

MANAGEMENT ACTION PLAN				
Audit of School of Liberal Studies #17-01				
Management's Response and Action Plan				
Comment or Condition Description	Recommendation	Responsible Area(s)	Action	Current Estimated Completion
Condition A. Some students at Savannah High may be at risk for not meeting minimum requirements for course completion and graduation.				
<i>To Academic Affairs</i>				
A.1.	Adhere to the attendance requirements noted in Policy JBA or change them to reflect current practices.	Interim Chief Academic Officer, Director of Pupil Personnel Services, Principal, Assistant Principals and School Attendance Committee	Academic Affairs will ensure that all schools adhere to the attendance requirements noted in Policy JBA to include but not limited to a review of the policy and update in accordance with seat time requirements for virtual and dual enrollment courses.	July-August 2017
A.2.	Develop more proactive and robust interventions for students who are frequently absent. Develop a protocol for monitoring these students.	Principal, School Administration, Director of Pupil Personnel Services, Executive Director of High School Governance	Academic Affairs in collaboration with school administration will conduct a comprehensive literature review of best practice research to ensure interventions are effective at reducing student absenteeism. This will include a protocol for monitoring attendance of students who are chronically absent.	June-October 2017
A.3.	Add a full-time social worker position to Savannah High to support student attendance initiatives.	Interim Chief Academic Officer, Superintendent, Interim Chief Financial Officer	Academic Affairs supports the recommendation based on the audit to add a full-time social worker position to Savannah High to support student attendance initiatives, pending budget approval. If funding isn't available to execute this recommendation, Academic Affairs will work with school administration to develop an incentive plan for students to reduce absenteeism in accordance with Georgia law.	June 2017

A.4.	Beginning in the ninth grade and with the guidance of an advisor, increase student involvement and accountability in tracking graduation requirements.	Executive Director for High School Governance, Principal, School Counselor Program Manager and School Counselors	The Executive Director of High School Governance will monitor the Systemwide Academic Records Management (SWARM) Protocol at the School of Liberal Studies twice per year (fall/spring) to ensure student transcript and historical data is accurate and free of errors.	October 2017
A.5.	Require teachers to provide adequate, documented explanations to support grade changes before school administration approves them.	Executive Director of Secondary School Governance, Principal and Assistant Principals	The Executive Director of High School Governance will provide training to all schools on the NEW Grade Change Authorization Process.	July 2017
A.6.	Across all District high schools, work with school administrations and teachers to develop school-wide grading practices that are consistently communicated to students and followed in all classrooms.	Executive Director of Secondary School Governance, Principals	The Executive Director of High School Governance will provide training to school leadership on grading as outlined in school board policy to include expectations for recording grades in PowerSchool.	July 2017 and ongoing
Condition B. Many lessons are not successfully engaging students and/or lack academic rigor, which may negatively affect student proficiency and end of course test scores.				
<i>To Academic Affairs</i>				
B.1.	Devise a plan to increase student engagement as a key part of school turnaround process, including addressing some of the causes of disengagement discussed in the condition above. Involve both teacher and student feedback in the development of the plan.	School Improvement Team and Professional Learning	Ongoing job-embedded professional development will be provided to teachers on student engagement throughout the school year.	July 2017 and ongoing
B.2.	Provide and fund professional development opportunities for teachers in the areas of instructional scaffolding, diversifying classroom resources beyond textbooks, and integrating technology.	Interim Chief Academic Officer, Title I, and Interim Chief Financial Officer	Funding will be identified from various sources to support a comprehensive professional development plan during the 2017-2018 school year and beyond.	July-August 2017

B.3.	Provide opportunities for collaboration between middle school teachers at Savannah High feeder schools and Savannah High teachers in order to devise a plan to address academic deficits of incoming students.	Principals/Staff: Liberal Studies, Hubert, Spencer, East Broad K8 and Shuman Elementary	Feeder pattern vertical team meetings will be established three times per year to address academic deficits of incoming students.	July 2017-June 2018
B.4.	Provide a research-based intensive literacy intervention such as Read 180 for students struggling with reading and monitor their progress.	Executive Director of Secondary School Governance, School Improvement Team	Academic Affairs will consult with the Georgia Department of Education to identify HIGH IMPACT reading strategies to support struggling readers to include the use of MobyMax Software.	July 2017-June 2018
B.5.	Improve use of instructional focus time, including more specific goals, guidance, and monitoring of results.	Executive Director of Secondary School Governance, School Improvement Team	The Instructional Focus Intervention Block is currently being redesigned to ensure maximum use of time and increase students outcomes.	July 2017
B.6.	Incorporate peer observations of other teachers with highly engaged classrooms into professional development, including observing those at other schools.	Executive Director of Secondary School Governance, School Improvement Team and Principal/Administr ation	Peer observations will be conducted twice per month to promote teacher-driven observation. This empowers teachers with a classroom-embedded process to refine their instruction.	September 2017 and ongoing

Condition C. Morale for many of the teachers at Savannah High is low, which likely increases teacher turnover, mitigates student outcomes and impairs school improvement.				
<i>To Academic Affairs</i>				
C.1.	Use the opportunity of the large teaching staff change at Savannah High to establish and cultivate positive morale.	Executive Dir. of Secondary School Governance, School Improvement Team and Principal	The school Improvement team will work with the staff to develop ways to increase school climate/culture.	July 2017-June 2018
C.2.	Involve teachers in developing school turnaround plan. Teachers who are engaged in making key decisions and sharing responsibility for reforms are more likely to support change efforts, including ones that push them out of their comfort zone (Behrscok-Sherratt & Rizzolo, 2014).	Principal and Assistant Principals	The principals will solicit ideas, opinions and feedback from staff on the success of the Turnaround Reform Model.	August 2017
C.3.	Develop strategy for communicating school turnaround plan to all school staff, including methods showing progress and changes that will be shared.	Principal and Assistant Principals	School administration and leadership will use data team and faculty meetings to provide staff with updates on the Turnaround reform effects at the School of Liberal Studies. Other means of communication will include a monthly overview and quarterly report as required by the Georgia Department of Education.	August 2017 and ongoing
C.4	Differentiate job-embedded professional development, based on teachers' experience, needs, and interest.	Executive Director of Secondary School Governance, School Improvement Team and Principal	Ongoing job-embedded professional development will be provided to teachers throughout the school year, based on the required comprehensive needs assessment as required by Title I.	July 2017 and ongoing
<i>To Human Resources</i>				
C.5.	Follow GaDOE recommendation of giving Savannah High priority in hiring teachers, including not permitting teachers offered jobs at Savannah High to accept a teaching position at another District school, at least for a specified period of time.	Chief Human Resources Officer and HR Director of Certified Staffing	Human Resources will monitor all hiring recommendations and not allow teachers that accepted a position at Savannah High to accept a position at another district location. Changes can only be made if approved by the Principal at Savannah High.	June 2017 and ongoing

C.6.	Track effectiveness of \$2,000 signing bonus in recruiting and retaining teachers at Savannah High.	Director of Certified Staffing	Monitor pool of candidates compared with other district vacancies. Track the number of teachers that leave during the three years that are part of the incentive.	June 2017 and ongoing
C.7.	Work with the school administration and Academic Affairs to develop teacher retention strategies specifically for Savannah High.	Chief Human Resources Officer and HR Director of Certified Staffing	Develop teacher retention strategies using best practices.	December 2017
Condition D. There is a public stigma associated with Savannah High, which likely amplifies the school's negative image, harms the school culture, and makes improvement more challenging.				
<i>To Academic Affairs</i>				
D.1	Plan activities and events to increase school pride, including parents and the neighboring communities.	Principal and School Leadership Team	The principals and school leadership team will partner with the community, businesses and faith-based organizations to develop strategies to increase school pride.	July 2017 and ongoing
D.2.	Allow opportunities for Savannah High and Early College students to interact, when feasible and appropriate.	Principal and Assistant Principals	Students currently interact in activities such as taking classes and participating in extra curricular activities such as chorus and band. Additional opportunities for interactions are continually assessed.	In-Progress/Ongoing
D.3.	Increase business partnerships. The new Career Academy could serve as an opportunity to recruit new business partners.	Senior Director for College and Career Readiness, Principal and School Leadership Team	Community and Business Partnership are a critical component of the Turnaround Reform Model.	In-Progress/Ongoing

<i>To Communications and Administrative Services</i>				
D.4.	Develop action plan to improve community's perception of Savannah High.	Chief Public Affairs Officer, Public Information Manager and Savannah High Principal	<ol style="list-style-type: none"> 1. Re-Brand School Offerings with highly visual rollout of new Career Academy. 2. Develop the following: <ol style="list-style-type: none"> a) Savannah High Marketing Video b) SCCPSS Student Spotlights and testimonials c) In school marketing materials/information for visitors d) In school marketing materials/banner standups promoting the Career Academy 3. Organize well-coordinated school tours for Business Community/Chamber/SEDA/Realtors. 4. Consistently seek student/staff achievement highlights for District Press and Social Media Shares. 	<p style="text-align: right;">August 2017</p> <p>July 2017-May 2018</p>
<i>To Human Resources</i>				
D.5.	Along with school administration, develop a teacher recruitment strategy for Savannah High.	Director of Certified Staffing	Develop recruitment strategies specific to Savannah High.	July 2017 and ongoing