



Harrison High School 2018-2019 Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	<ol style="list-style-type: none"> 1. Work in collaborative teams to prioritize standards per unit and build common assessments. 2. Analyze previous EOC results in collaborative teams in order to prioritize standards for effectiveness. 3. Share best practices within collaborative teams to strengthen teaching pedagogy. 4. Work in collaborative teams to establish clarity and consistency of standards within all subject areas. 5. Ensure all standards are taught to evaluate student competency and promote college readiness. 6. Continue prioritizing standards and integrating PSAT, SAT, and ACT strategies into regular instruction. 	Use collaborative team agendas on Office 365, unit plans listed on teacher blogs, observations, and/or TKES results	100% of teachers administered either an EOC or an SLO. 100% of our ninth graders took the SRI and the SMI. Teachers used data from the SMI/SRI to differentiate instruction. EOC Scores: Algebra I – Mean Scaled Score 542 -5.9 1 yr trend +4.4 3 yr trend Geometry – Mean Scaled Score 579.8 +12.4 1 yr trend +36.0 3 yr trend



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	<p><i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i></p>	<ol style="list-style-type: none">1. Continue implementation of common planning to support the collaborative team model.2. Continue weekly collaborative meetings by utilizing one of the school templates and revisiting the four critical questions.	<p>Use collaborative team agendas, unit plans, observations, and/or notes</p>	<p>All teachers are part of collaborative teams that meet during common planning and submit collaborative logs on Office 365.</p>
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Board Goal 2: *Differentiate resources for students based on needs.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	<ol style="list-style-type: none"> Use CTLS to create common formative and summative assessments within collaborative teams. Use CTLS to create diagnostic tests, pre-tests, and post unit assessments. Increase use of CTLS to develop, deliver, and analyze common assessments. Utilize CTLS to promote concepts students encounter on the PSAT, SAT, and ACT. 	<i>Use reports in CTLS ASSESS, generated by teacher or subject</i>	Our Algebra I and Geometry collaborative teams utilized common diagnostic tests given through CTLS at the beginning of the semester and two weeks before the scheduled EOC. At-risk students were then identified and remediated in after school help sessions.
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	<ol style="list-style-type: none"> Analyze RI and MI data within collaborative teams to identify remedial learners. Examine RI and MI data within collaborative teams to adjust and guide instruction. Utilize RI and MI data to identify students who need extra support and scaffolding for Hoya Block placement. Utilize RI and MI data to identify students who need extra preparation for high stakes testing. 	<i>Use RI and MI data</i>	100% of our 9 th graders, and at-risk upperclassmen, participated in the administration of the SRI/SMI. Students who scored below proficiency were invited to attend extended learning sessions in the area of deficiency.
	<i>Increase percentage of students performing at grade level in reading and math.</i>	<ol style="list-style-type: none"> Monitor RI and MI scores in order to identify at-risk students for Hoya Block placement. Use RI and MI scores in order to identify at-risk students for proper course placement. Analyze RI and MI scores in order to encourage students to attend extended learning math and writing sessions. 	<i>Use CCRPI data</i>	100% of our 9 th graders, and at-risk upperclassmen, participated in the administration of the SRI/SMI. Students who scored below proficiency were targeted for intervention through our Hoya Block program.



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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Utilize stakeholder input to improve school processes.</i>	<ol style="list-style-type: none"> 1. Use feedback from stakeholder surveys to adjust communication. 2. Use feedback from stakeholder surveys to continue the improvement of school safety and school climate. 3. Use feedback from stakeholder surveys to improve student recognition and hold students to high standards. 	<i>Use GA Climate Survey data</i>	Hoya Hello continues to be successful and draw large numbers. Based on feedback from our stakeholders, students and parents look forward to this event. Number of Students Attended: 1910 (2016) 1987 (2017)



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	<p><i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i></p>	<ol style="list-style-type: none"> 1. Continue to encourage participation in the following opportunities for parent involvement: Senior Parent Night, 9th Grade Parent Night, Open House, Hoya Hello, Financial Aid Night, School Council Advisory committee, SSP committee, Parents night, Volunteer opportunities, Booster Clubs, Partners in Education, Parent/Teacher conferences, and PTSA. 2. Continue involvement of students on our AP Student Leadership Team, Chick-fil-a Leadership Academy, Student Council, Event Services, School Counseling Advisory Committee, and Sources of Strength Club. 3. Continue the following modes of stakeholder communication in order to increase parental involvement: weekly eblasts, daily updates to website, multiple Twitter accounts, marquee postings, call outs, hard copy information through Advisement, HoyaVision, Remind texts, weekly wallpaper. 	<p><i>Collect data at local school</i></p>	<p>The AP Student Leadership Team continued to meet, provide feedback to AP teachers, and motivate other students. Number of AP Exams taken: 1181 Number of students taking AP exams: 658 Number of students scoring 3 or higher: 69.3%</p> <p>PTSA Membership: 482 Members (2017) 517 Members (2018)</p> <p>Chick-fil-a Leadership Academy: Max. capacity (2017) Max. capacity (2018) Daily Student of the Day Max. capacity School Council, Student Council, Event Services, School Counseling Advisory Committee SOS: 50 Participants</p>
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	<ol style="list-style-type: none"> 1. Offer teachers the opportunity to mentor new teachers. 2. Offer teachers the opportunity to sponsor new initiatives, clubs, and activities. 3. Encourage teachers to grow professionally by attending professional learning workshops. 4. Encourage teachers to develop leadership skills by presenting at county, state, and national conferences. 5. Provide teachers opportunities to serve as collaborative team leaders. 	<i>Use new Teacher Leader Self-Assessment Survey and possibly your Professional Development Plan</i>	New Data to support from TKES
	<i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i>	<ol style="list-style-type: none"> 1. Support individual professional growth by providing and encouraging professional development opportunities for teachers. 2. Encourage teachers to practice continual professional improvement. 3. Encourage teachers to share best practices and knowledge in order to strengthen their collaborative teams. 4. Use vertical teams to assist instructional alignment. 	<i>Use results from TKES and LKES evaluations</i>	New Data to support from TKES