

COBB COUNTY SCHOOL DISTRICT
SCHOOL STRATEGIC PLANNING
MID-YEAR REPORT: 2009-2010

SCHOOL: Harrison High School

AREA 6

Evidence of Change—Mid Year

In your school strategic plan, you identified the means to monitor the implementation of strategies. List below your monitoring plan and any evidence you have of change in your building for each student achievement and school performance goal. Evidence should be based on the monitoring plan specified in your plan.

Student Achievement Goal 1: Ensure success of every student by meeting high standards of performance.	
Monitoring Plan	Evidence of Change
Increased scores on the PSAT.	The number of students taking the PSAT increased due to every student in grades 9 & 10 taking the PSAT and every student in the 11 th grade taking the PSAT or the ASVAB. Evaluating the class of 2012 from 9 th grade to 10 th grade, students exceeded both the national and state averages in every skill for Critical Reading, Mathematics, and Writing in the 10 th grade. Out of 13 skills in Critical Reading, students increased their performance in 10, remained the same in 2, and decreased in 2. Out of 11 skills in Mathematics, students increased their performance in 8, remained the same in 2, and decreased in 1. Out of 9 skills in Writing, students increased their performance in each of the 9 skills.
At-risk students participate in a second administration of the GHSGT diagnostic and further remediation plans are determined.	
Small, collaborative teams produce common formative and summative assessments.	
Increased enrollment in challenging academic courses.	
Student achievements celebrated on a six week basis.	
	Every 11 th grade student participated in two diagnostic exams to determine readiness level for the GHSGT. Results of the second exam indicated that less than 200 students were targeted for specific intervention within the individual English and/or mathematics domains. A plan was been created to provide intervention through USA TestPrep, after school tutorials, during school tutorials, and a GHSGT Study Skills course. To increase the “Exceeds” number of students, teachers have provided supportive lessons and will present GHSGT Question of the Day for all four core areas (beginning March 1, 2010).

School Performance Goal: Provide high-quality professional learning and training for all personnel.	
Monitoring Plan	Evidence of Change
A process is laid out to synthesize the two ideas producing a content-based learning styles inventory.	Teacher classroom observations as well as teaching & learning walks have yielded a large increase in “diagnostic assessment” based upon individual student learning styles toward differentiation.
Small, collaborative teams produce inventories to identify auditory, visual, and kinesthetic learners.	
Instructional activities will be implemented in the classroom with students.	
Collaborative horizontal or vertical lesson plans created.	Through school governance and the leadership of the professional learning team, the staff has taken a strong look at assessment in relation to standards-based teaching and grading. Teachers have been provided guidance for reflecting on personal assessment practices in light of current research. Individuals, as well as collaborative teams within departments, have pioneered the assessment piece for implementing a standards-based gradebook. Assessment experiences and reflection have also been shared on Blackboard and in department meeting settings.
Teachers analyze personal grading practices and identify areas for change.	
Instructional activities will be implemented in the classroom with students.	
Teachers post discussions & reflections on Blackboard.	

Mid-Year Adjustment

Based on the evidence of change occurring in your building, list any mid-year adjustments that the school will make for second semester.

Area of Change (Student Achievement or School Performance)	Changes that will be made
Student Achievement	On March 10, 2010 we had planned to implement additional technology sessions; however, school governance led us to further examine standards-based assessment and grading.
Student Achievement	On February 15, 2010 we had planned to resume additional vertical and horizontal teaming with feeder elementary and middle schools. We had even invited and planned with two additional high schools who also work with the same feeder schools. This activity was cancelled due to furlough.

William D. Griggers
Principal

February 22, 2010
Date Submitted

Post to your school website and then email the report to your Area Assistant Superintendent and Judi Jones by February 26th.