



**School Strategic Plan  
(High School)**

*Cobb County School  
2010-11 ~ 2014-15 Strategic Plan*

**School Name** Harrison High School

**Principal Name** William D. Griggers **School Year** 2010-2011

**Title I School** Yes  No  **Type** \_\_\_\_\_

**AYP Status** School Met AYP

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Area Assistant Superintendent Plan Approval:** \_\_\_\_\_ **Date** \_\_\_\_\_

Planning Team Members/Position

|   |
|---|
| Donnie Griggers, Principal                                  |
| Stephanie Rainey, Assistant Principal                       |
| Lori Arends, Assistant Principal                            |
| Jerry Meuschke, Assistant Principal                         |
| Matt Moody, Social Studies Department Chair                 |
| Ann Blume, Math Department Chair                            |
| Kristen King, Modern & Classical Languages Department Chair |
| Scott Schomer, Science Department Chair                     |
| Lucia Poole, Math Teacher                                   |
| Stewart Tarvin, World Languages Teacher                     |
| Melanie Waters, Math Teacher                                |
| Carol Warner, Career Tech Teacher                           |
| Stephanie Tatum, English Teacher                            |
| Pam Lord, Special Education                                 |
| Rachel Sanford, English Teacher                             |

Planning Team Members/Position

|  |
|--|
| Priscilla Thornton, Assistant Principal        |
| John Stafford, Assistant Principal             |
| Eric Robinson, Assistant Principal             |
| Bruce Cobleigh, HPE Department Chair           |
| Nora Moulton, English Department Chair         |
| Denease McCullough, Fine Arts Department Chair |
| Mike Dickens, Career Tech Department Chair     |
| Sonia Wilcox, Counseling Department Chair      |
| Renae Nall, Special Ed. Department Chair       |
| Lynn Wooten, English Teacher                   |
| Rebecca Hwangbo, World Languages Teacher       |
| Allison Tarvin, Science Teacher                |
| Pat Auger, Media Specialist                    |
| Ruth Trauffer, Math Teacher                    |
| Anne Postema, English Teacher                  |



**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  |              |              |              |              |          |          |              |              |          |          |
|   |              | 2006-07        |          | 2007-08        |          | 2008-09          |                | 2009-10 Target |              | 2009-10 Actual |              | Difference     | 2010-11  |              | 2011-12      |              | 2012-13      |          | 2013-14  |              | 2014-15      |          |          |
|   |              | n              | %        | n              | %        | n                | %              | n              | %            | n              | %            |                | n        | %            | n            | %            | n            | %        | n        | %            | n            | %        |          |
| #/% of students who meet/exceed standards on Math GHSGT | All Students | m=144<br>e=503 | m=<br>e= | m=145<br>e=502 | m=<br>e= | m= 46<br>e=508   | m=8<br>e=88    | m=<br>e=       | m=10<br>e=90 | m=142<br>e=388 | m=24<br>e=76 | m=+4<br>e=-14  | m=<br>e= | m=8<br>e=92  | m=<br>e=     | m=6<br>e=94  | m=<br>e=     | m=<br>e= | m=<br>e= | m=2<br>e=98  | m=<br>e=     | m=<br>e= |          |
|   | Asian        | m=1<br>e=11    | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=1<br>e=6     | m=13<br>e=75 | m=+13<br>e=+75 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= |          |
|   | Black        | m=28<br>e=24   | m=<br>e= | m=20<br>e=24   | m=<br>e= | m=10<br>e= 20    | m= 29<br>e= 59 | m=<br>e=       | m=26<br>e=65 | m=23<br>e=24   | m=47<br>e=49 | m=+21<br>e=-16 | m=<br>e= | m=24<br>e=70 | m=<br>e=     | m=21<br>e=75 | m=<br>e=     | m=<br>e= | m=<br>e= | m=15<br>e=85 | m=<br>e=     | m=<br>e= |          |
|   | Hispanic     | TFC            | m=<br>e= | m=4<br>e=8     | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=8<br>e=7     | m=53<br>e=47 | m=+53<br>e=+47 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= |          |
|   | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=1<br>e=1     | m=50<br>e=50 | m=+50<br>e=+50 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= |          |
|   | White        | m=115<br>e=459 | m=<br>e= | m=116<br>e=452 | m=<br>e= | m= 36<br>e= 465  | m= 7<br>e= 90  | m=<br>e=       | m=6<br>e=92  | m=109<br>e=348 | m=24<br>e=76 | m=+18<br>e=-16 | m=<br>e= | m=4<br>e=94  | m=<br>e=     | m=2<br>e=96  | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=0<br>e=100 | m=<br>e= | m=<br>e= |
|   | Multi-racial | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=0<br>e=2     | m=0<br>e=67  | m=0<br>e=+67   | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= |
|   | SWD          | m=25<br>e=20   | m=<br>e= | m=25<br>e=12   | m=<br>e= | m= 8<br>e= 21    | m= 21<br>e= 54 | m=<br>e=       | m=22<br>e=58 | m=24<br>e=11   | m=66<br>e=31 | m=+44<br>e=-27 | m=<br>e= | m=25<br>e=60 | m=<br>e=     | m=28<br>e=62 | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=35<br>e=65 | m=<br>e= | m=<br>e= |
|   | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=0<br>e=0     | m=0<br>e=0   | m=0<br>e=0     | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= |
|   | Econ. Dis.   | m=6<br>e=10    | m=<br>e= | m=5<br>e=5     | m=<br>e= | m= 2<br>e= 18    | m= 10<br>e= 86 | m=<br>e=       | m=9<br>e=87  | m=<br>e=       | m=<br>e=     | m=<br>e=       | m=<br>e= | m=<br>e=     | m=8<br>e=89  | m=<br>e=     | m=7<br>e=91  | m=<br>e= | m=<br>e= | m=<br>e=     | m=5<br>e=95  | m=<br>e= | m=<br>e= |
| #/% of students who meet/exceed standards on ELA GHSGT  | All Students | m=71<br>e=578  | m=<br>e= | m=145<br>e=502 | m=<br>e= | m= 120<br>e= 447 | m= 21<br>e= 78 | m=<br>e=       | m=20<br>e=80 | m=123<br>e=394 | m=23<br>e=75 | m=+3<br>e=-15  | m=<br>e= | m=18<br>e=82 | m=<br>e=     | m=16<br>e=84 | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=12<br>e=88 | m=<br>e= | m=<br>e= |
|   | Asian        | m=0<br>e=12    | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=3<br>e=4     | m=38<br>e=50 | m=+38<br>e=+50 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= |          |
|   | Black        | m=14<br>e=41   | m=<br>e= | m=16<br>e=27   | m=<br>e= | m= 13<br>e= 20   | m= 38<br>e= 59 | m=<br>e=       | m=36<br>e=62 | m=13<br>e=30   | m=27<br>e=63 | m=+9<br>e=+1   | m=<br>e= | m=33<br>e=65 | m=<br>e=     | m=30<br>e=69 | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=25<br>e=75 | m=<br>e= | m=<br>e= |
|   | Hispanic     | TFC            | m=<br>e= | m=3<br>e=9     | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=5<br>e=11    | m=31<br>e=69 | m=+31<br>e=+69 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= |          |
|   | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=1<br>e=1     | m=50<br>e=50 | m=+50<br>e=+50 | TFC      | TFC          | m=<br>e=     | m=<br>e=     | TFC          | m=<br>e= | TFC      | TFC          | m=<br>e=     | m=<br>e= |          |
|   | White        | m=51<br>e=519  | m=<br>e= | m=122<br>e=453 | m=<br>e= | m= 100<br>e= 410 | m= 19<br>e= 79 | m=<br>e=       | m=19<br>e=80 | m=101<br>e=346 | m=22<br>e=76 | m=+3<br>e=-4   | m=<br>e= | m=15<br>e=84 | m=<br>e=     | m=12<br>e=88 | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=5<br>e=95  | m=<br>e= | m=<br>e= |
|   | Multi-racial | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=0<br>e=2     | m=0<br>e=67  | m=0<br>e=+67   | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= |
|   | SWD          | m=13<br>e=34   | m=<br>e= | m=26<br>e=13   | m=<br>e= | m= 24<br>e= 10   | m= 62<br>e= 26 | m=<br>e=       | m=61<br>e=30 | m=17<br>e=13   | m=47<br>e=37 | m=-14<br>e=+7  | m=<br>e= | m=61<br>e=33 | m=<br>e=     | m=61<br>e=35 | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=60<br>e=40 | m=<br>e= | m=<br>e= |
|   | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC              | TFC            | TFC            | TFC          | m=3<br>e=0     | m=60<br>e=0  | m=+60<br>e=0   | TFC      | TFC          | m=<br>e=     | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= | m=<br>e=     | m=<br>e=     | m=<br>e= | m=<br>e= |
|   | Econ. Dis.   | m=4<br>e=15    | m=<br>e= | m=5<br>e=6     | m=<br>e= | m= 10<br>e= 10   | m= 48<br>e= 48 | m=<br>e=       | m=45<br>e=52 | m=<br>e=       | m=<br>e=     | m=<br>e=       | m=<br>e= | m=<br>e=     | m=42<br>e=56 | m=<br>e=     | m=38<br>e=60 | m=<br>e= | m=<br>e= | m=<br>e=     | m=32<br>e=68 | m=<br>e= | m=<br>e= |



|  | Group        | Baseline       |          |                |          |              |          | Results        |                |                |                |            | Targets      |              |              |              |          |          |              |              |          |          |
|--|--------------|----------------|----------|----------------|----------|--------------|----------|----------------|----------------|----------------|----------------|------------|--------------|--------------|--------------|--------------|----------|----------|--------------|--------------|----------|----------|
|  |              | 2006-07        |          | 2007-08        |          | 2008-09      |          | 2009-10 Target |                | 2009-10 Actual |                | Difference | 2010-11      |              | 2011-12      |              | 2012-13  |          | 2013-14      |              | 2014-15  |          |
|  |              | n              | %        | n              | %        | n            | %        | n              | %              | n              | %              |            | n            | %            | n            | %            | n        | %        | n            | %            | n        | %        |
| #/% of students who meet/exceed standards on Math EOCT | All Students | m=285<br>e=686 | m=<br>e= | m=359<br>e=544 | m=<br>e= | m=40<br>e=60 | m=<br>e= | m=38<br>e=62   | m=646<br>e=207 | m=64<br>e=21   | m=+26<br>e=-41 | m=<br>e=   | m=36<br>e=64 | m=<br>e=     | m=34<br>e=66 | m=<br>e=     | m=<br>e= | m=<br>e= | m=30<br>e=70 | m=<br>e=     | m=<br>e= |          |
|  | Asian        | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | m=18<br>e=6    | m=62<br>e=21   | m=+62<br>e=+21 | TFC        | TFC          | TFC          | TFC          | TFC          | m=<br>e= | TFC      | TFC          | m=<br>e=     | m=<br>e= |          |
|  | Black        | m=29<br>e=46   | m=<br>e= | m=39<br>e=27   | m=<br>e= | m=44<br>e=36 | m=<br>e= | m=43<br>e=41   | m=67<br>e=8    | m=66<br>e=8    | m=+23<br>e=-33 | m=<br>e=   | m=42<br>e=46 | m=<br>e=     | m=41<br>e=51 | m=<br>e=     | m=<br>e= | m=<br>e= | m=40<br>e=60 | m=<br>e=     | m=<br>e= |          |
|  | Hispanic     | TFC            | m=<br>e= | m=6<br>e=8     | m=<br>e= | m=34<br>e=51 | m=<br>e= | m=33<br>e=55   | m=20<br>e=7    | m=61<br>e=21   | m=+28<br>e=-34 | m=<br>e=   | m=32<br>e=59 | m=<br>e=     | m=31<br>e=63 | m=<br>e=     | m=<br>e= | m=<br>e= | m=30<br>e=70 | m=<br>e=     | m=<br>e= |          |
|  | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | TFC            | TFC            | TFC            | TFC        | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | White        | m=240<br>e=621 | m=<br>e= | m=301<br>e=484 | m=<br>e= | m=32<br>e=60 | m=<br>e= | m=31<br>e=62   | m=540<br>e=186 | m=64<br>e=22   | m=+33<br>e=-40 | m=<br>e=   | m=30<br>e=64 | m=<br>e=     | m=29<br>e=66 | m=<br>e=     | m=<br>e= | m=<br>e= | m=30<br>e=70 | m=<br>e=     | m=<br>e= |          |
|  | Multi-racial | m=3<br>e=6     | m=<br>e= | m=2<br>e=9     | m=<br>e= | m=16<br>e=65 | m=<br>e= | m=18<br>e=66   | TFC            | TFC            | TFC            | TFC        | m=<br>e=     | m=21<br>e=67 | m=<br>e=     | m=24<br>e=68 | m=<br>e= | m=<br>e= | m=<br>e=     | m=30<br>e=70 | m=<br>e= | m=<br>e= |
|  | SWD          | m=34<br>e=30   | m=<br>e= | m=48<br>e=26   | m=<br>e= | m=45<br>e=23 | m=<br>e= | m=50<br>e=25   | m=33<br>e=5    | m=47<br>e=7    | m=-3<br>e=-18  | m=<br>e=   | m=55<br>e=27 | m=<br>e=     | m=60<br>e=28 | m=<br>e=     | m=<br>e= | m=<br>e= | m=70<br>e=30 | m=<br>e=     | m=<br>e= |          |
|  | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | TFC            | TFC            | TFC            | TFC        | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | Econ. Dis.   | m=9<br>e=16    | m=<br>e= | m=20<br>e=18   | m=<br>e= | m=40<br>e=38 | m=<br>e= | m=43<br>e=40   | m=53<br>e=7    | m=67<br>e=9    | m=+24<br>e=-31 | m=<br>e=   | m=45<br>e=42 | m=<br>e=     | m=47<br>e=44 | m=<br>e=     | m=<br>e= | m=<br>e= | m=50<br>e=50 | m=<br>e=     | m=<br>e= |          |
| #/% of students who meet/exceed standards on ELA EOCT  | All Students | m=791<br>e=500 | m=<br>e= | m=660<br>e=567 | m=<br>e= | m=50<br>e=50 | m=<br>e= | m=48<br>e=52   | m=483<br>e=668 | m=40<br>e=56   | m=+8<br>e=+4   | m=<br>e=   | m=46<br>e=54 | m=<br>e=     | m=44<br>e=56 | m=<br>e=     | m=<br>e= | m=<br>e= | m=40<br>e=60 | m=<br>e=     | m=<br>e= |          |
|  | Asian        | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | m=15<br>e=15   | m=47<br>e=47   | m=+47<br>e=+47 | TFC        | TFC          | TFC          | TFC          | TFC          | m=<br>e= | TFC      | TFC          | m=<br>e=     | m=<br>e= |          |
|  | Black        | m=77<br>e=20   | m=<br>e= | m=67<br>e=19   | m=<br>e= | m=69<br>e=23 | m=<br>e= | m=68<br>e=25   | m=75<br>e=37   | m=59<br>e=29   | m=-9<br>e=+4   | m=<br>e=   | m=67<br>e=28 | m=<br>e=     | m=66<br>e=31 | m=<br>e=     | m=<br>e= | m=<br>e= | m=64<br>e=36 | m=<br>e=     | m=<br>e= |          |
|  | Hispanic     | m=13<br>e=7    | m=<br>e= | m=18<br>e=10   | m=<br>e= | m=59<br>e=33 | m=<br>e= | m=60<br>e=34   | m=13<br>e=22   | m=36<br>e=61   | m=-24<br>e=+27 | m=<br>e=   | m=61<br>e=35 | m=<br>e=     | m=61<br>e=36 | m=<br>e=     | m=<br>e= | m=<br>e= | m=60<br>e=40 | m=<br>e=     | m=<br>e= |          |
|  | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | TFC            | TFC            | TFC            | TFC        | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | White        | m=688<br>e=460 | m=<br>e= | m=554<br>e=518 | m=<br>e= | m=48<br>e=48 | m=<br>e= | m=46<br>e=51   | m=377<br>e=593 | m=38<br>e=59   | m=-8<br>e=+8   | m=<br>e=   | m=44<br>e=54 | m=<br>e=     | m=42<br>e=57 | m=<br>e=     | m=<br>e= | m=<br>e= | m=40<br>e=60 | m=<br>e=     | m=<br>e= |          |
|  | Multi-racial | m=3<br>e=7     | m=<br>e= | m=14<br>e=12   | m=<br>e= | m=51<br>e=46 | m=<br>e= | m=50<br>e=48   | TFC            | TFC            | TFC            | TFC        | m=<br>e=     | m=48<br>e=50 | m=<br>e=     | m=47<br>e=52 | m=<br>e= | m=<br>e= | m=<br>e=     | m=44<br>e=56 | m=<br>e= | m=<br>e= |
|  | SWD          | m=64<br>e=6    | m=<br>e= | m=71<br>e=5    | m=<br>e= | m=68<br>e=7  | m=<br>e= | m=71<br>e=9    | m=47<br>e=16   | m=61<br>e=21   | m=-10<br>e=+12 | m=<br>e=   | m=73<br>e=12 | m=<br>e=     | m=75<br>e=15 | m=<br>e=     | m=<br>e= | m=<br>e= | m=75<br>e=25 | m=<br>e=     | m=<br>e= |          |
|  | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC          | TFC      | TFC            | TFC            | TFC            | TFC            | TFC        | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | Econ. Dis.   | m=30<br>e=9    | m=<br>e= | m=40<br>e=8    | m=<br>e= | m=70<br>e=17 | m=<br>e= | m=69<br>e=21   | TFC            | TFC            | TFC            | TFC        | m=<br>e=     | m=68<br>e=25 | m=<br>e=     | m=67<br>e=29 | m=<br>e= | m=<br>e= | m=<br>e=     | m=65<br>e=35 | m=<br>e= | m=<br>e= |



| Indicators   | Group        | Baseline       |          |                |          |          |              | Results        |              |                |              |                | Targets  |              |              |              |              |          |          |              |              |          |          |
|--|--------------|----------------|----------|----------------|----------|----------|--------------|----------------|--------------|----------------|--------------|----------------|----------|--------------|--------------|--------------|--------------|----------|----------|--------------|--------------|----------|----------|
|  |              | 2006-07        |          | 2007-08        |          | 2008-09  |              | 2009-10 Target |              | 2009-10 Actual |              | Difference     | 2010-11  |              | 2011-12      |              | 2012-13      |          | 2013-14  |              | 2014-15      |          |          |
|  |              | n              | %        | n              | %        | n        | %            | n              | %            | n              | %            |                | n        | %            | n            | %            | n            | %        | n        | %            | n            | %        |          |
| #/% of students who meet/exceed standards on Science EOCT        | All Students | m=416<br>e=190 | m=<br>e= | m=316<br>e=302 | m=<br>e= | m=<br>e= | m=54<br>e=46 | m=<br>e=       | m=52<br>e=48 | m=219<br>e=299 | m=39<br>e=53 | m=-13<br>e=+5  | m=<br>e= | m=50<br>e=50 | m=<br>e=     | m=48<br>e=52 | m=<br>e=     | m=<br>e= | m=<br>e= | m=44<br>e=56 | m=<br>e=     | m=<br>e= |          |
|  | Asian        | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC      | TFC          | TFC            | TFC          | m=8<br>e=5     | m=62<br>e=39 | m=+62<br>e=+39 | TFC      | TFC          | TFC          | TFC          | TFC          | m=<br>e= | TFC      | TFC          | m=<br>e=     | m=<br>e= |          |
|  | Black        | m=34<br>e=5    | m=<br>e= | m=36<br>e=10   | m=<br>e= | m=<br>e= | m=57<br>e=20 | m=<br>e=       | m=58<br>e=24 | m=24<br>e=22   | m=39<br>e=36 | m=-19<br>e=+12 | m=<br>e= | m=58<br>e=28 | m=<br>e=     | m=59<br>e=31 | m=<br>e=     | m=<br>e= | m=<br>e= | m=60<br>e=40 | m=<br>e=     | m=<br>e= |          |
|  | Hispanic     | m=7<br>e=2     | m=<br>e= | m=8<br>e=8     | m=<br>e= | m=<br>e= | m=41<br>e=39 | m=<br>e=       | m=44<br>e=40 | m=3<br>e=12    | m=17<br>e=67 | m=-27<br>e=+27 | m=<br>e= | m=47<br>e=41 | m=<br>e=     | m=50<br>e=42 | m=<br>e=     | m=<br>e= | m=<br>e= | m=56<br>e=44 | m=<br>e=     | m=<br>e= |          |
|  | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC      | TFC          | TFC            | TFC          | TFC            | TFC          | TFC            | TFC      | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | White        | m=364<br>e=182 | m=<br>e= | m=261<br>e=273 | m=<br>e= | m=<br>e= | m=45<br>e=48 | m=<br>e=       | m=43<br>e=50 | m=183<br>e=260 | m=38<br>e=55 | m=-5<br>e=+5   | m=<br>e= | m=42<br>e=52 | m=<br>e=     | m=43<br>e=54 | m=<br>e=     | m=<br>e= | m=<br>e= | m=42<br>e=58 | m=<br>e=     | m=<br>e= |          |
|  | Multi-racial | m=10<br>e=2    | m=<br>e= | m=7<br>e=6     | m=<br>e= | m=<br>e= | m=43<br>e=37 | m=<br>e=       | m=45<br>e=39 | TFC            | TFC          | TFC            | TFC      | m=<br>e=     | m=47<br>e=41 | m=<br>e=     | m=49<br>e=43 | m=<br>e= | m=<br>e= | m=<br>e=     | m=53<br>e=47 | m=<br>e= | m=<br>e= |
|  | SWD          | m=29<br>e=3    | m=<br>e= | m=31<br>e=8    | m=<br>e= | m=<br>e= | m=49<br>e=16 | m=<br>e=       | m=52<br>e=20 | m=19<br>e=8    | m=49<br>e=21 | m=-3<br>e=+1   | m=<br>e= | m=55<br>e=24 | m=<br>e=     | m=58<br>e=28 | m=<br>e=     | m=<br>e= | m=<br>e= | m=64<br>e=36 | m=<br>e=     | m=<br>e= |          |
|  | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC      | TFC          | TFC            | TFC          | TFC            | TFC          | TFC            | TFC      | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | Econ. Dis.   | m=16<br>e=3    | m=<br>e= | m=22<br>e=7    | m=<br>e= | m=<br>e= | m=51<br>e=18 | m=<br>e=       | m=54<br>e=21 | m=21<br>e=19   | m=45<br>e=40 | m=-9<br>e=+19  | m=<br>e= | m=57<br>e=24 | m=<br>e=     | m=60<br>e=27 | m=<br>e=     | m=<br>e= | m=<br>e= | m=66<br>e=36 | m=<br>e=     | m=<br>e= |          |
| #/% of students who meet/exceed standards on Social Studies EOCT | All Students | m=320<br>e=791 | m=<br>e= | m=634<br>e=449 | m=<br>e= | m=<br>e= | m=60<br>e=40 | m=<br>e=       | m=58<br>e=42 | m=416<br>e=536 | m=38<br>e=49 | m=-20<br>e=+7  | m=<br>e= | m=56<br>e=44 | m=<br>e=     | m=54<br>e=46 | m=<br>e=     | m=<br>e= | m=<br>e= | m=50<br>e=50 | m=<br>e=     | m=<br>e= |          |
|  | Asian        | m=1<br>e=10    | m=<br>e= | m=9<br>e=13    | m=<br>e= | m=<br>e= | m=39<br>e=61 | m=<br>e=       | m=37<br>e=63 | m=5<br>e=7     | m=36<br>e=50 | m=-1<br>e=-13  | m=<br>e= | m=35<br>e=65 | m=<br>e=     | m=33<br>e=67 | m=<br>e=     | m=<br>e= | m=<br>e= | m=29<br>e=71 | m=<br>e=     | m=<br>e= |          |
|  | Black        | m=31<br>e=30   | m=<br>e= | m=51<br>e=14   | m=<br>e= | m=<br>e= | m=55<br>e=17 | m=<br>e=       | m=59<br>e=19 | m=31<br>e=28   | m=38<br>e=35 | m=-21<br>e=+16 | m=<br>e= | m=63<br>e=21 | m=<br>e=     | m=67<br>e=23 | m=<br>e=     | m=<br>e= | m=<br>e= | m=73<br>e=27 | m=<br>e=     | m=<br>e= |          |
|  | Hispanic     | m=4<br>e=8     | m=<br>e= | m=6<br>e=4     | m=<br>e= | m=<br>e= | m=48<br>e=33 | m=<br>e=       | m=49<br>e=35 | m=10<br>e=8    | m=42<br>e=33 | m=-7<br>e=-2   | m=<br>e= | m=51<br>e=37 | m=<br>e=     | m=53<br>e=39 | m=<br>e=     | m=<br>e= | m=<br>e= | m=57<br>e=43 | m=<br>e=     | m=<br>e= |          |
|  | Amer Indian  | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC      | TFC          | TFC            | TFC          | TFC            | TFC          | TFC            | TFC      | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | White        | m=273<br>e=722 | m=<br>e= | m=556<br>e=421 | m=<br>e= | m=<br>e= | m=50<br>e=40 | m=<br>e=       | m=50<br>e=42 | m=367<br>e=486 | m=38<br>e=50 | m=-12<br>e=+8  | m=<br>e= | m=50<br>e=44 | m=<br>e=     | m=50<br>e=46 | m=<br>e=     | m=<br>e= | m=<br>e= | m=50<br>e=50 | m=<br>e=     | m=<br>e= |          |
|  | Multi-racial | m=5<br>e=4     | m=<br>e= | m=7<br>e=1     | m=<br>e= | m=<br>e= | m=64<br>e=13 | m=<br>e=       | m=63<br>e=18 | TFC            | TFC          | TFC            | TFC      | m=<br>e=     | m=62<br>e=23 | m=<br>e=     | m=61<br>e=29 | m=<br>e= | m=<br>e= | m=<br>e=     | m=60<br>e=40 | m=<br>e= | m=<br>e= |
|  | SWD          | m=27<br>e=38   | m=<br>e= | m=34<br>e=7    | m=<br>e= | m=<br>e= | m=45<br>e=16 | m=<br>e=       | m=44<br>e=25 | m=12<br>e=10   | m=33<br>e=28 | m=-11<br>e=+3  | m=<br>e= | m=43<br>e=34 | m=<br>e=     | m=42<br>e=42 | m=<br>e=     | m=<br>e= | m=<br>e= | m=40<br>e=60 | m=<br>e=     | m=<br>e= |          |
|  | ELL          | TFC            | m=<br>e= | TFC            | m=<br>e= | TFC      | TFC          | TFC            | TFC          | TFC            | TFC          | TFC            | TFC      | TFC          | TFC          | TFC          | TFC          | TFC      | m=<br>e= | TFC          | TFC          | m=<br>e= | m=<br>e= |
|  | Econ. Dis.   | m=13<br>e=14   | m=<br>e= | m=17<br>e=4    | m=<br>e= | m=<br>e= | m=45<br>e=20 | m=<br>e=       | m=44<br>e=28 | m=9<br>e=17    | m=26<br>e=49 | m=-18<br>e=21  | m=<br>e= | m=43<br>e=36 | m=<br>e=     | m=42<br>e=44 | m=<br>e=     | m=<br>e= | m=<br>e= | m=40<br>e=60 | m=<br>e=     | m=<br>e= |          |



Increase state writing performance at grade 11

| Indicators  | Group        | Baseline      |          |               |          |          |               | Results        |               |                |              |                | Targets  |              |          |               |          |          |          |               |          |          |          |
|---|--------------|---------------|----------|---------------|----------|----------|---------------|----------------|---------------|----------------|--------------|----------------|----------|--------------|----------|---------------|----------|----------|----------|---------------|----------|----------|----------|
|   |              | 2006-07       |          | 2007-08       |          | 2008-09  |               | 2009-10 Target |               | 2009-10 Actual |              | Difference     | 2010-11  |              | 2011-12  |               | 2012-13  |          | 2013-14  |               | 2014-15  |          |          |
|   |              | n             | %        | n             | %        | n        | %             | n              | %             | n              | %            |                | n        | %            | n        | %             | n        | %        | n        | %             | n        | %        |          |
| #/% of students who meet/exceed writing standards in grade 11 | All Students | m=627<br>e=NR | m=<br>e= | m=643<br>e=NR | m=<br>e= | m=<br>e= | m=85<br>e=13  | m=<br>e=       | m=85<br>e=15  | m=<br>e=       | m=84<br>e=11 | m=-1<br>e=-4   | m=<br>e= | m=90<br>e=9  | m=<br>e= | m=80<br>e=20  | m=<br>e= | m=<br>e= | m=<br>e= | m=76<br>e=24  | m=<br>e= | m=<br>e= |          |
|   | Asian        | m=12<br>e=NR  | m=<br>e= | m=10<br>e=NR  | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e=       | m=100<br>e=NR | m=<br>e=       | TFC          | TFC            | m=<br>e= | m=100<br>e=0 | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |
|   | Black        | m=48<br>e=NR  | m=<br>e= | m=41<br>e=NR  | m=<br>e= | m=<br>e= | m=93<br>e=NR  | m=<br>e=       | m=95<br>e=NR  | m=<br>e=       | m=86<br>e=2  | m=-9<br>e=+2   | m=<br>e= | m=92<br>e=8  | m=<br>e= | m=98<br>e=NR  | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |
|   | Hispanic     | TFC           | m=<br>e= | m=14<br>e=NR  | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e=       | m=100<br>e=NR | m=<br>e=       | m=69<br>e=15 | m=-31<br>e=+15 | m=<br>e= | m=91<br>e=5  | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |
|   | Amer Indian  | TFC           | m=<br>e= | TFC           | m=<br>e= | TFC      | TFC           | TFC            | TFC           | m=<br>e=       | TFC          | TFC            | TFC      | TFC          | TFC      | TFC           | TFC      | m=<br>e= | TFC      | TFC           | TFC      | m=<br>e= | m=<br>e= |
|   | White        | m=555<br>e=NR | m=<br>e= | m=566<br>e=NR | m=<br>e= | m=<br>e= | m=98<br>e=NR  | m=<br>e=       | m=99<br>e=NR  | m=<br>e=       | m=84<br>e=12 | m=-15<br>e=+12 | m=<br>e= | m=89<br>e=10 | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |
|   | Multi-racial | TFC           | m=<br>e= | TFC           | m=<br>e= | TFC      | TFC           | TFC            | TFC           | m=<br>e=       | TFC          | TFC            | TFC      | TFC          | TFC      | TFC           | TFC      | m=<br>e= | TFC      | TFC           | TFC      | m=<br>e= | m=<br>e= |
|   | SWD          | m=42<br>e=NR  | m=<br>e= | m=36<br>e=NR  | m=<br>e= | m=<br>e= | m=82<br>e=NR  | m=<br>e=       | m=85<br>e=NR  | m=<br>e=       | m=72<br>e=8  | m=-13<br>e=+8  | m=<br>e= | m=91<br>e=3  | m=<br>e= | m=93<br>e=NR  | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |
|   | ELL          | TFC           | m=<br>e= | TFC           | m=<br>e= | TFC      | TFC           | TFC            | TFC           | m=<br>e=       | TFC          | TFC            | TFC      | TFC          | TFC      | TFC           | TFC      | m=<br>e= | TFC      | TFC           | TFC      | m=<br>e= | m=<br>e= |
|   | Econ. Dis.   | m=18<br>e=NR  | m=<br>e= | m=11<br>e=NR  | m=<br>e= | m=<br>e= | m=94<br>e=NR  | m=<br>e=       | m=96<br>e=NR  | m=<br>e=       | m=82<br>e=14 | m=-14<br>e=+14 | m=<br>e= | m=97<br>e=NR | m=<br>e= | m=98<br>e=NR  | m=<br>e= | m=<br>e= | m=<br>e= | m=100<br>e=NR | m=<br>e= | m=<br>e= |          |

Increase in students taking more challenging courses

| Indicators   | Group        | Baseline |   |         |   |         |      | Results        |       |                |    |            | Targets |       |         |       |         |     |         |     |         |   |  |
|--|--------------|----------|---|---------|---|---------|------|----------------|-------|----------------|----|------------|---------|-------|---------|-------|---------|-----|---------|-----|---------|---|--|
|  |              | 2006-07  |   | 2007-08 |   | 2008-09 |      | 2009-10 Target |       | 2009-10 Actual |    | Difference | 2010-11 |       | 2011-12 |       | 2012-13 |     | 2013-14 |     | 2014-15 |   |  |
|  |              | n        | % | n       | % | n       | %    | n              | %     | n              | %  |            | n       | %     | n       | %     | n       | %   | n       | %   | n       | % |  |
| #/% of students taking Advanced Placement (AP) courses | All Students | 726      |   | 764     |   | 680     | 29.0 |                | 42    | 677            | 31 | -21        |         | 54    |         | 66    |         |     |         |     | 92      |   |  |
|  | Asian        | 19       |   | 23      |   | 13      | 1.9  |                | 20    | 13             | 33 | 13         |         | 40    |         | 60    |         |     |         |     | 100     |   |  |
|  | Black        | 26       |   | 26      |   | 28      | 4.1  |                | 20    | 29             | 15 | -5         |         | 40    |         | 60    |         |     |         |     | 100     |   |  |
|  | Hispanic     | 12       |   | 11      |   | 11      | 1.6  |                | 20    | 17             | 30 | 10         |         | 40    |         | 60    |         |     |         |     | 100     |   |  |
|  | Amer Indian  | TFC      |   | TFC     |   | TFC     | TFC  | TFC            | TFC   | 1              | 3  | 3          |         | TFC   | TFC     | TFC   | TFC     | TFC |         | TFC | TFC     |   |  |
|  | White        | 662      |   | 698     |   | 621     | 91.3 |                | 93.04 | 610            | 33 | -60        |         | 94.78 |         | 96.52 |         |     |         |     | 100     |   |  |
|  | Multi-racial | TFC      |   | TFC     |   | TFC     | TFC  | TFC            | TFC   | 7              | 41 | 41         |         | TFC   | TFC     | TFC   | TFC     | TFC |         | TFC | TFC     |   |  |
|  | SWD          | TFC      |   | TFC     |   | TFC     | TFC  | TFC            | TFC   | 5              | 4  | 4          |         | TFC   | TFC     | TFC   | TFC     | TFC |         | TFC | TFC     |   |  |
|  | ELL          | TFC      |   | TFC     |   | TFC     | TFC  | TFC            | TFC   | 1              | 8  | 8          |         | TFC   | TFC     | TFC   | TFC     | TFC |         | TFC | TFC     |   |  |
|  | Econ. Dis.   | TFC      |   | TFC     |   | 16      | 2.4  |                | 20    | 24             | 18 | -2         |         | 40    |         | 60    |         |     |         |     | 100     |   |  |



| Indicators   | Group        | Baseline |   |         |   |         |      | Results        |      |                |     |            | Targets |      |         |      |         |     |         |     |         |     |     |  |
|--|--------------|----------|---|---------|---|---------|------|----------------|------|----------------|-----|------------|---------|------|---------|------|---------|-----|---------|-----|---------|-----|-----|--|
|  |              | 2006-07  |   | 2007-08 |   | 2008-09 |      | 2009-10 Target |      | 2009-10 Actual |     | Difference | 2010-11 |      | 2011-12 |      | 2012-13 |     | 2013-14 |     | 2014-15 |     |     |  |
|  |              | n        | % | n       | % | n       | %    | n              | %    | n              | %   |            | n       | %    | n       | %    | n       | %   | n       | %   | n       | %   |     |  |
| #/% of students in Advanced placement (AP) courses and earning qualifying scores | All Students | NA       |   | 671     |   | 741     | 74.1 |                | 78   | 397            | 73  | 5          |         | 81   |         | 84   |         |     |         |     | 92      |     |     |  |
|  | Asian        | NA       |   | 22      |   | 24      | 2.4  |                | 20   | 9              | 75  | 55         |         | 40   |         | 60   |         |     |         |     | 100     |     |     |  |
|  | Black        | NA       |   | 17      |   | 16      | 1.6  |                | 20   | 12             | 55  | 35         |         | 40   |         | 60   |         |     |         |     | 100     |     |     |  |
|  | Hispanic     | NA       |   | 10      |   | 12      | 1.2  |                | 20   | 8              | 57  | 37         |         | 40   |         | 60   |         |     |         |     | 100     |     |     |  |
|  | Amer Indian  | NA       |   | TFC     |   | TFC     | TFC  | TFC            | TFC  | TFC            | TFC | TFC        | TFC     | TFC  | TFC     | TFC  | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|  | White        | NA       |   | 621     |   | 680     | 68.0 |                | 74.4 | 364            | 74  | 0          |         | 80.8 |         | 87.2 |         |     |         |     |         | 100 |     |  |
|  | Multi-racial | NA       |   | TFC     |   | TFC     | TFC  | TFC            | TFC  | TFC            | 4   | 57         | 57      |      | TFC     | TFC  | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|  | SWD          | NA       |   | TFC     |   | TFC     | TFC  | TFC            | TFC  | TFC            | 1   | 33         | 33      |      | TFC     | TFC  | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|  | ELL          | NA       |   | TFC     |   | TFC     | TFC  | TFC            | TFC  | TFC            | 1   | 100        | 100     |      | TFC     | TFC  | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|  | Econ. Dis.   | NA       |   | TFC     |   | 23      | 2.3  |                | 20   | 15             | 79  | 59         |         | 40   |         | 60   |         |     |         |     |         | 100 |     |  |

Increase Graduation Rate

| Indicators                         | Group        | Baseline |   |         |   |         |       | Results        |       |                |     |            | Targets |       |         |       |         |     |         |     |         |     |     |  |
|------------------------------------|--------------|----------|---|---------|---|---------|-------|----------------|-------|----------------|-----|------------|---------|-------|---------|-------|---------|-----|---------|-----|---------|-----|-----|--|
|                                    |              | 2006-07  |   | 2007-08 |   | 2008-09 |       | 2009-10 Target |       | 2009-10 Actual |     | Difference | 2010-11 |       | 2011-12 |       | 2012-13 |     | 2013-14 |     | 2014-15 |     |     |  |
|                                    |              | n        | % | n       | % | n       | %     | n              | %     | n              | %   |            | n       | %     | n       | %     | n       | %   | n       | %   | n       | %   |     |  |
| #/% of students graduating on time | All Students | 582      |   | 626     |   |         | 96    |                | 97    | 552            | 96  | -1         |         | 98    |         | 99    |         |     |         |     |         | 100 |     |  |
|                                    | Asian        | TFC      |   | 12      |   |         | 100   |                | 100   | TFC            | TFC | TFC        |         | 100   |         | 100   |         |     |         |     |         | 100 |     |  |
|                                    | Black        | 22       |   | 51      |   |         | 93.91 |                | 95.12 | 30             | 86  | -9         |         | 96.33 |         | 97.54 |         |     |         |     |         | 100 |     |  |
|                                    | Hispanic     | 11       |   | TFC     |   | TFC     | TFC   | TFC            | TFC   | 10             | 100 | 100        |         | 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     | TFC | TFC |  |
|                                    | White        | 532      |   | 552     |   |         | 96    |                | 97    | 500            | 96  | -1         |         | 98    |         | 99    |         |     |         |     |         | 100 |     |  |
|                                    | Multi-racial | TFC      |   | TFC     |   | TFC     | TFC   | TFC            | TFC   | TFC            | TFC | TFC        | TFC     |       | TFC     | TFC   | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|                                    | SWD          | 35       |   | 46      |   |         | 85.1  |                | 88.1  | 30             | 71  | -17        |         | 91    |         | 94    |         |     |         |     |         | 100 |     |  |
|                                    | ELL          | TFC      |   | TFC     |   | TFC     | TFC   | TFC            | TFC   | TFC            | TFC | TFC        | TFC     |       | TFC     | TFC   | TFC     | TFC | TFC     | TFC | TFC     | TFC | TFC |  |
|                                    | Econ. Dis.   | 13       |   | 18      |   |         | 88.08 |                | 90.46 | 17             | 85  | -5         |         | 92.84 |         | 95.22 |         |     |         |     |         | 100 |     |  |



Decrease in high school dropout rate

| Indicators  | Group        | Baseline |   |         |   |         |     | Results        |     |                |      |            | Targets |     |         |     |         |   |         |   |         |     |  |  |
|---|--------------|----------|---|---------|---|---------|-----|----------------|-----|----------------|------|------------|---------|-----|---------|-----|---------|---|---------|---|---------|-----|--|--|
|   |              | 2006-07  |   | 2007-08 |   | 2008-09 |     | 2009-10 Target |     | 2009-10 Actual |      | Difference | 2010-11 |     | 2011-12 |     | 2012-13 |   | 2013-14 |   | 2014-15 |     |  |  |
|   |              | n        | % | n       | % | n       | %   | n              | %   | n              | %    |            | n       | %   | n       | %   | n       | % | n       | % | n       | %   |  |  |
| #/% of high school students dropping out annually | All Students | 28       |   | 14      |   |         | 0.4 |                | 0.3 | 20             | 0.88 | -0.58      |         | 0.2 |         | 0.1 |         |   |         |   | 0       |     |  |  |
|   | Asian        | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 0              | 0    | 0          | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | Black        | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 3              | 1.43 | 1.43       | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | Hispanic     | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 1              | 1.47 | 1.47       | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | Amer Indian  | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 0              | 0    | 0          | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | White        | 24       |   | 12      |   |         | 0.4 |                | 0.3 | 16             | 0.82 | 0.82       |         | 0.2 |         | 0.1 |         |   |         |   | 0       |     |  |  |
|   | Multi-racial | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 0              | 0    | 0          | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | SWD          | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 7              | 3.83 | 3.83       | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | ELL          | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 2              | 12.5 | 12.5       | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |
|   | Econ. Dis.   | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC | 0              | 0    | 0          | TFC     | TFC | TFC     | TFC | TFC     |   |         |   | TFC     | TFC |  |  |

Increase in SAT/ACT participation rate and results

| Indicators                               | Group        | Baseline |   |         |   |         |      | Results        |       |                |    |            | Targets |       |         |       |         |    |         |   |         |     |  |  |
|--|--------------|----------|---|---------|---|---------|------|----------------|-------|----------------|----|------------|---------|-------|---------|-------|---------|----|---------|---|---------|-----|--|--|
|  |              | 2006-07  |   | 2007-08 |   | 2008-09 |      | 2009-10 Target |       | 2009-10 Actual |    | Difference | 2010-11 |       | 2011-12 |       | 2012-13 |    | 2013-14 |   | 2014-15 |     |  |  |
|  |              | n        | % | n       | % | n       | %    | n              | %     | n              | %  |            | n       | %     | n       | %     | n       | %  | n       | % | n       | %   |  |  |
| #/% of graduating seniors taking the SAT | All Students | 496      |   | 544     |   |         | 91.8 |                | 93.4  | 471            | 85 | -8.4       |         | 95    |         | 96.6  |         |    |         |   | 100     |     |  |  |
|  | Asian        | TFC      |   | 15      |   |         | 18.8 |                | 35    | 9              | 2  |            |         | 51.25 |         | 67.5  |         |    |         |   | 100     |     |  |  |
|  | Black        | 20       |   | 40      |   |         | 22.2 |                | 37.32 | 24             | 5  |            |         | 52.48 |         | 67.64 |         |    |         |   | 100     |     |  |  |
|  | Hispanic     | 14       |   | 15      |   |         | 18.8 |                | 35    | 15             | 3  |            |         | 51.25 |         | 67.5  |         |    |         |   | 100     |     |  |  |
|  | Amer Indian  | TFC      |   | TFC     |   | TFC     | TFC  | TFC            | TFC   | 1              | NR |            | TFC     | TFC   | TFC     | TFC   | TFC     |    |         |   | TFC     | TFC |  |  |
|  | White        | 423      |   | 447     |   |         | 78.4 |                | 82.71 | 408            | 87 |            |         | 87.02 |         | 91.33 |         |    |         |   | 100     |     |  |  |
|  | Multi-racial | 29       |   | 24      |   |         | 20.0 |                | 36    | NR             | NR |            |         | 52    |         | 68    |         |    |         |   | 100     |     |  |  |
|  | SWD          | 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  |  |  |
|  | Econ. Dis.   | NR       |   | NR      |   | NR      | NR   | NR             | NR    | NR             | NR |            |         | NR    | NR      | NR    | NR      | NR |         |   | NR      | NR  |  |  |



| Indicators   | Group        | Baseline |   |         |   |         |     | Results        |      |                |      |            | Targets |      |         |      |         |      |         |      |         |   |
|--|--------------|----------|---|---------|---|---------|-----|----------------|------|----------------|------|------------|---------|------|---------|------|---------|------|---------|------|---------|---|
|  |              | 2006-07  |   | 2007-08 |   | 2008-09 |     | 2009-10 Target |      | 2009-10 Actual |      | Difference | 2010-11 |      | 2011-12 |      | 2012-13 |      | 2013-14 |      | 2014-15 |   |
|  |              | n        | % | n       | % | n       | %   | n              | %    | n              | %    |            | n       | %    | n       | %    | n       | %    | n       | %    | n       | % |
| #/% of graduating seniors taking the ACT                     | All Students | 240      |   | 290     |   | 56.8    |     | 65.4           | 276  | 40             | -25  |            | 74.05   |      | 82.7    |      |         |      |         | 100  |         |   |
|  | Asian        | TFC      |   | 4       |   | TFC     | TFC | TFC            | TFC  | 4              | 1    | 1          | TFC     | TFC  | TFC     | TFC  | TFC     |      | TFC     | TFC  |         |   |
|  | Black        | TFC      |   | 26      |   | 20.0    |     | 36             | 9    | 3              | -33  |            | 52      |      | 68      |      |         |      |         | 100  |         |   |
|  | Hispanic     | TFC      |   | 6       |   | TFC     | TFC | TFC            | TFC  | 6              | 2    | 2          | TFC     | TFC  | TFC     | TFC  | TFC     |      | TFC     | TFC  |         |   |
|  | Amer Indian  | TFC      |   | TFC     |   | TFC     | TFC | TFC            | TFC  | 1              | 0    | 0          | TFC     | TFC  | TFC     | TFC  | TFC     |      | TFC     | TFC  |         |   |
|  | White        | 169      |   | 237     |   | 49.4    |     | 60             | 241  | 87             | 27   |            | 69.63   |      | 79.74   |      |         |      |         | 100  |         |   |
|  | Multi-racial | 56       |   | 17      |   | 19.0    |     | 35             | 15   | 5              | -30  |            | 51      |      | 68      |      |         |      |         | 100  |         |   |
|  | SWD          | 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   |         |   |
|  | Econ. Dis.   | NR       |   | NR      |   | NR      | NR  | NR             | NR   | NR             | NR   | NR         | NR      | NR   | NR      | NR   | NR      |      | NR      | NR   |         |   |
| Indicators   | Group        | Baseline |   |         |   |         |     | Results        |      |                |      |            | Targets |      |         |      |         |      |         |      |         |   |
|  |              | 2006-07  |   | 2007-08 |   | 2008-09 |     | 2009-10 Target |      | 2009-10 Actual |      | Difference | 2010-11 |      | 2011-12 |      | 2012-13 |      | 2013-14 |      | 2014-15 |   |
| Average combined scores for SAT (reading, math, and writing) | All Students | 1570     |   | 1571    |   | 1596    |     | 1616           | 1577 |                | -39  |            | 1636    |      | 1656    |      | 1676    |      | 1696    |      | 1716    |   |
|  | Asian        | TFC      |   | 1679    |   | 1799    |     | 1819           | 1571 |                | -248 | 1591       |         | 1611 |         | 1631 |         | 1651 |         | 1671 |         |   |
|  | Black        | 1398     |   | 1368    |   | 1540    |     | 1560           | 1472 |                | -88  | 1580       |         | 1600 |         | 1620 |         | 1640 |         | 1660 |         |   |
|  | Hispanic     | 1506     |   | 1562    |   | 1701    |     | 1721           | 1971 |                | 250  | 1741       |         | 1761 |         | 1771 |         | 1791 |         | 1811 |         |   |
|  | Amer Indian  | TFC      |   | TFC     |   | TFC     |     | TFC            | TFC  |                | TFC  | TFC        |         | TFC  |         | TFC  |         | TFC  |         | TFC  |         |   |
|  | White        | 1576     |   | 1587    |   | 1722    |     | 1742           | 1587 |                | -155 | 1762       |         | 1782 |         | 1802 |         | 1822 |         | 1842 |         |   |
|  | Multi-racial | TFC      |   | TFC     |   | TFC     |     | TFC            | TFC  |                | TFC  | TFC        |         | TFC  |         | TFC  |         | TFC  |         | TFC  |         |   |
|  | SWD          | NR       |   | NR      |   | NR      |     | NR             | NR   |                | NR   | NR         |         | NR   |         | NR   |         | NR   |         | NR   |         |   |
|  | ELL          | NR       |   | NR      |   | NR      |     | NR             | NR   |                | NR   | NR         |         | NR   |         | NR   |         | NR   |         | NR   |         |   |
|  | Econ. Dis.   | NR       |   | NR      |   | NR      |     | NR             | NR   |                | NR   | NR         |         | NR   |         | NR   |         | NR   |         | NR   |         |   |



| Indicators                      | Group        | Baseline |         |         | Results        |                |            | Targets |         |         |         |         |    |
|---------------------------------|--------------|----------|---------|---------|----------------|----------------|------------|---------|---------|---------|---------|---------|----|
|                                 |              | 2006-07  | 2007-08 | 2008-09 | 2009-10 Target | 2009-10 Actual | Difference | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |    |
| Average composite score for ACT | All Students | 23.1     | 22.4    | 23      | 25.6           | 23             | -2.6       | 26      | 27      | 28      | 29      | 30      |    |
|                                 | Asian        | TFC      | TFC     | TFC     | TFC            | 21             | 21         | 22      | 23      | 24      | 25      | 26      |    |
|                                 | Black        | TFC      | 18.9    | 21.75   | 24.6           | 20             | 1.75       | 25      | 26      | 27      | 28      | 29      |    |
|                                 | Hispanic     | TFC      | TFC     | TFC     | TFC            | 21             | 21         | 22      | 23      | 24      | 25      | 26      |    |
|                                 | Amer Indian  | TFC      | TFC     | TFC     | TFC            | 19             | 19         | 20      | 21      | 22      | 23      | 24      |    |
|                                 | White        | 23.3     | 22.7    | 24.9    | 27.1           | 23             | -4.1       | 28      | 29      | 30      | 31      | 32      |    |
|                                 | Multi-racial | 22.2     | 24.8    | 26.6    | 28.4           | 23             | -3.6       | 29      | 30      | 31      | 32      | 33      |    |
|                                 | SWD          | 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 |
|                                 | Econ. Dis.   | NR       | NR      | NR      | 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                                |         |         | Targets |         |         |         |         |         |
|---|--------------|---|---------|---------|---------|---------|---------|---------|---------|---------|
|   |              | 2006-07                                 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|   |              | %                                       | %       | %       | %       | %       | %       | %       | %       | %       |
| % of students who demonstrate the highest level of proficiency according to the ACT WorkKeys Assessment | All Students | Baseline data collection begins in 2010 |         |         | 90      | 92      | 94      |         | 100     |         |
|   | Asian        |   |         |         | NA      |         |         |         |         |         |
|   | Black        |   |         |         | NA      |         |         |         |         |         |
|   | Hispanic     |   |         |         | NA      |         |         |         |         |         |
|   | Amer Indian  |   |         |         | NA      |         |         |         |         |         |
|   | White        |   |         |         | NA      |         |         |         |         |         |
|   | Multi-racial |   |         |         | NA      |         |         |         |         |         |
|   | SWD          |   |         |         | NA      |         |         |         |         |         |
|   | ELL          |   |         |         | NA      |         |         |         |         |         |
|   | Econ. Dis.   |   |         |         | NA      |         |         |         |         |         |



## 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 college courses. We encourage students to enroll in the most appropriate and challenging courses, which may include advanced courses of study, honors, and AP classes. A school-wide emphasis will be placed upon providing professional learning to enhance more rigorous instruction. We believe that students should strive to take the most challenging courses, in support of our school performance priority, so they will improve in critical thinking and student achievement.

**Student Performance Goal:**

Students taking AP classes and exams will increase 3-5 percent each year through the year 2014.

## END-OF-YEAR REVIEW

*To be completed at End of Year*                                               

**I. Goal Attainment:**            Met                      Partially Met                      Did not meet

**II. Evidence of change**

**What evidence supports progress towards attainment of your goal?**

In 2009-2010, 31% of our student population took AP classes. We had more teachers trained to become fully AP certified in the past year. We also had a student led presentation at our 8th grade open house during which students who have taken AP courses and exams spoke to incoming freshmen about the importance of rigor. After this presentation, department heads were available to answer specific questions about honors and AP courses, and during 9th grade classroom guidance, counselors spoke with every freshman about the importance of taking such rigorous courses. Students were also reminded about the importance of rigor during the 10th and 11th grade.

**III. Reflections / Next Steps**

**Based on what you have learned, list adjustments to your plan for next year:**

We recruited more teachers to become AP certified in more areas. We formed an advisory committee made up of teachers who investigated our declining numbers in AP courses and exams. In retrospect, we need to revisit and create more realistic goals, keeping in mind our entire enrollment has declined and the state is not longer paying for AP exams.



| Action, Strategies, Interventions by Adults  | School Key /Strand                 | Resources  |          |        | Training   | Monitoring Plan   | Evidence of Mid Year Change (2010-2011)   |  |
|--|------------------------------------|--|----------|--------|--|---|---|--|
|  |                                    | Person Responsible   | Timeline |        |  |   |   | Financial Resources (Cost and Funding Source)  |
| 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 by state, juniors self-pay  | School counselors present score interpretation sessions to students.  | Increased scores on the PSAT.   | All freshmen, sophomores, and most juniors took the PSAT in October, 2010. Results have just been returned to students and counselors have explained how to interpret scores to all students who took the test. Administration and department heads will not meet to discuss trends in the data.   |
| Harrison will identify at-risk students through the use of the GHSGT Diagnostic test. Students will be provided with individual intervention plans designed to increase success on the GHSGT                     | A1.1, A2.1, A3.1, I2.6, PO2.1      | Ann Blume, Stephanie Rainey, 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 formative assessments and practice tests as tutoring sessions progress. | Students have been identified. We have developed a class this semester during which GHSGT skills in math, social studies, and English are taught in depth. We invited students to enroll in this class based on diagnostic results and teacher recommendation. We also are offering two months of after school tutoring in all subjects for the GHSGT. |
| 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      | Priscilla Thornton, 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.  | See above explanation as it also applies to this mid year change.  |
| 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 | Stephanie Rainey, Lori Arends, Division Heads                  | Aug-09   | May-14 | \$15,925 from local funds to pay for substitute teachers for elementary, middle & high school teachers. Planning Periods, Early Release, and Area Professional Learning Days | Area professional learning days are used to support collaboration.  | Small, collaborative teams produce common formative and summative assessments                           | This collaboration piece began with Lori Arends' presentation about AVID skills and lesson planning. Groups then visited teachers' presentations about how they include the AVID skills in their lessons, and as teams, teachers developed lessons that integrated AVID, formative, and summative assessments.   |
| Advisement conferences will inform students of academic opportunities.   | SC1.1, SC1.4                       | Susan Strickland, Kristen Blanton, Julie O'Meara, Sonia Wilcox | Sep-09   | May-14 | \$8,795.76 from local funds to pay for comp time for Teacher Experts; Substitute Teachers for Teacher Advisors   | School counselors train faculty on advisement procedures.   | Increased enrollment in challenging academic courses.   | Freshman Advisement has just finished, and feedback has been positive. Students are signing up for the most challenging coursework they can handle while at Harrison.  |
| 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 pay for awards & signs. \$1875 for Wall of Honor   | Advisor guides parent volunteers.   | Student achievements celebrated on a monthly and annual basis.  | As of the mid point in the year, teachers have celebrated a Student of the Month in each class. The Academic Booster Club has given goody bags out as incentive for good grades and strong improvement between marking periods. The counselors are working on creating a brag board for our students who are excelling in academics at Harrison.       |



|  |                  |                                     |        |        |   |   |   |  |
|--|------------------|-------------------------------------|--------|--------|---|---|---|--|
| Harrison High School will continue to offer the Advanced Academic Showcase for parents and students, which will showcase the benefits to all students of following a rigorous course of study. | SFC 1.1, SFC 1.4 | Kristen Blanton, Stephanie Rainey   | Feb-11 | May-14 | \$700 Marketing tools from General Fund   | Counselor addresses college representatives and students on topics for discussion.  | Increased enrollment in Advanced Placement courses.   | Students and parents enjoyed an educational evening which combined the Advanced Academic Showcase with our 8th Grade Open House. Importance of rigor was a main speaking point, and parents and students were encouraged to ask questions about their upcoming four years at Harrison and/or college entrance. |
| Increase the number of teachers who are Gifted and/or AP certified.  | SC 1.5, I2.2     | Stephanie Rianey, Priscilla Thorton | Aug-09 | May-14 | District & State Grants. \$1500 from Professional Learning and AP Funds for teachers to attend Advanced Placement training. | CCSD Gifted Training or other Gifted Endorsement Training   | Improved rates of Gifted and/or AP certified faculty. | We have more teachers every year who choose to become AP certified. Already committed to taking AP courses this summer are four social studies teachers. We are adding AP World History next fall.   |
| Teachers will integrate reading, interpreting, and summarizing word problems, charts and graphs into learning situations   | I2.1-2.2, PO2.2  | Donnie Griggers, Division Heads     | Aug-09 | May-14 | No cost   | Instruction committee shares new research-based strategies with faculty. Instructional activities will be implemented in the classroom. | Classroom observations and learning walks.            | All teachers are using USA Test Prep on a daily basis to challenge students and help prepare them for the GHSGT, SATs and ACTs.  |



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

| Indicators   | Baseline  |           |           | Results          |                  |            | Targets   |           |           |           |         |
|--|-----------|-----------|-----------|------------------|------------------|------------|-----------|-----------|-----------|-----------|---------|
|  | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 Target | 2009-2010 Actual | Difference | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-15 |
| Increase the number of professional learning opportunities aligned to improved student performance |           | 91.50%    | 82.10%    | 85.68%           | 90.80%           | 5.12%      | 92.64%    | 94.48%    | 96.32%    | 98.16%    | 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   |           |           |           |         |
|--|-----------|-----------|-----------|------------------|------------------|------------|-----------|-----------|-----------|-----------|---------|
|  | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 Target | 2009-2010 Actual | Difference | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-15 |
| Improved participation in opportunities (PTA, school councils, committees, SIP team) for family involvement      |           | 74.73%    | 78.37%    | 82.70%           | 71.30%           | -11.40%    | 77.04%    | 82.78%    | 88.52%    | 94.26%    | 85%     |
| Percentage of families and school staff joining PTA/PTSA   | 86.82%    | 106.80%   | 99.80%    | 90.64%           | 87.24%           | -3.40%     | 89.79%    | 92.34%    | 94.89%    | 97.45%    | 100%    |
| Increase family participation at workshops (“Math nights”, “Art Festivals”) designed to improve student learning |           | 79.60%    | 58.50%    | 66.80%           | 71.30%           | 4.50%      | 77.04%    | 82.78%    | 88.52%    | 94.26%    | 85%     |
| Improve family volunteerism  |           | 57.10%    | 61.70%    | 69.36%           | 52.40%           | -16.96%    | 61.92%    | 71.44%    | 80.96%    | 90.48%    | 70%     |

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

| Indicators   | Baseline  |           |           | Results          |                  |            | Targets   |           |           |           |         |
|--|-----------|-----------|-----------|------------------|------------------|------------|-----------|-----------|-----------|-----------|---------|
|  | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 Target | 2009-2010 Actual | Difference | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-15 |
| Develop and implement a system to assess and improve family and community experiences when visiting schools. |           | 78.00%    | 82.70%    | 86.16%           | 75.80%           | -10.36%    | 80.64%    | 85.48%    | 90.32%    | 95.16%    | 90%     |
| Assessing and improving school - websites and newsletters ensuring they provide clear information.           |           | 83.70%    | 86.40%    | 89.12%           | 79.80%           | -9.32%     | 83.84%    | 87.88%    | 91.92%    | 95.96%    | 90%     |
| Annual survey indicates a high percentage satisfaction with school climate (goal 100%).                      |           | 79.05%    | 82.28%    | 85.82%           | 80.40%           | -5.42%     | 84.32%    | 88.24%    | 92.16%    | 96.08%    | 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   |           |           |           |         |
|--|-----------|-----------|-----------|---------------------|---------------------|------------|-----------|-----------|-----------|-----------|---------|
|  | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010<br>Target | 2009-2010<br>Actual | Difference | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-15 |
| 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%              | 92.60%              | 3.64%      | 94.08%    | 95.56%    | 97.04%    | 98.52%    | 100%    |

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

| Indicators   | Baseline  |           |           | Results             |                     |            | Targets   |           |           |           |         |
|--|-----------|-----------|-----------|---------------------|---------------------|------------|-----------|-----------|-----------|-----------|---------|
|  | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010<br>Target | 2009-2010<br>Actual | Difference | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-15 |
| Increase student awareness of safe behavior practices by reducing student offenses in the following areas: |           |           |           |                     |                     |            |           |           |           |           |         |
| Fighting/Bullying  | 24        | 24        | 21        | 17                  | 14                  | 3          | 13        | 9         | 4         | 0         | 7       |
| Drugs  | 4         | 17        | 6         | 5                   | 10                  | -5         | 4         | 3         | 2         | 0         | 0       |
| Weapons  | 0         | 2         | 1         | 0                   | 1                   | -1         | 0         | 0         | 0         | 0         | 0       |
| Gang-related incidents   | 2         | 1         | 0         | 0                   | 0                   | 0          | 0         | 0         | 0         | 0         | 0       |

## ACTION PLAN FOR SCHOOL PERFORMANCE

**Priority for School Performance :**

In order to provide professional learning opportunities that would highly impact student learning, the School Improvement Planning Committee looked beyond surveys to school data. PSAT data supported the need to concentrate on critical thinking skills. This information was used to create a professional learning plan that focuses on differentiation, technology, collaboration, and assessment. The plan was designed to address the professional learning gaps found in the data collected through surveys and test scores.

**School 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.

## END OF YEAR REVIEW

**To be completed at End of Year**

I. Goal Attainment: Met  Partially Met  Did not meet

**II. Evidence of change**

What evidence supports progress towards attainment of your goal?

We aligned professional learning with our needs to address the area of critical thinking. Teachers were given choice about their professional learning classes based on data that represents areas of weakness in our students and teacher interests.

### III. Reflections / Next Steps

Based on what you have learned, list adjustments to your plan for next year:

Giving teachers choice was an excellent idea. Blackboard was a good way to collect views of all on staff, and it was eye-opening. We have concluded we need to always give choice to staff about professional learning where possible. Over the years we have continued to focus on critical thinking and we are really starting to see the rewards of this focus in the classroom and in our students' standardized testing areas.

| Action, Strategies, Interventions by Adults   | School Key / Strand        | Resources  |           |              | Training | Monitoring Plan  | Evidence of Mid Year Change (2010-2011)   |   |
|---|----------------------------|--|-----------|--------------|----------|--|---|---|
|   |                            | Person Responsible   | Timeline  |              |          |  |   | Financial Resources (Cost and Funding Source)   |
| The research supports the development of students' critical thinking strengths by differentiating instruction.  | PL 3.1, 3.2, 3.3           | Allison Tarvin, Assessment Committee Members               | 8/3/2010  | 1 hour       | N/A      | Classroom practices are analyzed, and teachers view sample learning style inventories.   | Classroom observations and walk-throughs.   | Teachers have collaborated in teams to create lesson plans with differentiation using critical thinking as the springboard for all formative and summative assessments.   |
| 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 | 8/3/2010  | 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   | Since this was a recap of what was already learned last year in pre-planning, teachers reviewed back over learning styles and then collaborated in teams to find ways to make this fit into their differentiation in the classroom.   |
| USA Test Prep refresher course for teachers   | PL 1.1-6, 2.3-7, 3.2-3     | Department Leaders and Content-Based Instructional Leaders | 8/25/2010 | 2 hours each | N/A      | Department heads walked teachers in each department through a refresher course on USA Test Prep. Teachers then collaborate to develop instructional activities with assistance from the instructional leaders. | Review of lesson plan, classroom observations and walk-throughs.  | USA Test Prep is used daily in every classroom so all students of all age levels are practicing for the GHS GT, SAT, and ACT.   |
| Avid trained teachers held round robin sessions so all teachers in the building would begin to use common AVID strategies to increase critical thinking and help students stay organized. | PL 1.1-6, 2.3-7, 3.2-3     | Lori Arends, Bruce Cobleigh, Steve Childers, Julie Clifton | 11/2/2010 | 2.5 hours    | N/A      | High School AVID trained teachers coordinate and facilitate action plans for the meetings.   | Collaborative lesson plans created by teams, evidence by walk-throughs and observations, and surveys filled out by teachers after sessions finished that afternoon. | At the mid year point, many teachers are using pieces of AVID in their lessons. All Health teachers have been AVID trained and these strategies are visible in every 9th grade Health classroom, giving every student in our building a strong foundation for higher level thinking.              |
| Formative and Summative Assessment workday  | PL 1.1-6, 2.3-7, 3.2-3     | Assessment Committee Members                               | 11/2/2010 | 2 hour       | N/A      | 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.                                 | We have come so far! First semester, teachers were required to grade one class on standards based weights. As we enter second semester, all classes are standards based, and nearly all teams are giving common summative assessments. We are now working towards common formative assessments as |
| I Respond Training  | PL 1.2, 1.4, 1.5 2.3-7     | John Stafford, County Trainers                             | Four days | 6 hours      | N/A      | County trainer will come to Harrison for four days, training on a different portion of I Respond each visit.   | Data collection, walk-throughs, and observations.   | Teachers and students are very excited about this technology and all the data collections it allows. Teams are meeting frequently to discuss data and alter lesson plans accordingly.   |
|   |                            |  |           |              |          |  |   |   |