



Harrison High School

School Name

Principal Name William D. Griggers School Year: 2009-2010

Title I School Yes No X Type

AYP Status Met

Principal Signature Date

Area Assistant Superintendent Plan Approval Date

Table with 2 columns: Planning Team Members/Position. Lists names and titles of team members such as Donnie Griggers, Javella Simmons, Lori Arends, etc.



Board Priority: *Measurable gains/growth as measured by national and state test scores*
Goal 1: Ensure success for every student by meeting high standards of performance.

Objective: Students will demonstrate continuous improvement on state indicators and performance assessments.

Improvement on State Assessments

High Schools																			
Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet/exceed standards on Math GHSGT	All Students	m=107 e=509	m=17 e=81	m=144 e=503	m=22 e=77	m=145 e=502	m=22 e=76	m= 46 e=508	m= 8 e=88	m=	m=10 e=90	m=	m=8 e=92	m=	m=6 e=94	m=	m=4 e=96	m=	m=2 e=98
	Asian	TFC	TFC	m=1 e=11	m=8 e=92	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	m=12 e=12	m=40 e=40	m=28 e=24	m=51 e=44	m=20 e=24	m=43 e=51	m=10 e= 20	m= 29 e= 59	m=	m=26 e=65	m=	m=24 e=70	m=	m=21 e=75	m=	m=18 e=80	m=	m=15 e=85
	Hispanic	m=3 e=9	m=25 e=75	TFC	TFC	m=4 e=8	m=31 e=62	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=91 e=474	m=16 e=83	m=115 e=459	m=20 e=80	m=116 e=452	m=20 e=78	m= 36 e= 465	m= 7 e= 90	m=	m=6 e=92	m=	m=4 e=94	m=	m=2 e=96	m=	m=1 e=98	m=	m=0 e=100
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	m=21 e=22	m=46 e=48	m=25 e=20	m=52 e=42	m=25 e=12	m=54 e=26	m= 8 e= 21	m= 21 e= 54	m=	m=22 e=58	m=	m=25 e=60	m=	m=28 e=62	m=	m=31 e=64	m=	m=35 e=65
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=7 e=7	m=44 e=44	m=6 e=10	m=32 e=53	m=5 e=5	m=36 e=36	m= 2 e= 18	m= 10 e= 86	m=	m=9 e=87	m=	m=8 e=89	m=	m=7 e=91	m=	m=6 e=93	m=	m=5 e=95
#/% of students who meet/exceed standards on ELA GHSGT	All Students	m=82 e=539	m=13 e=86	m=71 e=578	m=11 e=89	m=145 e=502	m=22 e=76	m= 120 e= 447	m= 21 e= 78	m=	m=20 e=80	m=	m=18 e=82	m=	m=16 e=84	m=	m=14 e=86	m=	m=12 e=88
	Asian	TFC	TFC	m=0 e=12	m=0 e=100	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	m=11 e=19	m=37 e=63	m=14 e=41	m=25 e=75	m=16 e=27	m=34 e=57	m= 13 e= 20	m= 38 e= 59	m=	m=36 e=62	m=	m=33 e=65	m=	m=30 e=69	m=	m=27 e=72	m=	m=25 e=75
	Hispanic	m=2 e=10	m=17 e=83	TFC	TFC	m=3 e=9	m=23 e=69	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=68 e=496	m=12 e=87	m=51 e=519	m=9 e=91	m=122 e=453	m=21 e=78	m= 100 e= 410	m= 19 e= 79	m=	m=19 e=80	m=	m=15 e=84	m=	m=12 e=88	m=	m=9 e=91	m=	m=5 e=95
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	m=18 e=28	m=39 e=61	m=13 e=34	m=27 e=71	m=26 e=13	m=57 e=28	m= 24 e= 10	m= 62 e= 26	m=	m=61 e=30	m=	m=61 e=33	m=	m=61 e=35	m=	m=60 e=38	m=	m=60 e=40
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=5 e=11	m=31 e=69	m=4 e=15	m=21 e=79	m=5 e=6	m=36 e=43	m= 10 e= 10	m= 48 e= 48	m=	m=45 e=52	m=	m=42 e=56	m=	m=38 e=60	m=	m=35 e=64	m=	m=32 e=68



Indicators	Group	Baseline				Results				Targets										
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
#/% of students who meet/exceed standards on Math EOCT	All Students	m=328 e=693	m=30 e=63	m=285 e=686	m=27 e=64	m=359 e=544	m=35 e=54	m= e=	m=40 e=60	m= e=	m=38 e=62	m= e=	m=36 e=64	m= e=	m=34 e=66	m= e=	m=32 e=68	m= e=	m=30 e=70	
	Asian	m=5 e=5	m=50 e=50	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	m=37 e=42	m=37 e=42	m=29 e=46	m=32 e=50	m=39 e=27	m=45 e=32	m= e=	m=44 e=36	m= e=	m=43 e=41	m= e=	m=42 e=46	m= e=	m=41 e=51	m= e=	m=40 e=56	m= e=	m=40 e=60	
	Hispanic	m=5 e=16	m=22 e=70	TFC	TFC	m=6 e=8	m=35 e=47	m= e=	m=34 e=51	m= e=	m=33 e=55	m= e=	m=32 e=59	m= e=	m=31 e=63	m= e=	m=30 e=67	m= e=	m=30 e=70	
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=274 e=616	m=29 e=65	m=240 e=621	m=26 e=66	m=301 e=484	m=35 e=56	m= e=	m=32 e=60	m= e=	m=31 e=62	m= e=	m=30 e=64	m= e=	m=29 e=66	m= e=	m=29 e=69	m= e=	m=30 e=70	
	Multi-racial	TFC	TFC	m=3 e=6	m=27 e=55	m=2 e=9	m=14 e=64	m= e=	m=16 e=65	m= e=	m=18 e=66	m= e=	m=21 e=67	m= e=	m=24 e=68	m= e=	m=27 e=69	m= e=	m=30 e=70	
	SWD	m=22 e=25	m=31 e=36	m=34 e=30	m=32 e=28	m=48 e=26	m=40 e=21	m= e=	m=45 e=23	m= e=	m=50 e=25	m= e=	m=55 e=27	m= e=	m=60 e=28	m= e=	m=65 e=29	m= e=	m=70 e=30	
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=13 e=20	m=33 e=51	m=9 e=16	m=26 e=46	m=20 e=18	m=38 e=35	m= e=	m=40 e=38	m= e=	m=43 e=40	m= e=	m=45 e=42	m= e=	m=47 e=44	m= e=	m=48 e=48	m= e=	m=50 e=50	
#/% of students who meet/exceed standards on ELA EOCT	All Students	m=759 e=547	m=54 e=39	m=791 e=500	m=57 e=36	m=660 e=567	m=51 e=44	m= e=	m=50 e=50	m= e=	m=48 e=52	m= e=	m=46 e=54	m= e=	m=44 e=56	m= e=	m=42 e=58	m= e=	m=40 e=60	
	Asian	m=8 e=5	m=57 e=36	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	m=56 e=15	m=61 e=16	m=77 e=20	m=66 e=17	m=67 e=19	m=70 e=20	m= e=	m=69 e=23	m= e=	m=68 e=25	m= e=	m=67 e=28	m= e=	m=66 e=31	m= e=	m=65 e=34	m= e=	m=64 e=36	
	Hispanic	m=19 e=8	m=66 e=28	m=13 e=7	m=60 e=32	m=18 e=10	m=58 e=32	m= e=	m=59 e=33	m= e=	m=60 e=34	m= e=	m=61 e=35	m= e=	m=61 e=36	m= e=	m=60 e=38	m= e=	m=60 e=40	
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=665 e=503	m=53 e=41	m=688 e=460	m=57 e=38	m=554 e=518	m=50 e=46	m= e=	m=48 e=48	m= e=	m=46 e=51	m= e=	m=44 e=54	m= e=	m=42 e=57	m= e=	m=40 e=59	m= e=	m=40 e=60	
	Multi-racial	TFC	TFC	m=3 e=7	m=23 e=54	m=14 e=12	m=52 e=44	m= e=	m=51 e=46	m= e=	m=50 e=48	m= e=	m=48 e=50	m= e=	m=47 e=52	m= e=	m=45 e=54	m= e=	m=44 e=56	
	SWD	m=59 e=11	m=54 e=10	m=64 e=6	m=60 e=6	m=71 e=5	m=66 e=5	m= e=	m=68 e=7	m= e=	m=71 e=9	m= e=	m=73 e=12	m= e=	m=75 e=15	m= e=	m=75 e=20	m= e=	m=75 e=25	
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
Econ. Dis.	m=26 e=13	m=53 e=27	m=30 e=9	m=59 e=18	m=40 e=8	m=71 e=14	m= e=	m=70 e=17	m= e=	m=69 e=21	m= e=	m=68 e=25	m= e=	m=67 e=29	m= e=	m=66 e=32	m= e=	m=65 e=35		



Indicators	Group	Baseline				Results				Targets										
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
#/% of students who meet/exceed standards on Science EOCT	All Students	m=477 e=208	m=54 e=24	m=416 e=190	m=57 e=26	m=316 e=302	m=45 e=43	m= e=	m=54 e=46	m= e=	m=52 e=48	m= e=	m=50 e=50	m= e=	m=48 e=52	m= e=	m=46 e=54	m= e=	m=44 e=56	
	Asian	m=2 e=7	m=18 e=64	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	m=41 e=4	m=43 e=4	m=34 e=5	m=52 e=8	m=36 e=10	m=57 e=16	m= e=	m=57 e=20	m= e=	m=58 e=24	m= e=	m=58 e=28	m= e=	m=59 e=31	m= e=	m=59 e=36	m= e=	m=60 e=40	
	Hispanic	m=8 e=4	m=53 e=27	m=7 e=2	m=54 e=15	m=8 e=8	m=38 e=38	m= e=	m=41 e=39	m= e=	m=44 e=40	m= e=	m=47 e=41	m= e=	m=50 e=42	m= e=	m=53 e=43	m= e=	m=56 e=44	
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=416 e=187	m=56 e=25	m=364 e=182	m=58 e=29	m=261 e=273	m=44 e=46	m= e=	m=45 e=48	m= e=	m=43 e=50	m= e=	m=42 e=52	m= e=	m=43 e=54	m= e=	m=43 e=56	m= e=	m=42 e=58	
	Multi-racial	TFC	TFC	m=10 e=2	m=71 e=14	m=7 e=6	m=41 e=35	m= e=	m=43 e=37	m= e=	m=45 e=39	m= e=	m=47 e=41	m= e=	m=49 e=43	m= e=	m=51 e=45	m= e=	m=53 e=47	
	SWD	m=40 e=7	m=40 e=7	m=29 e=3	m=49 e=5	m=31 e=8	m=46 e=12	m= e=	m=49 e=16	m= e=	m=52 e=20	m= e=	m=55 e=24	m= e=	m=58 e=28	m= e=	m=61 e=32	m= e=	m=64 e=36	
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=25 e=5	m=47 e=9	m=16 e=3	m=46 e=9	m=22 e=7	m=48 e=15	m= e=	m=51 e=18	m= e=	m=54 e=21	m= e=	m=57 e=24	m= e=	m=60 e=27	m= e=	m=63 e=30	m= e=	m=66 e=34	
#/% of students who meet/exceed standards on Social Studies EOCT	All Students	m=275 e=761	m=23 e=65	m=320 e=791	m=26 e=63	m=634 e=449	m=50 e=35	m= e=	m=60 e=40	m= e=	m=58 e=42	m= e=	m=56 e=44	m= e=	m=54 e=46	m= e=	m=52 e=48	m= e=	m=50 e=50	
	Asian	TFC	TFC	m=1 e=10	m=9 e=91	m=9 e=13	m=41 e=59	m= e=	m=39 e=61	m= e=	m=37 e=63	m= e=	m=35 e=65	m= e=	m=33 e=67	m= e=	m=31 e=69	m= e=	m=29 e=71	
	Black	m=25 e=33	m=32 e=42	m=31 e=30	m=40 e=39	m=51 e=14	m=52 e=14	m= e=	m=55 e=17	m= e=	m=59 e=19	m= e=	m=63 e=21	m= e=	m=67 e=23	m= e=	m=70 e=25	m= e=	m=73 e=27	
	Hispanic	m=3 e=7	m=25 e=58	m=4 e=8	m=29 e=57	m=6 e=4	m=46 e=31	m= e=	m=48 e=33	m= e=	m=49 e=35	m= e=	m=51 e=37	m= e=	m=53 e=39	m= e=	m=55 e=41	m= e=	m=57 e=43	
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=242 e=703	m=23 e=67	m=273 e=722	m=25 e=65	m=556 e=421	m=50 e=38	m= e=	m=50 e=40	m= e=	m=50 e=42	m= e=	m=50 e=44	m= e=	m=50 e=46	m= e=	m=50 e=48	m= e=	m=50 e=50	
	Multi-racial	TFC	TFC	m=5 e=4	m=50 e=40	m=7 e=1	m=64 e=9	m= e=	m=64 e=13	m= e=	m=63 e=18	m= e=	m=62 e=23	m= e=	m=61 e=29	m= e=	m=60 e=35	m= e=	m=60 e=40	
	SWD	m=22 e=20	m=29 e=26	m=27 e=38	m=31 e=44	m=34 e=7	m=45 e=9	m= e=	m=45 e=16	m= e=	m=44 e=25	m= e=	m=43 e=34	m= e=	m=42 e=42	m= e=	m=41 e=51	m= e=	m=40 e=60	
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=10 e=10	m=39 e=38	m=13 e=14	m=39 e=42	m=17 e=4	m=46 e=11	m= e=	m=45 e=20	m= e=	m=44 e=28	m= e=	m=43 e=36	m= e=	m=42 e=44	m= e=	m=41 e=52	m= e=	m=40 e=60	



Increase state writing performance at grade 11

Indicators	Group	Baseline				Results				Targets										
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
#/% of students who meet/exceed writing standards in grade 11	All Students	m=590 e=NR	m=96 e=NR	m=627 e=NR	m=95 e=NR	m=643 e=NR	m=97 e=NR	m= e=	m=85 e=13	m= e=	m=85 e=15	m= e=	m=82 e=18	m= e=	m=80 e=20	m= e=	m=78 e=22	m= e=	m=76 e=24	
	Asian	TFC	TFC	m=12 e=NR	m=100 e=NR	m=10 e=NR	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	
	Black	m=24 e=NR	m=83 e=NR	m=48 e=NR	m=87 e=NR	m=41 e=NR	m=91 e=NR	m= e=	m=93 e=NR	m= e=	m=95 e=NR	m= e=	m=97 e=NR	m= e=	m=98 e=NR	m= e=	m=99 e=NR	m= e=	m=100 e=NR	
	Hispanic	m=12 e=NR	m=92 e=NR	TFC	TFC	m=14 e=NR	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	m=543 e=NR	m=97 e=NR	m=555 e=NR	m=96 e=NR	m=566 e=NR	m=97 e=NR	m= e=	m=98 e=NR	m= e=	m=99 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	m= e=	m=100 e=NR	
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	m=36 e=NR	m=75 e=NR	m=42 e=NR	m=79 e=NR	m=36 e=NR	m=78 e=NR	m= e=	m=82 e=NR	m= e=	m=85 e=NR	m= e=	m=89 e=NR	m= e=	m=93 e=NR	m= e=	m=97 e=NR	m= e=	m=100 e=NR	
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	m=11 e=NR	m=79 e=NR	m=18 e=NR	m=95 e=NR	m=11 e=NR	m=92 e=NR	m= e=	m=94 e=NR	m= e=	m=96 e=NR	m= e=	m=97 e=NR	m= e=	m=98 e=NR	m= e=	m=99 e=NR	m= e=	m=100 e=NR	

Increase in students taking more challenging courses

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students taking Advanced Placement (AP) courses	All Students	590	23.2	726	27.9	764	29.5	680	29.0		42		54		66		79		92
	Asian	14	2.4	19	2.6	23	3.0	13	1.9		20		40		60		80		100
	Black	19	3.2	26	3.6	26	3.4	28	4.1		20		40		60		80		100
	Hispanic	TFC	TFC	12	1.7	11	1.4	11	1.6		20		40		60		80		100
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	545	92.4	662	91.2	698	91.4	621	91.3		93.04		94.78		96.52		98.26		100
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	TFC	TFC	TFC	TFC	TFC	TFC	16	2.4		20		40		60		80		100



Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students in Advanced placement (AP) courses and earning qualifying scores	All Students	NA	NA	NA	NA	671	61.1	741	74.1		78		81		84		88		92
	Asian	NA	NA	NA	NA	22	2.0	24	2.4		20		40		60		80		100
	Black	NA	NA	NA	NA	17	1.5	16	1.6		20		40		60		80		100
	Hispanic	NA	NA	NA	NA	10	0.9	12	1.2		20		40		60		80		100
	Amer Indian	NA	NA	NA	NA	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	NA	NA	NA	NA	621	56.6	680	68.0		74.4		80.8		87.2		93.6		100
	Multi-racial	NA	NA	NA	NA	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	NA	NA	NA	NA	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	ELL	NA	NA	NA	NA	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	NA	NA	NA	NA	TFC	TFC	23	2.3		20		40		60		80		100

Increase Graduation Rate

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students graduating on time	All Students	531	93.5	582	93.1	626	94.7		96		97		98		99		100		100
	Asian	TFC	TFC	TFC	TFC	12	100.0		100		100		100		100		100		100
	Black	36	87.8	22	73.3	51	92.7		93.91		95.12		96.33		97.54		98.75		100
	Hispanic	TFC	TFC	11	91.7	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	480	93.9	532	94.3	552	95.0		96		97		98		99		100		100
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	20	60.6	35	70.0	46	82.1		85.1		88.1		91		94		97		100
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	TFC	TFC	13	86.7	18	85.7		88.08		90.46		92.84		95.22		97.6		100



Decrease in high school dropout rate

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of high school students dropping out annually	All Students	16	0.6	28	1.0	14	0.5		0.4		0.3		0.2		0.1		0		0
	Asian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	14	0.6	24	1.0	12	0.5		0.4		0.3		0.2		0.1		0		0
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	SWD	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	ELL	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Econ. Dis.	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC

Increase in SAT/ACT participation rate and results

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of graduating seniors taking the SAT	All Students	442	83.2	496	85.2	544	90.2		91.8		93.4		95		96.6		98.2		100
	Asian	TFC	TFC	TFC	TFC	15	2.5		18.8		35		51.25		67.5		83.75		100
	Black	26	4.9	20	3.4	40	6.6		22.2		37.32		52.48		67.64		82.8		100
	Hispanic	TFC	TFC	14	2.4	15	2.5		18.8		35		51.25		67.5		83.75		100
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	366	68.9	423	72.7	447	74.1		78.4		82.71		87.02		91.33		95.64		100
	Multi-racial	34	6.4	29	5.0	24	4.0		20.0		36		52		68		84		100
	SWD	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	ELL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	Econ. Dis.	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR



Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of graduating seniors taking the ACT	All Students	195	36.7	240	41.2	290	48.1		56.8		65.4		74.05		82.7		91.35		100
	Asian	TFC	TFC	TFC	TFC	4	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	11	2.1	TFC	TFC	26	4.3		20.0		36		52		68		84		100
	Hispanic	TFC	TFC	TFC	TFC	6	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	156	29.4	169	29.0	237	39.3		49.4		59.52		69.63		79.74		89.85		100
	Multi-racial	24	4.5	56	9.6	17	2.8		19.0		35		51		68		84		100
	SWD	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	ELL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
	Econ. Dis.	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Average combined scores for SAT (reading, math, and writing)	All Students	1564		1570		1571		1596		1756		1917		2078		2239		2400	
	Asian	TFC		TFC		1679		1799		1919		2039		2159		2279		2400	
	Black	1424		1398		1368		1540		1712		1884		2056		2228		2400	
	Hispanic	TFC		1506		1562		1701		1840		1979		2118		2257		2400	
	Amer Indian	TFC		TFC		TFC		TFC		TFC		TFC		TFC		TFC		TFC	
	White	1580		1576		1587		1722		1857		1992		2127		2262		2400	
	Multi-racial	TFC		TFC		TFC		TFC		TFC		TFC		TFC		TFC		TFC	
	SWD	NR		NR		NR		NR		NR		NR		NR		NR		NR	
	ELL	NR		NR		NR		NR		NR		NR		NR		NR		NR	
	Econ. Dis.	NR		NR		NR		NR		NR		NR		NR		NR		NR	



Indicators	Group	Baseline		Results		Targets				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Average composite score for ACT	All Students	22.1	23.1	22.4	23	25.6	28.2	30.8	33.4	36
	Asian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Black	20.2	TFC	18.9	21.75	24.6	27.45	30.3	33.15	36
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC
	White	22.3	23.3	22.7	24.9	27.1	29.3	31.5	33.7	36
	Multi-racial	21.8	22.2	24.8	26.6	28.4	30.2	32	33.8	36
	SWD	NR	NR	NR	NR	NR	NR	NR	NR	NR
	ELL	NR	NR	NR	NR	NR	NR	NR	NR	NR
	Econ. Dis.	NR	NR	NR	NR	NR	NR	NR	NR	NR

Increase the percentage of students who are work ready as indicated on the ACT WorkKeys Assessment

Indicators	Group	Baseline		Results		Targets				
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
		n	n	n	n	n	n	n	n	n
% of students who demonstrate the highest level of proficiency according to the ACT WorkKeys Assessment	All Students	2010 begins baseline data collection				90	92	94	96	100
	Asian									
	Black									
	Hispanic									
	Amer Indian									
	White									
	Multi-racial									
	SWD									
	ELL									
	Econ. Dis.									



ACTION PLAN FOR STUDENT PERFORMANCE

Priority for Student Performance

Each year, over 90% of Harrison graduates are accepted into college. The School Improvement Committee examined ways to better prepare students for the reality and challenges of college courses. Research from college admissions officers, ASCD, College Board, and US Department of Education all stress that the best indicator and predictor of student entry and success in college, as well as graduation from college, is participation in rigorous, college-level courses undertaken in high school, AP courses and exams in particular. We are seeking to encourage and support students to enroll in the most appropriate and challenging courses for each individual, which may include advanced study, honors, and AP. A school-wide emphasis will be placed upon providing teachers with the skills, strategies, and professional learning to support differentiation in the classroom so that all students can be successful in both the high school and college academic arenas. In addition, we believe that the more challenging the course, the more students will improve on EOCT, GHSCT, SAT, ACT, AYP, and Graduation Rate. Critical thinking skills will also rise in support of our school performance priority.

Student Performance Goal

Harrison High School will increase student enrollment in AP courses and corresponding AP exams.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan
		Person Responsible	Timeline			
Harrison will administer the PSAT to all freshmen and sophomores and help students interpret their scores.	SC1.1, SFC1.1	Sonia Wilcox	Oct-09	May-14	\$6747 for freshman by general fund, sophomores paid	School counselors present score interpretation sessions to students. Increased scores on the PSAT.
Harrison will identify at-risk students through the use of the GHSCT Diagnostic test. Students will be provided with individual intervention plans designed to increase success on the GHSCT	A1.1, A2.1, A3.1, I2.6, PO2.1	Caroline Degala, Alice Gilner, School Leadership Team	Aug-09	May-14	\$9,000 from 20 Day funds for extended learning based upon teacher hourly pay rate	Leadership team examines student data and determines individual student interventions. Division Heads communicate student needs to faculty. At-risk students participate in a second administration of the GHSCT diagnostic and further remediation plans are determined.
Harrison will offer extended learning sessions before and after school for students who need tutoring in Math, Science, Social Studies, English, Career Tech, Special Education and Modern & Classical Languages	A1.1, A2.1, A3.1, I2.6, PO2.1	Stephanie Rainey, Volunteer Teachers	Aug-09	May-14	\$21,000 from 20 Day funds for extended learning based upon teacher hourly pay rate	Teachers meet in collaborative groups to create differentiated tutoring materials Sign-in sheets collected on a monthly basis.
Teachers will create collaborative lesson plans and explore testing data within horizontal and vertical collaborative teams.	A1.1-1.3, I2.6, PL1.1, PL1.5, L1.1	Javella Simmons, Division Heads	Aug-09	May-14	\$15,925 from local funds to pay for substitute teachers for elementary	Area professional learning days are used to support collaboration. Small, collaborative teams produce common formative and summative assessments
Advisement conferences will inform students of academic opportunities.	SC1.1, SC1.4	Susan Strickland, Molly Ream, Julie O'Meara, Sonia Wilcox	Sep-09	May-14	\$8,795.76 from local funds to pay for comp time for Teacher Experts; Substitute	School counselors train faculty on advisement procedures. Increased enrollment in challenging academic courses.
Harrison High School will continuously recognize student achievements through booster clubs, departments, awards nights, assemblies and throughout the school building	SFC 1.1, SFC 1.4, SC 1.1, SC 2.2	Julie O'Meara	Aug-09	May-14	Donation from PTSA & Academic Booster Club to	Advisor guides parent volunteers. Student achievements celebrated on a monthly and annual basis.

Objective: Provide all employees with high-quality professional learning opportunities to promote individual development and improved student performance

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase the number of professional learning opportunities aligned to improved student performance			91.50%	82.10%	85.68%	89.26%	92.84%	96.42%	100%

Objective: Schools will provide numerous opportunities for families to become engaged in their child’s academic progress and school experiences.

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Improved participation in opportunities (PTA, school councils, committees, SIP team) for family involvement			74.73%	78.37%	82.70%	87.02%	91.35%	95.67%	100%
Percentage of families and school staff joining PTA/PTSA	96.15%	86.82%	106.80%	99.80%	90.64%	92.98%	95.32%	97.66%	100%
Increase family participation at workshops (“Math nights”, “Art Festivals”) designed to improve student learning			79.60%	58.50%	66.80%	75.10%	83.40%	91.70%	100%
Improve family volunteerism			57.10%	61.70%	69.36%	77.02%	84.68%	92.34%	100%

Objective: Schools create a warm and welcoming environment for families.

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Develop and implement a system to assess and improve family and community experiences when visiting schools.			78.00%	82.70%	86.16%	89.62%	93.08%	96.54%	100%
Assessing and improving school - websites and newsletters ensuring they provide clear information.			83.70%	86.40%	89.12%	91.84%	94.56%	97.28%	100%
Annual survey indicates a high percentage satisfaction with school climate (goal 100%).			79.05%	82.28%	85.82%	89.37%	92.91%	96.46%	100%

Objective: The district and local schools have the tools and training to communicate effectively with their audiences, and do so frequently.

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Feedback from parents on annual School Climate Survey indicates a high percentage of school-to-home communication. (goal 100%)			85.90%	86.20%	88.96%	91.72%	94.48%	97.24%	100%

Objective: Continue to evaluate and improve focus on public safety.

Indicators	Baseline		Results		Targets				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Increase student awareness of safe behavior practices by reducing student offenses in the following areas:									
Fighting/Bullying	26	24	24	21	17	13	9	4	0
Drugs	4	4	17	6	5	4	3	2	0
Weapons	5	0	2	1	0	0	0	0	0
Gang-related incidents	5	2	1	0	0	0	0	0	0

ACTION PLAN FOR SCHOOL PERFORMANCE

Priority for School Performance The development of teacher leaders is a core value for Harrison. We feel that our staff is among the most talented and highly-qualified group of educators in the nation. Teacher and student performance has been commended by the selection as a Cobb County AP Demonstration School, Georgia School of Excellence, Georgia AP Merit School, *Newsweek* Top Performing Public High School in the United States, and Top 6% of High Schools in the United States. It is important to not only retain highly-qualified teachers and staff, but to provide continuous professional learning and leadership opportunities to increase personal and school growth from "good to great." When examining School Climate Surveys, we discovered that teachers reported a 9.4% decrease in the number of professional learning opportunities aligned to improved student performance. In addition, during a GAPSS Self-Analysis, the context, process, and content of professional learning was our greatest weakness with 28% emerging, 61% operational, and 11% fully operational.

In order to provide the most impactful professional learning opportunities, the School Improvement Planning Committee looked beyond surveys to school data, PSAT data in particular. PSAT data supported the need to concentrate on critical thinking skills. Desiring to fill professional learning gaps with student achievement gaps, concentration was placed upon identifying similarities and differences, reading, interpreting, and summarizing word problems, charts, and graphs; and applying learning to problem solving situations. This information was used to create professional learning plans that focus on differentiation, technology, collaboration, and assessment. The School Governance Professional Learning Team will work closely with the new School Strategic Planning Committee (formerly School Improvement Planning Committee) to create in-depth, individualized training for our faculty.

Student Performance Goal

Harrison High School will provide in-depth, individualized professional learning opportunities designed to increase student performance, primarily in the area of critical thinking.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan	
		Person Responsible	Timeline				Financial Resources (Cost and Funding Source)
Teachers view "Shift Happens," a 5-minute video providing research about the exponentially changing world that our students will enter upon leaving the high school and college classrooms. The research supports the development of students' critical thinking strengths by differentiating instruction.	PL 3.1, 3.2, 3.3	Allison Tarvin and Javella Simmons	8/3/2009	1 hour	N/A	Classroom practices are analyzed, and teachers view sample learning style inventories.	Classroom observations and walk-throughs.
Departmental teams begin the year meeting to develop the content-based learning styles inventories for use during the first week of school in their classrooms.	PL 1.1, 1.3, 3.1, 3.2, 3.3	Department Leaders and Content-Based Instructional Leaders	8/3/2009	1 hour	N/A	Teacher leaders in each department facilitate the discussion of successful implementation of learning styles inventories and strategies in their own classrooms.	Weekly lesson plans, classroom observations and walk-throughs
Collaborative teams select technology implementation sessions to attend. Teams choose among: MovieMaker, Wikis, Podcasts, Virtual Fieldtrips, or GroupWise.	PL 1.1-6, 2.3-7, 3.2-3	Paulette Allard, Pat Auger, Patricia, Marie Bruner, Ann Dau, Denise Mccullough, Emily McGinnis, Allison Moore, Stephanie Rainey, Stewart Tarvin, Stephanie Tatum, Jasenda Thompson, Blake Tippens, Melissa Wilson	10/21 2009, 3/10/2010	2.5 hours each	N/A	Technology instructional leaders begin by delivering review instructions on how to use the technology introduced during professional learning in 08-09. Teachers then collaborate to develop instructional activities with assistance from the instructional leaders.	Review of lesson plan, classroom observations and walk-throughs. Follow-up activities on Blackboard.

Teachers meet with content-area teams composed of multiple grade level representatives to analyze student performance standards and work to create clear horizontal and/or vertical teaming plans.	PL 1.1-6, 2.3-7, 3.2-3	Department Leaders and Content-Based Instructional Leaders	11/3/2009	4 hours	N/A	High School Departmental Leaders coordinate and facilitate action plans for the meetings.	Collaborative horizontal or vertical lesson plans created. Documentation of planning turned in to administration
Teachers analyze research from Ken O'Connor, Bob Marzano, and Rick Stiggins to inform decisions in standards-based assessment.	PL 1.1-6, 2.3-7, 3.2-3	Allison Tarvin, Caroline Degala & Assessment Committee Members	2/3/2010	1 hour	\$165 Professional Learning Budget	Current trends in education such as using standards-based assessments, standards-based grade-books, and assessment issues will be examined in a discussion-style format.	Evidence of best practices and assessment techniques demonstrated in weekly lesson plans, classroom observations and walk-throughs.
Teachers review current research on assessment and high yield learning strategies through the use of Blackboard.	PL 1.2, 1.4, 1.5 2.3-7	Javella Simmons, Allison Moore, Pat Auger, Caroline Degala	11/01/2009-4/30/2010	8 hours	N/A	Instructional leaders will periodically post articles on Blackboard for the faculty to read and reflect upon.	Teachers post discussions & reflections on Blackboard.