvement efforts, and take on some leadership roles. Many efforts have been incorporated to engage stakeholders in school activities including parent conferences, parent web surveys, and invitations to participate in school committees to help shape decisions. The School Council meets quarterly and includes parents as well as business leaders, teachers, and administrators. Last year, the principal instituted a State of the School address as well as No Seniors Left Behind quarterly meetings. The AP and IB Programs also hold information nights for parents and students, and the IB Middle Years students present their personal projects to their families, friends, fellow students, and staff at the Personal Project Exposition. One area of concern is a lack of membership in the Parent Teacher Association meetings (PTA). In the past five years, PTA membership has declined from a little over 50 participants to no participants. The school is actively seeking new, creative ideas to increase stakeholders' involvement and interest in school polices.

Currently, new ideas are being incorporated to improve parent participation such as electronic web surveys, timely input of information on the school's website, phone outs, and bi-weekly progress reports. There is also a monthly school newsletter that is emailed to all parents and made available in the front office, guidance office, and the media center. To track parent and student involvement, the administration monitors and collects data through monthly parent/teacher contact logs and parent contact through other avenues, including parent conferences, IEP meetings, school social worker referrals, and disciplinary referrals.

The Board has a public link online that gives information pertaining to Board meetings and policies, providing effective communication with stakeholders on policy changes, board meetings, and community meeting on educational issues. This public web page allows teachers, parents, and other concerned citizens to be informed of changes in policies and procedures of the Board. Board policy also allows stakeholders an opportunity to appear before the board to voice their concerns and opinions.

Windsor Forest High School maintains a number of established practices that foster improved professional practice and student success. In an effort to continuously improve instruction and foster student growth, teachers are evaluated using the Teacher Keys Effectiveness System. This ensures that all teachers have high expectations for their students and strive to implement innovative teaching strategies into their daily lessons. Teachers are given the opportunity for a pre-observation conference with their academy administrator to discuss expectations or classroom issues specific to the instructor's classes. After observations, teachers and administrators review the observation and discuss strengths and weaknesses. In addition to conducting two formal observations for each teacher, Administrators also complete walk through observations to help teachers focus on TKES indicators and practices that are proven to increase student success. All observation notes and data are reported on the TKES electronic platform, and teachers are given the opportunity to respond to their evaluations. Weaknesses in planning and instruction may be addressed through remediation, or the teacher may work closely with an assigned teacher-mentor to improve weak areas of instruction.

Teachers are encouraged to participate in district wide professional development. Math and English teachers have participated in district workshops on implementing the Common Core Standards as well as assessment development. Periodically, departments are given professional leave to meet as a team during the school day to develop common lessons and grade common assessments. Professional
development is often differentiated based on the need of individual teachers. For example, this year a few teachers participated in classroom management workshops while others worked on planning and instruction strategies with instructional coaches.

Professional practices are fostered not only in the areas of planning and instruction, but also in the important area of communication with students and parents. Monthly Parent Contact Logs are required of all teachers and are monitored by the supervising administrator. The administration encourages parent contact and student success through other avenues, including parent conferences, IEP meetings, school social worker referrals, and disciplinary referrals. First-year teachers as well as teachers new to the district are provided support through the Mentor-Mentee Program that is managed by a teacher coordinator and supervised by the administration.

School effectiveness and student performance are evaluated through achievement data collected from benchmark tests, Quarterly Assessments, Student Learning Objective (SLO) tests, mock and actual End of Course Tests, mock and actual Georgia High School Graduation Tests, and the Georgia High School Writing Test. The testing schedule is set by the Board and the tests follow Board and state guidelines. Data is analyzed on an ongoing basis through Data Teams, and the data is used to drive instruction.

The governance and leadership of Windsor Forest High school promotes school effectiveness and student growth in a variety of ways. Policies and procedures established by the governing board ensure that the school has a challenging and equitable learning environment, is fiscally well managed, and is well staffed with highly qualified teachers. The Board also allows the leadership of the school the autonomy it needs to conduct day to day school business. School leaders, as well as the Board, promote a culture that is consistent with the purpose and mission of the school. The leaders of the school communicate effectively with the various stakeholders in the school community. Every effort is made to ensure that best practices and strategies are implemented in order to achieve student growth as outlined in the School Accountability Plan.
### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

**Overall Rating:** 2.92

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<th>Indicator</th>
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<tr>
<td>3.1</td>
<td>The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</td>
<td>Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</td>
<td>Survey results, Lesson plans, Learning expectations for different courses, Course schedules, Advanced Courses Options TKES Evaluation Tool, Intervention Programs for students having academic difficulties.</td>
<td>Level 3</td>
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<td>3.2</td>
<td>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</td>
<td>Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</td>
<td>Common assessments, Lesson plans aligned to the curriculum, PLC Calendar, TKES Information on Assessment Uses</td>
<td>Level 3</td>
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<tr>
<td>3.3</td>
<td>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</td>
<td>Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</td>
<td>Teacher evaluation criteria, Professional development focused on these strategies, Examples of teacher use of technology as an instructional resource, Examples of student use of technology as a learning tool, Lesson Plans</td>
<td>Level 3</td>
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### 3.4
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**Response**

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

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<th>Evidence</th>
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<tbody>
<tr>
<td>Supervision and evaluation procedures</td>
<td>Level 3</td>
</tr>
<tr>
<td>Peer or mentoring opportunities and interactions</td>
<td></td>
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<tr>
<td>Surveys results</td>
<td></td>
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<tr>
<td>Administrative classroom observation protocols and logs</td>
<td></td>
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### 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

**Response**

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Agendas and minutes of collaborative learning committees</td>
<td>Level 3</td>
</tr>
<tr>
<td>Calendar/schedule of learning community meetings</td>
<td></td>
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<tr>
<td>Survey results</td>
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<tr>
<td>PLC’s THRIVE Information Training and Conference Registrations</td>
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### 3.6
Teachers implement the school's instructional process in support of student learning.

**Response**

Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

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<th>Evidence</th>
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<tr>
<td>Sample Cornell Notes Teacher Common Planning Logs Sample Syllabus Examples of learning-focused lesson plans reflecting the EATS (Essential Questions, Activating Strategies, Teaching Strategies and Summarizing Strategies)</td>
<td>Level 2</td>
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<tr>
<td>Indicator</td>
<td>Statement or Question</td>
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| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | •Professional learning calendar with activities for instructional support of new staff  
•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning  
•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices | Level 3 |
| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. | •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days | Level 3 |
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •List of students matched to adult advocate  
•Master schedule with time for formal adult advocate structure  
•Description of formal adult advocate structures | Level 3 |
| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | •Sample report cards for each grade level and for all courses  
•Policies, processes, and procedures on grading and reporting  
•Sample Rubrics | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Windsor Forest High School faculty and staff members strive to provide all students with learning opportunities that will challenge them and provide them with opportunities to be successful in high school and beyond. In keeping with the district's mission and vision, WFHS faculty and staff work to maintain high standards, make students active participants in their own learning, and provide them with the tools they need to succeed in their futures. Students are supported in the learning process, research-based instructional strategies are practiced and implemented by teachers, and the administration supports teachers and staff in focusing on positive student learning outcomes. The school's curriculum, instructional design, and assessment practices guide teacher effectiveness and student learning, and the school strives to provide support for both teachers and students in the teaching and learning process.

Windsor Forest High School provides all students with a challenging curriculum that is aligned with the Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS). Windsor Forest High School's curriculum and learning experiences prepare each student for success. Implementation of CCGPS and GPS provides all students with challenging and equitable opportunities to learn at high levels, fosters the development of critical thinking skills, and prepares students for life beyond high school. Similar courses have equivalent learning expectations. WFHS provides a variety of learning experiences that support students who are at-risk, as well as those who need enrichment, with programs like after-school tutorials, a period dedicated for study skills and instructional focus (IF), and after-school programs that allow students to catch up and advance in their credits towards graduation. In addition, the school offers a Response To Intervention (RTI) program to help direct students to success. Many of the learning activities are individualized for each student in a way that supports achievement of expectations and is documented on the teachers' lesson plans. Teachers practice differentiation of instruction in order to meet the needs of all learners.
Data teams are now in place at Windsor. Teachers have received training on how to form a team and develop pre- and post-assessments to gather data. Staff members analyze the data to effectively determine which strategies best meet the needs of students. On a bi-weekly basis, common subject teachers share data from common pre- and post-assessments to compare student performance in several areas. Common subject teachers use this information to develop common lesson plans that implement strategies to improve student learning by focusing on a student’s individual needs, such as improving literacy and reading comprehension training. An emphasis on writing and critical thinking across the curriculum, which includes close reading of texts and an emphasis on data based questions in all academic areas, has improved student writing and thinking. Based on the data collected, teachers collaborate to develop lessons and common assessments to assess these skills.

Windsor Forest High School uses research-based best practices to engage students and ensure they achieve at high levels. Teachers engage in common planning once a week. During this time teachers of a common core subject meet together to discuss lesson plans, upcoming assessments, and overall progress of students. Also during this time teachers discuss the results of past assessments to try to figure out a way to group students during instructional time to increase their understanding of the content being taught. Windsor Forest has found that the best way to research and organize data is to create data teams. Windsor’s Data teams consist of a group of teachers who examine current data from a common pre or post-assessment and follow the 6-step data team procedures. Teachers analyze work and discuss effective instructional practices to collaboratively design pre-, post-, or benchmark assessments. Data teams have proven to be very useful and helpful in developing pacing guides and lesson plans.

During instructional time, WFHS teachers frequently group students in small groups to facilitate learning. This teaching strategy has been shown by research to be very effective for teaching students with or without learning disabilities. Each group will have a variety of students with different ability levels. This practice requires teachers to plan and organize groups and to adapt instruction, methods, and materials for small groups’ use. Benefits are greater when the materials are tailored to the needs of WFHS students. At Windsor, students have an opportunity to work in small groups and learn from their peers to gain a greater knowledge of what is being taught. Peer tutoring is an effective strategy to use in the classroom to reinforce the standard being taught. The principal expects that classroom instruction be student-centered and that a 20/60/20 percentage model be followed. In the opening 20% of class time, the teacher introduces the lesson goals and learning objectives in alignment with the standards. During 60% of the class, students collaborate and develop critical thinking skills and take ownership of their learning. The final 20% of class is dedicated to self-reflection and summarizing student learning.

Windsor Forest High School teachers use a variety of instructional strategies that require students to integrate content and skills with other disciplines and make use of technologies as instructional resources for learning tools. Utilizing USA Test Prep, an online program used to reinforce student learning, is one of the various ways that we achieve this goal. Windsor Forest teachers use USA Test Prep to administer benchmark tests. This program allows teachers to create custom tests for students. Upon completion of a test, students and teachers are given immediate feedback. This program pinpoints students’ strengths and weakness which gives teachers an idea of which units may need a little more or less focus.

The leadership of Windsor Forest High School monitors and supports the improvement of instructional practices in several processes and measures. The Teacher Keys Effectiveness System (TKES) ensures that teachers are aligning curriculum to the state-mandated standards. The administration has instructed the staff on the components of TKES so teachers are well prepared for this new evaluation program.

The administration also schedules weekly Professional Learning Communities for instruction on a variety of topics, from best practices to technology implementation in the class room. Each department is required to commonly plan on a weekly basis. This allows departments to tailor instruction in each of the disciplines to improve student outcome. Leadership monitors this by requiring minutes to be kept on file with office personnel.
In addition, the leadership encourages teachers to attend professional development workshops to deepen content or pedagogy knowledge in an effort to improve student results. The leadership vigorously suggests staff attendance at workshops that will improve outcomes. Among those workshops in the Social Studies area are the economic workshops provided by the Georgia Council of Economic Educators (GCEE).

The leadership also requires lesson plans to include differentiation and literacy implementation into all disciplines. These lesson plans are evaluated by the leadership on a regular basis with feedback. The leadership also encourages staff to use the State Longitudinal Data System (SLDS) for tailoring instruction around lexile levels and tracking student growth on standardized tests. Leadership also suggests videos, via email, for teachers to view on Common Core and TKES topics. Finally, all teachers have access to request funding for training in their subject areas. This would also include professional development in Gifted, Advanced Placement (AP), and International Baccalaureate (IB) training.

All teachers are expected to meet for common planning. Content teachers meet weekly for common planning, while other biweekly or monthly meetings focus on specific groups such as freshmen and Gifted/IB students. These meetings are across the content areas and often across grade levels as well. Teachers also take part in department and academy meetings such as data meetings and PLC meetings. These meetings focus on specific areas to improve student achievement and performance. These meetings take place biweekly. These data teams analyze collected data about students, classes, and content to help create informed decisions. The teachers at Windsor Forest High School are consistently involved with PLCs and attend professional learning seminars, training, and workshops. All of these activities are recorded on PLC hour sheets. Teachers are encouraged to attend school and district-wide PLC opportunities.

Teachers implement school-required instructional processes aimed at improving student learning. They apply differentiated instruction to suit the various students' needs and learning styles. Their lesson plans are learning focused. They contain Essential Questions, Activating Strategies, Teaching Strategies and Summarizing Strategies.

Standards of Performance used in teaching specific lessons are visibly written in the classroom to inform students of learning expectations. A hard copy of the syllabus in each course is provided, online websites are set up for both students and parents to keep track of the lessons and/or missed assignments, students are explicitly taught how to take notes using Cornell Notes, and teachers allow students to use appropriate technology in support of their learning. Teachers collect data by teams and discuss how to modify instruction to help improve students' performance.

Aside from the assessment(s) given after each lesson, students receive feedback through school progress report given every two weeks to allow them sufficient time to make up for unsatisfactory class assignments prior to issuance of report cards. In addition, teachers provide feedback on the assignments and often times on each student's assignment.

Windsor Forest High School's implementation of the Common Core Georgia Performance Standards as well as standards-based instruction and assessment is the driving force behind its teacher effectiveness and student learning. A district-wide new teacher mentoring program known as THRIVE (Turning High-Energy Resolve into Vibrant Education) provides support and training to novice teachers and those new to the district. THRIVE, which conducts quarterly sessions during which new teachers can share experiences and best practices, provides new teachers with a support system, a mentor teacher, and an observation schedule in an effort to ensure overall effectiveness. At Windsor, all novice teachers are assigned a mentor in their department who meets with them regularly, conducts informal observations, and provides information and encouragement when needed. Similarly, teachers who are not new to the profession but who are new to Windsor are assigned a "buddy" teacher in their department to help them acclimate to the school. All teachers participate in school PLCs that meet on a weekly basis to discuss best practices, implement the curriculum and address grade level or school wide concerns. PLCs are held for all teachers, across all grade levels and disciplines and are a vital source of guiding the school's values and beliefs about teaching and learning.
Parents are kept abreast of their children's academic progress through phone calls and emails from teachers. Each teacher is required to call parents regarding academic progress, the need for tutorials, and behavior issues, and teachers keep parent contact logs to document these contacts. Teachers submit a monthly communication log to their department’s administrator. Parents can also gain access to an electronic grade portal called Parent Connect. They must come to the school to receive a password, and they are given access to the portal, where they can view their child’s grades as they are posted by teachers. Progress reports are also issued to students every two weeks to keep them and their parents informed of their progress in each class.

Parents and students are informed of school events, academic opportunities, and testing dates in a number of ways. Students and parents can access information using the school website, and important events and opportunities are announced via the intercom daily. Parents also receive a monthly newsletter that is sent out via email. For families that do not receive the electronic newsletter, hard copies are available in the school’s front office and in the guidance office. The guidance department publishes two newsletters. The first is a senior newsletter that keeps seniors informed of important dates and events such as the dates for the SAT and ACT. The second one is a scholarship newsletter that goes out a few times each year to inform juniors and seniors of scholarship opportunities. The Guidance Department also publishes a yearly testing schedule that is posted on the school website and advertised through posters. Students in the gifted program also receive a newsletter, Bright Knights, which is published monthly. It highlights the achievements of students, such as the Governor’s Honors Finalists, and informs students of opportunities such as participating in Quiz Bowl, Math Bowl, and other academic teams. Camino, an organization for Latino students communicates to parents through a letter that is sent home at the beginning of each year explaining the benefits of the program. Camino also posts its meetings and events on the school website.

Parents are also invited to a number of Parent Nights and meetings. There are two open houses each year, and parents are invited to a conference night at the end of the first three quarters to meet with teachers. The Freshmen Academy parents meet during the first month of school, and the seniors and their parents are required to attend the "No Senior Left Behind” Night in October. There is also a financial aid night for seniors and their parents to help them complete the FAFSA. The Gifted Coordinator holds an AP Night in the spring for parents of potential AP students to learn about the program, and the International Baccalaureate coordinator hold an IB Night to help parents understand the program and to keep them informed about IB exams, papers, and projects. The IB coordinator has also held information sessions for parents on two trips to Europe that the IB coordinator is organizing. Lastly, the administration and guidance department, as well as clubs and organizations, can use the school-wide phone-out system to keep parents informed about events, testing, and important deadlines.

Every student is assigned to an advisement group. Ninth graders are paired with 9th grade teachers. After 9th grade, students are placed with a teacher for the remaining three years. Students meet in advisement once per week, and the advisor assists the student with selecting the appropriate classes, keeping track of community service, looking at current grades, and providing informative mini-lessons on topics that will help the student succeed. Lessons include determining learning styles, improving study habits and critical thinking skills, choosing a career pathway, and choosing a post-secondary school, college, or university.

Students also have access to support and advocacy through the Guidance department. Counselors are available to meet with students on a one-on-one basis at the student’s request. Senior counselors do a presentation through the English classes to help students understand their post-secondary options and to assist them in applying to colleges and universities. The senior counselors also conduct an individual senior interview with every senior in the school during the fall of their senior year. Counselors provide students with an individual graduation plan to help students prepare for each level of high school and beyond. Student productivity is monitored by staff members that have been assigned as student advisors. Programs such as the International Baccalaureate Program, Dual Enrollment, Twilight Satellite Program, and CTAE Program provide students with various avenues to ensure success for all students.
Students in specialty programs as well as SPED students have a second level of adult advocacy. SPED students each have a SPED teacher who works with them on scheduling classes, maintaining records, providing inclusion services, and helping them to plan for their post-secondary experience. Students who are in the gifted program are tracked by the gifted coordinator to insure that they are in the proper classes and are given opportunities outside of the classroom to grow academically. The IB Coordinator works with the counselors and the scheduling team to insure that the IB students have the appropriate schedule. She also takes the IB juniors and seniors through their Creativity, Action, and Service (CAS) requirement and keeps track of their progress in their classes through Managebac. Lastly, students who are enrolled in the Twilight Program and/or Knight School, district-wide programs for credit recovery or credit advancement, are advised and scheduled by the counselors and the program administrator.

All teachers follow the guidelines for weighting the general grade categories established by Board policy IHE-R. SCCPSS policies are reviewed on a regular basis every four years. Currently, assessments are weighted as 60% of the overall quarter grade, and homework and class work are weighted as 40% of the overall quarter grade. Each department sets sub-divisions within this general framework. For example, the English department counts assessments and projects as 40% and Quizzes as 20% (for a total of 60%) and class work/homework as 20%, essays as 15%, and summer reading as 5% (for a total of 40%) of the overall quarter grade. For classes that give an End of Course Test (EOCT), each quarter is weighted 20%, with 20% of the final grade for the EOCT. Non-EOCT courses weight each quarter 25% of the overall grade for the year.

To ensure student success, teachers meet weekly for common planning, and major assessments, such as tests, projects, and essays are designed and graded using common rubrics within departments. Rubrics vary in terms of subject areas, but they are consistent within departments. Staff is working on improving common grading policies, as time constraints make common grading a challenge. During the 2013-2014 school year, the staff implemented common planning days for grade levels within departments. Teachers in the same department were given professional leave to work on planning and implementing lessons for the quarter, as well as to commonly grade assessments. For example, the English department worked together in grade level groups to compare student sample papers, and the Science department used a common planning day to evaluate and provide feedback on Science Fair projects.

The focus of professional learning at Windsor is developing and implementing best practices in the standards-based classroom and using data to drive instruction. The staff is committed to developing best practices that meet the needs of a diverse school population through a variety of means. Teachers use common planning to create lesson plans based on Georgia teaching standards and the Georgia Teacher Keys Effectiveness System rubric. Lesson plans reflect the use of these standards, including differentiation strategies, in order to reflect consistency among the staff in regard to state and local expectations. Also, evidence of standards-based teaching can be seen in each classroom, where standards and essential questions are posted for students to better understand what is expected.

In addition to common planning meetings, teachers also participate in weekly Professional Learning Community (PLC) meetings in which participants discuss and analyze student data, work on strategies for new Common Core literacy standards, and share information and lessons needed for Advisement. PLC topics help address staff needs (as suggested by Department Chairs in consultation with their departments) and are also directed by information that needs to be shared with teachers, such as new Teacher Keys Evaluation System (TKES) information. PLCs may be led by WFHS administrators, District Professional Learning Coaches, counselors, or other staff. During the spring of 2014, staff is using PLC time to facilitate completion of the Georgia Formative Instructional Practices (FIP) modules. FIP Module topics are designed to support student learning through learning targets, documenting evidence of student learning, and providing effective feedback.

To support student learning, Windsor Forest High School offers tutorials for all students. Teachers are required to designate at least one afternoon each week as a tutorial opportunity. Most teachers designate one permanent day and offer other days to students by appointment. Tutorial days are posted outside of each teacher’s room, and they are included in the syllabi for classes.
The SPED department coordinates all inclusion classes and provides support for SPED students who are served by the inclusion model. Gifted students are served through the facilitator model. The school offers Honors and Advanced Placement (AP) classes as well as the International Baccalaureate Program for highly motivated and/or gifted learners. The RTI model for academic intervention used at WFHS includes testing every ninth grade student using Math and Reading Academy Probes to determine skill deficits. Using Probes, CRCT scores, and middle school teacher recommendations, struggling students are identified. The students with the highest skill deficits will be placed in double-blocked classes for Reading and/or Math with individualized programs designed to meet the needs of the student. The program provides built-in weekly progress monitoring. The double-block class model will begin 2014-2015. Due to a late start with the program, identified students are currently being served during the Instructional Focus block using the same Math and Reading Academy individualized programs. Windsor’s RTI model for behavioral intervention is the Positive Behavior Interventions and Supports (PBIS) model. Positive behaviors are taught, reinforced, and rewarded on the classroom level as well as the school-wide level. Negative behaviors are handled in a low-key manner. WFHS has a Behavioral Specialist that works with Tier II students providing guidance and strategies. Behavior contracts are created on an individual basis for students exhibiting chronic behavior issues. PBIS is relatively new to Windsor and is still in its implementation stages.

To meet the needs of students who are not on grade level, Windsor utilizes A+ Learning as well as two after-school programs. The Twilight Program allows students to recover credits lost during the regular school day. Students take one class per session and cannot move on to other courses until they complete each one. The Knight School Program allows students to progress on an individual basis by taking multiple classes per session. Some Knight School students attend school only as a part of this program while others continue to attend school during the regular day. During the 2013-2014 school year, 140 credits were recovered during the first semester of Knight School, and 43 credits were recovered during the first semester of the Twilight Program. During the 2012-2013 school year, 45 additional seniors were able to graduate due to their involvement in the Twilight or Knight School programs.

Teaching and assessing for learning is a priority for all administrators, teachers, and staff at WFHS. Teachers and staff are continuously working to improve student learning outcomes through research-based strategies and careful planning in relation to academic standards. The staff is working to improve use of data to inform instruction, and the staff is also working to effectively engage parents in their students’ learning. Support is in place for both teachers and students to receive assistance when needed, and the school continues to strive for improvement in all academic areas. Administrators, teachers, and staff work to successfully implement improvements in curriculum and in assessment in order to best serve the academic needs of the students.
## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

**Overall Rating:** 3.0

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| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | • School budgets for the last three years  
• Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff  
• Assessments of staffing needs  
• WFHS Master Schedule  
• WFHS Teacher Demographics | Level 3 |

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| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | • School schedule  
• Alignment of budget with school purpose and direction  
• School calendar  
• CCRPI Performance Index  
• Sample CCGPS Unit | Level 3 |
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| 4.3       | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | • Survey results  
• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
• System for maintenance requests  
• Maintenance schedules  
• Safety committee responsibilities, meeting schedules, and minutes  
• Times (emailed) by administrators from fire drills  
• Fan-Out List  
• School Resource Officers  
• Goals and Objectives  
• Emergency Flip Book—hard copy available | Level 3 |
| 4.4       | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | • Budget related to media and information resource acquisition  
• Data on media and information resources available to students and staff  
• Schedule of staff availability to assist students and school personnel related to finding and retrieving information | Level 3 |
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. | • Technology plan and budget to improve technology services and infrastructure  
• Survey results  
• Policies relative to technology use  
• BYOT  
• PowerSchool Information  
• CCRPI | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Windsor Forest High School provides services and resources to ensure that students successfully meet academic standards and acquire the life skills that will lead to productive futures. The school’s purpose or mission, to ignite a passion for learning and prepare students for productive futures, is supported by not only material resources such as facilities and technology but also by a dedicated staff and administration.

The school is staffed by highly qualified teachers as well as qualified support personnel. The policies, processes, and procedures that govern all hiring are specified by Savannah Chatham County Schools’ policies General Personnel (GA) and Personnel Goals and Objectives (GAA). Windsor employs one principal, three assistant principals, sixty-nine teachers, three guidance counselors, one media technology specialist, one media support specialist, six SPED paraprofessionals, one In House Suspension (ISS) paraprofessional, one job coach, four secretaries, one information specialist, and two clerks, one in the media center and another in the guidance office. There are also six custodians and seven food service workers. Of the sixty-nine teachers who serve Windsor students, fifty-six are regular classroom teachers, nine are inclusion or SPED co-teachers, three are self-contained SPED teachers, and one is a transition specialist.

Fiscal resources are used to purchase the material resources needed to reinforce the purpose and direction of the school. The administration works with the department chairs and other school leaders to insure that teachers have the material resources needed for implementing their curriculums. For example, under the new Common Core Georgia Performance Standards (CCGPS), English teachers are required by the district to teach units prescribed by the Georgia Department of Education. To this end, novels and informational texts required in the new units were purchased during the 2012-13 school year and continue to be supplemented as needed. Department chairs

### Table: Indicator Analysis

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| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. | • Survey results  
• List of support services available to students | Level 3 |
| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. | • List of services available related to counseling, assessment, referral, educational, and career planning  
• Description of IEP process  
• Description of referral process  
• 100 Black Men of Savannah | Level 3 |
are responsible for ordering classroom supplies within a budget determined by the principal. Instructional time is protected in policy and in practice. The eight period day is designed to optimize instructional time. Regular class periods are fifty minutes long, and Instructional Focus meets each day as a way to provide thirty minutes of additional support for students in their area of greatest need as well as to provide enrichment for those who do not need remediation. Every Friday, the IF block is used to meet with advisement groups. In an effort to further protect instructional time, most teachers do not have lunch or before and after school duties, allowing them to provide tutorials for students during these times. Activities and meetings for student clubs/organizations are not held during Instructional Focus (IF) time, thus protecting this period for remediation and enrichment. Also, announcements are made during IF or Advisement and during the last three minutes of the last block of the school day so as not to interrupt class instruction. While assemblies and pep rallies are held, they are kept to a minimum and students attend shortened classes on these days in order to meet instructional time goals.

Windsor maintains a safe, clean, and healthy environment for all students and staff. School staff prioritizes, submits, and tracks work orders consistent with the guidelines of the Savannah Chatham County Public School System (SCCPSS). The school building is fully equipped with security cameras to monitor ongoing activities inside and outside of the building. A licensed nurse is on campus in a full-time capacity for emergency medical assistance. In addition, staff members who are certified in CPR and FEMA Crisis Intervention Training are available to handle emergency situations. WFHS has nineteen staff members trained in CPR and ten staff members trained in Crisis Intervention. There are two on-site resource officers who work closely with administrators to provide campus security and monitor student behavior. Teachers and staff are assigned duty areas throughout the building during class changes to provide a safe environment for students as they move from class to class. All teachers are asked to be in the hallway at their doors during class changes as well as just before and after school. The Freshman Academy administrator monitors A & B wings during class changes as well as before and after school, and another administrator is assigned the job of monitoring the intersection of G & H wings. Other key personnel (resource offices, counselors) have areas to monitor before school, during class changes, and after school dismissal. These duty stations include the lunchroom, hallways, bus ramp, and parking lot. The bus ramp and parking lot are monitored before and after school as well as when students are on campus for clubs and/or athletic activities. All staff and students are issued identification badges to aid in recognizing intruders. Our students wear uniforms which also help with identifying anyone who should not be on campus.

Windsor Forest High School provides all staff members with a faculty handbook, which contains safety information and plans for emergencies. Training is given to all staff on this information during pre-planning. Teachers are provided with a flip booklet for easy access to emergency procedures. Fire drills are also held on a monthly basis and timed to ensure safety. An Emergency Response Team, consisting of certified staff, is trained in both CPR and first aid to ensure a quick response to emergencies, as needed. Furthermore, our school organizes a telephone notification system to contact teachers if an emergency occurs outside of school hours. Procedures are in place to remove students who display unacceptable behaviors from the school campus to further support and maintain a safe learning environment. Random searches of our student population are conducted by campus police and administration regularly to ensure that contraband is not on campus. The entire school is also searched randomly throughout the year by Campus and County Police to further ensure and promote a safe environment.

Students and school personnel have access to a range of media and information resources through the school's Media Center. Classes and individual students and staff members use the computers and the print resources in the Media Center for research, projects, and assignments. The Media Center is staffed by three faculty members (two full-time and one part-time) and contains approximately 16,000 print resources for student and staff use. There is a media budget of $16,570 for the 2013-14 school year which is used to purchase books, software, and other supplies for student and teacher use. The Media Center is open daily from 7:00-4:00, providing students with 30 minutes before school and 65 minutes after school to use school computers and print resources. Students are also permitted to go to the media center at lunch. In fact, there is a student lounge located in the media center that provides seating, a microwave, and other amenities to make it easy for students to study or use media center resources during their lunch periods. The media center staff provides an inviting environment and offers help to students who need assistance with research and other school related tasks.
All classrooms are equipped with mounted projectors through which teachers can project a range of media resources such as PowerPoint presentations and video streaming. Some classrooms have Promethean interactive boards on which teachers can present lessons that allow students to interact with visual stimuli. Student response devices are available in the media center for teachers to check out for classroom use. Online courses and programs are available to selected students through the Twilight Program, Knight School, the ninth grade academy reading and math remediation program, and A+ Academy, as well as for SAT/ACT preparation.

The technology infrastructure meets the teaching, learning, and operational needs of stakeholders. In addition to the using computers in the media center, teachers may sign up to use one of four open computer labs. In addition to the open labs, Windsor has five dedicated CTAE labs in which Career, Technology, and Agricultural Education classes are taught. All computers are networked, and students have access to such online sources as Galileo (a collection of resources and articles provided through subscription from the University of Georgia), ebooks, Encyclopedia Britannica online, and EBSCO host. Students are able to access the internet through Bring Your Own Device (BYOD) during classroom activities. BYOD refers to the SCCPSS policy of permitting students to bring personally owned mobile devices to use at school for educational purposes. The WIFI at WFHS has been upgraded to help accommodate these devices.

The physical, social, and emotional needs of students are important to the administrators, faculty, and staff of WFHS. School personnel provide for the physical needs of students who are handicapped to help them be productive in the least restrictive environment possible. Handicap access ramps are provided at strategic locations to give access to all public areas of the school to all students. Exceptional child teachers provide for the care and comfort of special needs students who require physical care. Students, who are homeless, truant, or who show signs of neglect or abuse, are investigated and visited by the social worker, and services are provided for these students within legal boundaries. School counselors provide emotional support for students who are struggling academically or personally. Referrals are made to the guidance office and the social worker from administrators, faculty, staff, parents, and students via email, telephone, and office visits.

Students are encouraged to participate in the social life of the school. WFHS has clubs such as Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), College Access Management Information and Outreach (CAMINO), as well as others established to encourage students to participate in activities that they enjoy and make friends with whom they have similar interests. These clubs help to support the social, academic, and emotional needs of WFHS students. The physical education program also supports the physical, social, and emotional needs of the students. In addition to physical education classes that promote overall health and well being, WFHS has various sports teams (football, soccer, basketball, wrestling, swimming, rifle team, track and field, cross country, baseball, volleyball, golf, etc.) that allow students to participate on a competitive level and potentially earn scholarships to play at the collegiate level. The Fine Arts Department also provides opportunities for students to express themselves artistically whether through music or the visual arts. The WFHS band and chorus performs at school as well as many district and community events. Drama classes and after school performances also provide students with an outlet for artistic expression.

WFHS counselors, administrators, and teachers provide support services for students via counseling, assessment, and educational and career planning. To prepare for work after graduation, WFHS offers work-based learning consistent with career goals for students who choose to participate in the program. Beginning in the 2013-2014 school year, all 9th grade students are required to choose a pathway to complete as a graduation requirement. Our Career Technical and Agricultural Education (CTAE) program offers pathways in Administrative Support, Small Business Development, Early Childhood Development, Agricultural Science, and Naval Junior Reserve Officer Training Corp (NJROTC). WFHS also offers Fine Arts pathways in chorus, art, and band. Academic pathways include International Baccalaureate (IB) Diploma Program and Advanced Placement (AP).

Guidance counselors assist students in creating a GaCollege411 account as a means of helping students to monitor their academic progress and plan for their futures. To assist students with assessing their potential, WFHS provides classes in SAT/ACT Prep. The Armed Services
Vocational Aptitude Battery (ASVAB) is offered to all 11th graders and to the seniors interested in joining the military. All sophomores and a select group of juniors take the PSAT. When test results become available, the counselors conduct workshops for students and parents on how to interpret the results from the PSAT. The senior counselor meets with each senior in a senior interview to assist these students with post graduation plans. Counselors as well as teachers write numerous letters of recommendations each year for students seeking admission to colleges and universities and scholarship opportunities. The Guidance Department also facilitates internships for select students. One such program is a partnership with Gulfstream Aerospace that provides an opportunity for a few students to work and acquire skills through mentorship at Gulfstream. The Student Leadership Program, also sponsored by Gulfstream, provides workshops, field trips, and other leadership opportunities for a number of students in grades nine through twelve. This year, for example, 65 students are SLP members. Each grade level of SLP has its own faculty sponsor/ liaison, and the program culminates in an end of the year celebration. There are separate summer programs for each grade level. This year, for example, the juniors will travel to Washington, D.C. for the Junior Life Experience.

To assist students with preparation for college and life after high school, WFHS has partnered with the 100 Black Men of Savannah to offer a program called Economic Empowerment Mentoring Program (EEMP). Seminars are held on wealth building and associated careers. The students participating in this program compete for eight scholarships. As a special career planning program, selected students are provided the opportunity to be a part of a Wall Street 100 Club. Six sophomores are selected for this program, provided seminars, and given $3,000.00 to invest. The monies invested and any interest accumulated is ear marked as scholarships for the students. This, too, is a program/partnership with the 100 Black Men of Savannah.

Windsor Forest High School provides services that support its purpose and mission to ensure that all students are college and career ready when they graduate. The school has the resources that are needed to achieve this goal. Strengths include a highly qualified and dedicated staff and a technology infrastructure that is improving yearly. Fiscal resources are allocated in a systematic manner, and they are used to best support the needs of the students. Support services provide assistance to students and focus on not only the academic needs of students but their emotional and social welfare as well.
## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

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| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | • Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance  
  • Pacing Guide Sample  
  • Sample Lesson plan  
  • Common Planning Notes  
  • Testing Calendar | Level 3 |

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| 5.2       | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | • Survey results  
  • Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning  
  • List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 3 |

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| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | • Professional learning schedule specific to the use of data  
  • Documentation of attendance and training related to data use  
  • Training materials specific to the evaluation, interpretation, and use of data  
  • School Accountability Plan | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The administration and faculty of Windsor Forest High School (WFHS) use results from multiple data sources for continuous improvement. Continuous improvement is a priority at WFHS. Data Teams meet regularly through Professional Learning Communities (PLC) as well as during common planning. Data collection and analysis is an ongoing process, and the implementation of Data Teams has streamlined this process.

To insure a clearly defined and established student assessment system is in place, WFHS incorporates a variety of formative and summative

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| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | •Student surveys  
•Agendas, minutes of meetings related to analysis of data  
•Examples of use of results to evaluate continuous improvement action plans  
•ASVAB Result Employment Evaluation Forms  
Dual Enrollment Policies  
Newspaper article: YMCA and CAMINO  
Sample Exemplars  
Math and Reading Academy Information  
School Accountability Plan | Level 3   |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 5.5       | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders  
•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals  
•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals  
•Common Planning Log  
Weekly Lesson Plan  
Task Performances | Level 3   |
assessment policies at the administrative and classroom levels. The school follows the state testing calendar for mandatory assessments. On a formative level teachers use benchmark data to predict student success on the End of Course Tests (EOCT) and the Student Learning Objective Assessments (SLOS). In addition, teachers use performance tasks, classroom assignments, practice tests and quizzes, writing prompts, and other formative assessments as well as summative assessments to gather evidence of academic growth. Student data is reviewed and analyzed by teachers in an effort to increase student growth each year. Through weekly department common planning meetings, teachers collaboratively prepare pacing guides, lesson plans, and common assessments to ensure consistency of student evaluations. Teachers have access to student Lexile scores, previous state testing scores, and attendance through Statewide Longitudinal Data System (SLDS). Teachers can access their own classroom growth through Teacher Keys Effectiveness System (TKES).

To ensure data driven instruction and student success, WFHS has a set procedure for examining various sources of data, including grade analysis reports, and performance index scores and trend data. The School Accountability Plan calls for the consolidation of data trends and comparisons to create a complete picture of student learning, instruction, and effectiveness. In order to set academic goals for individual departments, the 2012 College and Career Ready Performance Index (CCRPI) is actively reviewed by the School Improvement Team. Data Teams are subject specific, and teachers use the local benchmark data as well as the SLO pre-test data to drive instruction and analyze individual student strengths and weaknesses in order to differentiate instruction. Teachers are required to conduct grade analysis on an ongoing basis. At the end of the course, teachers compare EOCT scores with a student's final classroom grade. They determine if the scores are in sync or if there is a discrepancy in the numbers. If there is a discrepancy, teachers are required to reflect on their practices as well as analyze student effort and participation. The School Improvement Team meets bi-monthly to discuss a number of topics including student growth. In an effort to ensure optimal seat time, the team has analyzed ISS/OSS trend data and adopted a practice of limiting suspensions. Recognizing that there is a correlation between time out of class and poor performance, students are often placed in ISS for specific blocks rather than the entire day.

WFHS professional and support staff members attend training in a professional development program focused on the evaluation, interpretation, and use of data. To insure weekly meetings, teachers in each department have planning during the same class period. Teachers meet twice a week, once for common planning and the other for Data Team and/or PLCs. Teachers, administration and support staff are required to attend and document these weekly meetings. Data Team meetings are led by WFHS academy principals, and each department in its entirety, including SPED co-teachers, is expected to attend. Each department chooses a topic to focus on for student academic improvement. For example, during 8th period, all science teachers may meet to discuss the new science literacy standards. Alternating weeks, teachers attend PLC meetings which focus on teaching strategies for the classroom. Meetings can be led by academy principals, instructional technology coaches, and professional learning coaches. Common Planning meetings are held once a week and teachers discuss unit planning, pacing guides, common assessments, data results, and successful student lessons.

The school engages in a continuous process to determine verifiable improvement in student learning. Teachers use commonly developed rubrics to assess student work, and they submit copies to their academy principals for review. Submitted samples include exceeds, proficient, and needs improvement examples. In addition, as work is assessed, teachers keep track of areas of need for each student in order to differentiate instruction and ensure student growth. The School Accountability Plan includes strategies for improving student learning and readiness and success at the next level. These strategies include using the Teacher Keys Effectiveness System (TKES) to provide feedback to teachers to help them improve in the areas of standards based instruction, differentiation, common planning, and common assessment. A goal of improving scores on the EOCT is also in place. This plan involves integrating test taking strategies into lessons and using the Benchmark data to identify needs improvement areas for each student. As an RTI tool to increase student lexile levels and math skills, the ninth grade academy uses the Math and Reading Academy Program. This program helps administrators, counselors, and teachers identify students who are behind in lexile and/or grade level in the ninth grade and offer remediation to bring the ninth graders up to standard by the sophomore year. A “No Graduate Left Behind” quarterly meeting keeps parents updated on their students' progress toward graduation.
In order to ensure future success, WFHS offers programs that encourage students to challenge themselves academically and to acquire job related skills. Some of these programs include International Baccalaureate (IB), Advanced Placement (AP), Junior Reserve Officers' Training Corps (JROTC), Work-based Learning, Dual Enrollment, College Access Management Information Outreach (CAMINO), Twilight, and Future Business Leaders of America (FBLA). Due to the criteria for each program, students are assessed by varied evaluation systems. IB students and AP students attend college level classes and are required to take an external assessment exam at the end of most courses. JROTC is a federally funded program that focuses on student character education, achievement, wellness, leadership, and diversity. As an assessment, JROTC uses the Armed Services Vocational Aptitude Battery (ASVAB) to evaluate potential success in specific career fields. All 11th grade students have the opportunity to take the ASVAB at their discretion. Work-Based learning is a careers-based learning opportunity for students. Work-Based Learning focuses on the development of employability skills. Students’ job performances are evaluated by WFHS teachers and employers. Dual Enrollment allows high school students to attend local colleges and universities in order to gain both college credit and meet the requirements for high school graduation. The program is designed to ready students for college and career opportunities. Twilight allows students to work to achieve credit recovery. Twilight, offered during and after school, is a blended program that utilizes online programs with teacher support. At the completion of each course, students are required to take either the EOCT or SLO as required by the state. CAMINO is a support program which encourages Latino and Hispanic students to attend college. FBLA is a networking program that allows Windsor students to meet similar-minded young people and to create a base for future leadership opportunities in business.

Utilizing a variety of formats, WFHS leadership monitors and communicates information conveying student progress, achievement, and school improvement to stakeholders. Common planning logs which detail weekly lesson plans, performance tasks, and student work samples are collected weekly and reviewed by WFHS administration. WFHS administration monitors and disseminates information concerning student learning and achievement of improvement goals as outlined in the School Accountability Plan. By utilizing electronic communication, Windsor communicates with parents and stakeholders by sending out student progress reports in accordance with Savannah-Chatham County school policy. Parents and students also have access to the Power Teachers system which allows them to check tasks and grades for each class that a student takes. The WFHS website is updated weekly. The website includes school calendars, teacher contacts, announcements, and current events. The school newsletters are accessible through the website, and hard copies are also available. In the event of a major announcement or update, parents are contacted on a callout system which leaves messages on the stakeholder's primary phone number. WFHS has a Facebook Page which can be accessed by stakeholders at their convenience. Each teacher has a school webpage which stakeholders can access for information pertaining to individual classrooms. Conditions that support student learning are a focus of common planning as well as PLC and Data Team meetings. Administrators, counselors, teachers, and various academic coaches share research based strategies concerning conditions that support student learning such as differentiation, leaning styles, data based questions, close reading, and strategic grouping.

Data collection for the purpose of monitoring and increasing academic growth in the student population is a priority at WFHS. The responsibility of collecting and monitoring data is shared by the administration and staff. WFHS is committed to academic excellence as demonstrated by the discussions taking place during weekly common planning meetings, updated lesson plans, and pacing guides. WFHS teachers meet weekly to discuss and refine the students’ needs based on evidence collected from test scores, classroom assignments, and student projects. WFHS's greatest strength is the understanding that data collection is a process which can always be improved and refined. As teachers are given greater access to the teacher resources on SLDS, they can refine their content using links that support next generation standards. Teachers can monitor student growth from various sources such as lexile, SLO and benchmark scores based on compiled evidence over long periods of time.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
<th>Standard 1: Purpose and Direction</th>
<th>Standard 2: Governance and Leadership</th>
<th>Standard 3: Teaching and Assessing for Learning</th>
<th>Standard 4: Resources and Support Systems</th>
<th>Standard 5: Using Results for Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67</td>
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Accreditation Report
Windsor Forest High School
SY 2013-2014
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Stakeholder Feedback Diagnostic
Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.
# Stakeholder Feedback Data

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>WFHS Stakeholder Feedback</td>
</tr>
</tbody>
</table>
### Evaluative Criteria and Rubrics

Overall Rating: 1.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Questionnaire Administration</td>
<td>Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.</td>
<td>Level 1</td>
</tr>
<tr>
<td><strong>2.</strong> Stakeholder Feedback Results and Analysis</td>
<td>One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

In all three stakeholders groups, Standard One, covering the purpose and direction of the school received the highest level of approval. Sixty-seven percent of the staff showed a significant level of agreement with Sections on Purpose and Direction, Resources and Support Systems and Using Results for Continuous Improvement. Parents also showed a high level of agreement with Resources and Support Systems.

Eighty-six percent of WFHS staff strongly agree or agree with the statement "Our Schools Leaders hold all staff members accountable for student learning". Eight-three percent of the staff also agree "Our school's purpose statement is clearly focused on student success."

Eighty-five percent of parents strongly agree or agree with the statement "My child knows the expectations for learning in all classes." Additionally 75% of WFHS parents agree that the school's purpose statement is clearly focused on student success and seventy-three percent agree that "Our school has established goals and a plan for improving student learning."

More than half of the students agreed that the principals and teachers have high expectations.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The surveys administered this year will serve as a baseline data. There are no other sources of stakeholder feedback at this time.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The surveys administered this year will serve as a baseline data. There are no other sources of stakeholder feedback at this time.
Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The student stakeholder group showed the lowest level of satisfaction. More than half of the students surveyed disagreed with the statement that "student respect the property of others". In addition, only 1/3 of students agree with the statement that "the building and grounds are safe, clean, and provide a health place for learning". Forty-five percent of our students disagreed with the statement "in my school, students treat adults with respect". This indicates that while we do work with some students who are disrespectful toward adults in the building, we also have quite a number of students who recognize the behavior as disrespectful and seem to be concerned about it.

Only 49% of parents agree or strongly agree with the statement "All of my child's teachers keep me informed regularly of how my child is being graded." With only half of the parents surveyed agreeing with this statement it indicates a need for some teachers to increase their attempts to communicate with parents.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The surveys administered this year will serve as a baseline data. There are no other sources of stakeholder feedback at this time.

What are the implications for these stakeholder perceptions?

The data suggests that the parents and teachers are more satisfied with the school than the students. However, it was noted that approximately 46% of responses given by students were neutral indicating some level of apathy among students. The number of open ended comments from students regarding the cleanliness of the school seemed to be a prevailing topic, which will be addressed by the administration with the custodial and maintenance crews. There is also an indication that some teachers need to increase their attempts to communicate with parents regarding grades.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The surveys administered this year will serve as a baseline data. There are no other sources of stakeholder feedback at this time.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
</tr>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
</tr>
</tbody>
</table>

Evaluative Criteria and Rubrics: 1.5
Student Performance Diagnostic
Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.
## Student Performance Data

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Student Performance Data Document</td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

### Overall Rating: 3.25

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, &quot;must accomplish,&quot; instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td>Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.</td>
<td>Level 3</td>
</tr>
<tr>
<td>4. Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

When considering the eight required End of Course of TESTs (EOCT) for High School students, WFHS is above the target in five areas: Ninth Grade Literature and Composition, American Literature, Physical Science, U.S. History and Economics.

Describe the area(s) that show a positive trend in performance.

Six End of Course Test areas have a positive trend in student achievement: Ninth Grade Literature and Composition, American Literature, US History, Economics, Physical Science and Mathematics 2.

Which area(s) indicate the overall highest performance?

WFHS students performed best on the 2013 American Literature EOCT with 92% of students meeting or exceeding the standards. Another area of higher performance by student is: Ninth grade Literature with 87.5% of students meeting or exceeding standards.

Which subgroup(s) show a trend toward increasing performance?

Hispanic students and female students show a positive trend in performance over the previous three school years on End of Course Tests. The most aggressive growth has occurred among the Hispanic students.

Between which subgroups is the achievement gap closing?

The achievement gap is slowly closing between economically disadvantaged and not economically disadvantaged.

Which of the above reported findings are consistent with findings from other data sources?

None of the above reported findings are consistent from other data sources.
Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Three areas of End of Course Tests are below expected performance levels. These areas are Math 1, Coordinate Algebra, and Biology.

Describe the area(s) that show a negative trend in performance.

Biology has a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Coordinate Algebra and Biology have the lowest overall pass rates when compared to the other End of Course Test areas.

Which subgroup(s) show a trend toward decreasing performance?

Students with disabilities show a slight decreasing trend in student performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is slowly becoming greater between males and females.

Which of the above reported findings are consistent with findings from other data sources?

Students with disabilities show a modest decrease in the area of Georgia High School Writing test also.
Scores By Section

- Evaluative Criteria and Rubrics: 3.25
AdvancED Assurances
Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.
## AdvancED Assurances

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2.    | The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:  
  - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction  
  - Mission and purpose of the institution  
  - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership  
  - Grade levels served by the institution  
  - Staffing, including administrative and other non-teaching professionals personnel  
  - Available facilities, including upkeep and maintenance  
  - Level of funding  
  - School day or school year  
  - Establishment of an additional location geographically apart from the main campus  
  - Student population that causes program or staffing modification(s)  
  - Available programs, including fine arts, practical arts and student activities | Yes      |         |            |
| 3.    | The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional) | Yes      |         |            |
| 4.    | The institution monitors all financial transactions through a recognized, regularly audited accounting system.                                                                                     | Yes      |         |            |
| 5.    | The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). | Yes      |         |            |