

**Harrison High School
School Improvement Plan
Prepared in Compliance with
Indiana Public Law 221**

The school improvement plan, submitted on behalf of Harrison High School for the academic year 2006-2007, was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured according to the guidelines provided in rules approved by the Indiana State Board of Education. The plan for school improvement includes a three-year period beginning with the 2003-2004 school year. As Harrison High School enters a new century, its challenges will include “how to stimulate life-long learning” and how to reach out to the vast and varied needs of its changing student body.

I. Introduction

A. Narrative Description of the School, Community, and Educational Program

Harrison High School is located on the east side of Evansville, Indiana. The East Side has experienced a steady increase of retail and restaurant businesses in the last five years. Evansville is the regional center for education, culture and entertainment, finance, government, shopping, and medical services.

Evansville, Indiana supports a county population of 171,922 according to the 2000 Census and a city-county school district serving 23,127 students in grades kindergarten through twelve. A profile of the community shows an industrial manufacturing economic base in which 80.7% of the residents are high school graduates and 16.7% are college graduates according to the 2000 Bureau of Census statistics. There is an African-American population of 10.9%. No other ethnic groups comprise a one percent or greater portion of the population, although the complexion of Evansville is evolving into a global multi-mix as local corporations and the two universities attract talent worldwide. New industry including the Japanese-owned Toyota plant and the Mexican-owned Azteca plant have established manufacturing operations in the area. The city-county population is stable, showing slight growth in recent years.

Harrison High School is an urban high school with a current enrollment of 1458. It draws students from two middle schools and four elementary schools, comprising the Harrison Attendance District of the Evansville-Vanderburgh School Corporation. Harrison’s students are from a variety of ethnic backgrounds and socio-economic levels. Even though the majority of the students are either White (74%) or Black (21%), a significant number of other racial and ethnic groups are represented - Indian, Japanese, Taiwanese, Chinese, Russian, and African. In addition, students come from varied religious backgrounds: Catholic, Jewish, Hindu, Protestant, Buddhist, and Muslim. All economic levels are also represented. Approximately five hundred fourteen (36%) of the students have applied and are qualified for free or reduced textbooks and lunches, while many families qualify in the upper-middle class category.

Harrison High School’s student body is comprised of ninth through twelfth grade students. There is a total staff of approximately 160, including teachers, instructional assistants, custodians, cafeteria workers, and office personnel. In addition to the principal, there are two assistant principals, a full-time activities director, a full-time media specialist, four counselors, and a part-

time nurse on staff. Special services provided for our students include speech and hearing therapy, behavioral and occupational therapy, orthopedic impairment therapy, and a full-time special education nurse. In addition, district special education coordinators assist our special education teachers in their conference work. A full-time social worker was added in February, 2006. The social worker assists students and their families.

Harrison offers a curriculum that reflects the diversity of its student body. Students can enroll not only in core academic classes, but also classes in the vocational, business, technical, and fine arts areas. In addition to German, French, and Spanish, Harrison is the only city school, either private or public, to offer Japanese. Classes in multi-cultural and Asian studies enhance students' understanding of their classmates as well as the world around them. Students may earn college credit in areas such as business, English, and science through dual credit programs at the University of Southern Indiana and IVY Tech. Additionally, Harrison students may enroll in three-hour vocational classes at schools within the system. Alternative schools are available for students with attendance problems, for girls who are expectant mothers, or for students who have behavioral problems. Harrison also includes two self-contained special education classes. Even though these special needs students do not receive a high school diploma, they have become an integral part of Harrison High School. They attend all assemblies, they eat lunch in the cafeteria, and they participate in commencement exercises. For students who wish to help with these two classes, a peer tutoring class is available.

B. Curriculum - Description and Location

The Harrison High School curriculum is closely tied to the curriculum for the Evansville-Vanderburgh School Corporation. It is aligned with the standards adopted by the Indiana State Board of Education. Teachers at Harrison High School, under the direction of the building administration and the guidance of the district-wide personnel, strive to enhance the curriculum by participating in continuous professional development in all areas of the curriculum and total school program.

A Harrison High School Curriculum Guide is available at the school, at the EVSC administration office at 1 S.E. Ninth Street and on the Internet at www.evscschools.com/Harrison. The Curriculum Guide is annually distributed to all students and their parents.

C. Assessments - Used in Addition to ISTEP+

Harrison High School annually reports attendance rates, dropout rates, suspension and expulsion rates, retention rates, and graduation rates to the Department of Education. In cooperation with our school corporation, we also conduct an annual graduate survey to determine the paths of recent graduates and report the percentages of students who attend some type of post-high school education or military service. In addition, we annually monitor student participation and scores on the PSAT, SAT, ACT exams, Advanced Placement (AP) exams, as well as school results of participation in Core 40 Assessment Tests in several subject areas.

II. Statement of Mission, Vision, and Beliefs

A. Evansville-Vanderburgh School Corporation Mission Statement

Provide the best education possible for all our children so each can help make the world a better place.

B. Evansville-Vanderburgh School Corporation Corporate Philosophy

Provide a safe environment

Always try to improve

Treat people as we want to be treated

Help make the Evansville-Vanderburgh School Corporation a valuable member of the community

C. Evansville-Vanderburgh School Corporation Belief Statements

We believe:

- *Every person is important and is entitled to respect, understanding and appreciation for his/her uniqueness.*
- *Every person is entitled to a safe, caring learning environment.*
- *The core business of schools is to ensure that every student, every day is provided challenging, engaging and satisfying work.*
- *Education of our students is the shared responsibility of everyone - the home, the school and the community.*

D. Harrison High School Mission Statement

Harrison High School, a partnership of students, faculty, staff, parents, and community, fosters a secure learning atmosphere which values diversity, provides an education based on state standards, facilitates the transition from school to work and post secondary education, and inspires excellence in intellectual, physical, and social pursuits. Through this partnership, our students become creative, self-reliant, lifetime learners exhibiting civic responsibility and developing critical thinking skills to help them grow and lead in our ever changing global environment.

E. Harrison High School Belief Statements

- *We value a working partnership of students, faculty, parents, and community that, through common objectives and goals, enhances the learning environment.*
- *We must offer an educational environment that promotes diversity in learning opportunities.*
- *We believe that the core business of our school is to ensure that every student, every day is provided challenging, engaging, and satisfying work.*
- *We believe essential skills are the springboard for academic growth and development.*
- *We believe our tradition of excellence cultivates a desire in students to strive for high achievement in academic and extracurricular pursuits.*

- *We believe our diversity enhances our learning environment.*
- *We value developing a global perspective for our students.*
- *We must offer a wide variety of extracurricular and co-curricular programs to encourage students to work together and to develop leadership skills.*
- *We must strive for our students to obtain a sense of self-reliance that enables them to continue learning throughout their lifetime.*
- *We believe our students must acquire skills that assure a successful transition from school to work and post secondary education.*
- *We believe our students must experience a secure learning environment.*

III. Summary of Data, from an Assessment of the Current Status of Educational Programming

A. Graphs of Data from the Annual Performance Report

The CTBS-5, published in 1996, has been used for the ISTEP+ norm-referenced and criterion-referenced testing since the 1996-1997 school year. Prior to 1996, the CTBS-4, published in 1991, was used. In the 1994-1995 and school year, freshmen were tested in the spring. In 1995-1996, sophomores were tested in the spring. Three different cutoffs were used, and the cutoffs were easier to achieve than in 1996-2000. Beginning with the class of 2000 in the 1996 test year, passing scores on the test are required for students to receive a diploma from an Indiana school. The data below indicates the percent of students of all grades tested who have scored above the state cut off score in both language arts and mathematics.

Year	Harrison H. S. Percentage Meeting State Standard	State Avg. Meeting State Standard
1997-1998	57.5%	56.5%
1998-1999	60.4%	56.1%
1999-2000	61.9%	56.5%
2000-2001	60.7%	55.6%
2001-2002	56.5%	55.7%
2002-2003	56.5%	59.5%
2003-2004	58.1%	62.2%
2004-2005	52.9%	62.9%
2005-2006	55.2%	64.2%

Note: Beginning with the 2004-2005 school year, the ISTEP+ test was written to reflect the state standards. Scores show a decrease from the old test due to the increased expectations in the math section.

Understanding the importance of increasing the scores, Harrison High School faculty and the district schools work together to increase scores by including the proficiencies in daily class work and conducting after school academies to review proficiencies.

The *No Child Left Behind Act of 2001* (NCLB) is a landmark in education reform designed to

improve student achievement and close achievement gaps. Passed with overwhelming bipartisan support from Congress, the law was signed by President George W. Bush on Jan. 8, 2002. Clearly, our children are our future, and, as President Bush has expressed, “Too many of our neediest children are being left behind.”

With passage of *No Child Left Behind*, Congress reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) - the principal federal law affecting education from kindergarten through high school. In amending ESEA, the new law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility.

AYP (Adequate Yearly Progress) is the key to implementing the accountability phase of NCLB. Making AYP implies satisfactory performance. AYP is the basis for labeling non-Title I corporations and schools and for labeling and imposing sanctions on those designated as Title I. That includes all but eight of Indiana’s 293 corporations and 781 of its 1850 schools.

- 1 AYP is determined using fixed goals, 58.8% passing ISTEP English, 57.1% ISTEP math.
- 2 There are eight potential breakouts, namely special ed, Limited English Proficient, free/reduced lunch, white, black, Hispanic, American Indian and Asian.
- 3 A corporation or school that tests 30 students in any group must break out the group’s data.
- 4 Participation in ISTEP by 95% of the overall group and each breakout is required.
- 5 The passing percentages and participation requirement apply to English and math separately.
- 6 A high school must progress toward a graduation rate of 95%.
- 7 All other schools must progress toward an attendance rate of 95%

2003 AYP Results William Henry Harrison

Corp 7995	Schl 8311	Pupils	English	English Signif	Math	Math Signif	Other Indicator '02 '03	Eng	Math	Safe Harbor Other	Part.	95%
Overall		341	70.7	52.6	66.0	50.9						Y
Black		84	47.6	46.3	34.5*	44.5				N	Y	Y
White		243	79.0	51.4	76.1	49.7						Y
Free Lunch		112	45.5*	48.0	35.7*	46.2			N	N	Y	N/A
Special Ed 55		18.2*	43.3	21.8*	41.6		N	N		Y		N/A

AYP History:2002=N, 2003=N

2004 AYP Results

Corp 7995	Schl 8311	Pupils	English	English	Math	Math	Other Indicator	Eng	Math	Safe Harbor	Part.	95%
Overall		348	67.0	52.7	57.5	50.9						Y
Black		68	39.7*	44.9	25.0*	43.1				N	N	Y
White		267	74.5	51.8	65.2	50.0						Y
Free Lunch		123	46.3	48.5	37.4*	46.7			N	N		Y
Special Ed 54		24.18	43.2	29.6*	41.4		Y	Y		Y		N/A

2005 AYP Results

Corp 7995	Schl 8311	Pupils	English	English Signif	Math	Math Signif	Other Indicator '04 '05 Eng Math		Safe Harbor Other		Part.	95%
Overall		326	69.6	59.6	60.8	58.1						
Black		53	35.8*	50.5	31.4*	49.0			N	Y	Y	
White		260	77.3	58.8	66.9	57.4						
Free Lunch		119	50.4*	55.6	39.3*	54.1	88.43		Y	N	N	
Special Ed 45		15.6*	49.2	15.6*	47.7		92.94	N	N	N		

2006 AYP Results

Corp 7995	Schl 8311	Pupils	English	English Signif	Math	Math Signif	Other Indicator '05 '06 Eng Math		Safe Harbor Other		Part.	95%
Overall		304	67.8	59.4	63.2	57.9						
Black		57	40.4*	51.0	32.1*	49.5			Y	N	Y	
White		229	74.2	58.4	70.6	56.9						
Free Lunch		106	48.1*	55.0	43.8*	53.5	88.43		N	Y	Y	
Special Ed 46		21.7*	49.4	26.7*	47.8		92.94	Y	Y	Y		

AYP History: 2002=N, 2003=N, 2004=N, 2005=N, 2006=N
 *=Did Not Meet

Harrison High School’s student attendance rate and graduation rate have remained steady during the last six years as evidenced by the following data. The dropout rate decreased significantly from 1994-1997 and since has remained in an acceptable range.

Year	Attendance Rate	Graduation Rate Based upon original enrollment from Grade 9	Dropout Rate Based upon Grade 12 enrollment for each year
1994-1995	95.6%	76.1%	6.7%
1995-1996	95.6%	84.6%	4.0%
1996-1997	95.5%	87.9% (1995-1996)	1.6%
1997-1998	95.3%	93.6% (1996-1997)	2.4%
1998-1999	95.3%	90.3% (1997-1998)	2.8%
1999-2000	95.7%	89.6% (1998-1999)	2.4%
2000-2001	95.7%	90.7% (1999-2000)	3.2%
2001-2002	96.0%	87.1% (2000-2001)	1.0%
2002-2003	95.7%	94.1% (2001-2002)	1.4%
2003-2004	95.9%	94.2% (2002-2003)	2.9%
2004-2005	96.3%	89.4% (2003-2004)	1.0%
2005-2006	95.8%	89.5% (2004-2005)	1.0%
2006-2007	N/A	85.0% (2005-2006)	1.0%

Note: Graduation Rate definition changed in 1996, and Graduation Rate is from prior year starting in 1996-1997. Graduation rate definition changed in 2003-2004 to reflect all withdrawals and expulsions.

Indiana began using a new formula for calculating high school graduation rates starting with the 2005-2006 school year (Class of 2006). The new graduation rate calculation (known as a four-year on-time high school completion rate) begins by establishing a cohort of entering Grade 9 students, allowing the

cohort to expand and contract over the next four years as students enter or leave in order to determine the percentage of students in the adjusted cohort who earn a high school diploma at the end of the four years.

Harrison High School strives to maintain and improve the attendance rate and graduation rate through the combined efforts of attendance assistants, counselors, teachers, parents, and administrators. Communicating the importance of consistent attendance and utilizing an attendance procedure has helped produce steady attendance rates, thus contributing to more students completing high school.

B. Data Related to other Performance Indicators

In addition to the formal assessments, Harrison High School uses a variety of methods to assess student progress. In order to meet state proficiencies and essential skills, teachers in all curricular areas utilize writing assignments whenever possible. In mathematics, process is emphasized, and students are required to show their work when solving problems. In addition, teachers use laboratory work and performance-based work as assessment of knowledge in classes such as Earth/Space Science, Chemistry, and Communications to name a few. All curricular areas employ various methods of assessment, including self-assessment. English classes sometimes provide feedback on audio tape to engage the student in the evaluation process.

Information about student achievement is shared with teachers and department chairs by counselors and the administrative team. Student achievement data is considered in curricular decisions and the textbook adoption process. Efforts to share accurate student performance information with parents have prompted a move from nine week to six week grade reporting. Report cards include period-by-period attendance information as well as class grades. This is critical because the Evansville-Vanderburgh School Corporation's attendance policy requires meeting attendance standards to earn credits. Harrison High School teachers utilize the RDS electronic gradebook which provides up-to-date grade information and progress reports. In addition, students and their parents utilize the Internet based ED Ease Parent Access which provides continuous updates of students' attendance, discipline, and grades by using an activation code to set up an account.

Harrison encourages college-bound students to participate in the SAT and ACT tests during their junior and senior year. Harrison traditionally has a large number of students who participate in the SAT each year. The SAT scores significantly improved in 1996 and show some decline in 2001. Harrison's composite scores are competitive with state and national scores. Efforts are underway to provide additional workshops and individual attention to students who will be taking the SAT in the future.

SAT Scores								
Grad Year	No. of Students	% of Students	Verbal	Math	Harrison Composite	EVSC Composite	State Composite	National Composite
1995	142	42%	508	501	1009	916	986	1010
1996	128	39%	516	512	1028	1049	988	1013
1997	119	35%	509	505	1014	1028	991	1016
1998	145	40%	498	511	1009	1040	997	1017
1999	121	38%	509	510	1019	1036	994	1016
2000	160	45%	514	515	1029	1046	999	1019
2001	160	53%	495	502	997	1020	1000	1020
2002	171	N/A	504	511	1015	1035	1001	1020
2003	141	54%	519	507	1026	1029	1004	1026
2004	167	56%	501	506	1007	1002	1007	1026
2005	171	65%	489	492	981	1010	1012	1028

The SAT was revised in 2006 to include a writing portion.

SAT Scores									
Grad Year	No. of Students	% of Students	Critical Reading	Math	Writing	Harrison Composite	EVSC Composite	State Composite	National Composite
2006	144		505	519	503	1527	1534	1493	1518

Harrison's ACT scores have been relatively close in the last five years with some decline in 1998, 1999, and 2001. Efforts will be made to provide additional workshops and individual attention to students who will be taking the ACT in the future.

ACT Scores							
Grad Year	No. of Students	% of Students	English	Math	Reading	Science	Composite
1995	137	44%	19.7	19.3	20.4	20.7	20.2
1996	128	42%	19.6	19.5	20.5	20.2	20.1
1997	142	45%	19.7	19.5	20.7	20.3	20.2
1998	146	43%	19.4	20.0	19.7	19.8	19.9
1999	117	40%	19.2	18.8	20.5	19.6	19.7
2000	145	44%	19.9	19.9	20.5	19.9	20.2
2001	104	35%	19.3	19.3	19.9	19.4	19.6
2002	94	31%	20.6	20.3	21.9	20.6	21.0
2003	118	38%	19.2	18.8	20.1	18.8	19.4
2004	123	39%	20.0	19.8	21.1	20.4	20.5
2005	143	39%	19.7	19.6	19.8	19.6	19.8
2006	133		19.2	19.6	20.3	19.9	19.9

Harrison students may participate in Advanced Placement tests in several advanced courses. The courses designated as Advanced Placement courses include English Literature AP, French AP, German AP, Spanish AP, AP United States History, Calculus AP, Computer Science AP, and Physics AP. Students may also take advanced placement exams in the following advanced courses: Advanced Biology, Advanced Chemistry, and Advanced Environmental Science. Advanced Placement scores are rated 1 to 5, with 5 as the highest score. Colleges usually require 3 or more for acceptance as credit.

Statistics collected by the Department of Education show that the state average of eleventh and twelfth graders taking AP tests in the last four years was approximately 8%, and the state average of students who received scores of 3 or better was approximately 40%. Harrison High School has averaged approximately 6% of eleventh and twelfth graders taking the AP tests. Approximately 25% of Harrison students taking AP tests have scored 3 or better in the last four years. While teachers encourage students to take the AP tests, the curriculum is not designed to teach the test which is theory based rather than lab based.

Harrison teachers and the administration are encouraging students in advanced classes to participate in dual credit programs with local and state universities. Ivy Tech offers dual credit classes in math, business, and technology at no tuition cost to the student. University of Southern Indiana offers dual credit in English Literature AP, Physics AP, and AP U.S. History. Harrison High School offers a bridge credit from University of Evansville in government and economics. The school corporation offers a concurrent credit program in Foreign Language with Vincennes

University through Project Excel. Dual credit and concurrent credit programs allow students to receive college credit upon successful completion of the high school course with alignment made to the college curriculum. Because our parents have expressed increased interest in their children receiving college credit while in high school, Harrison administration and teachers are committed to pursuing post secondary credit opportunities for our students.

Harrison's College Attendance Rate has shown growth and remains at an acceptable rate. Teachers, counselors, and administrators continue to encourage students to enroll in post-high school education. Representatives from colleges regularly speak to interested students, and students are encouraged to participate in campus visits.

College Attendance Rate

54.4% Class of 1996
78% Class of 1997
75% Class of 1998
68% Class of 1999
71.3% Class of 2000
72.1% Class of 2001
75% Class of 2002
73% Class of 2003
70% Class of 2004
79% Class of 2005
75% Class of 2006

In the fall of 2006, a work survey was administered to the Harrison students to determine the effect of outside employment on students' grades. Approximately 75% of the students returned the survey. The students range in age from fourteen to eighteen. Of the students who work a wage earning job, 45% are ages 16 or 17. According to the survey results, students work an average of 11-20 hours per week, with approximately 31% working until 10:00 p.m. The wages are primarily used as spending money for clothes or other personal items, with automobile insurance and maintenance as the next most popular reason for working. The students overwhelmingly stated that working an outside job did not negatively affect their grades in school.

We believe the involvement of students in extracurricular and co-curricular activities contributes to academic success of students. During the 2006-2007 school, many students were involved in one or more extracurricular or co-curricular activities.

During the next three years, the PL221 committee will monitor the academic performance of the students involved in athletics and co-curricular activities to determine the impact of student involvement outside the classroom.

The teaching staff is, of course, closely involved with student performance. Harrison High School currently has a staff which blends youth with experience. Prior to the 2000-2001 school year, Harrison's staff consisted primarily of experienced teachers who have tenure. Due to a retirement incentive package in the last two years, Harrison now has approximately 48 new teachers, approximately 47% percent of the staff. This turnover of personnel has created an exciting atmosphere that promises to bring many new and innovative ideas to our school community. Harrison teachers participate in numerous professional development activities and share ideas in integrated teams during monthly faculty meetings. The data listed below shows consistency in the number of full-time teachers and the average age.

Teacher Data			
Year	Number (FTE)	Average Age	Average Experience
1994-1995	92.3	42.0	16.9
1995-1996	95.4	40.8	15.3
1996-1997	94.8	41.5	15.9
1997-1998	95.1	41.9	16.5
1998-1999	96.1	43.0	17.2
1999-2000	95.6	42.1	16.4
2000-2001	93.8	42.1	15.9
2001-2002	92.6	41.3	14.2
2002-2003	92.7	41.9	14.9
2003-2004	90.6	43.0	15.8
2004-2005	92.6	42.9	15.5
2005-2006	89.9	43.0	14.9
2006-2007	89.8	42.6	14.5

The student enrollment at Harrison has shown a decline in recent years although the projected enrollment figures indicate a stable enrollment with some growth. The ethnic breakdown of the student body shows a diverse group with two large groups, White and Black. There is a growing number of students of other ethnic groups, particularly Asian and Russian. The Evansville-Vanderburgh School Corporation offers an English as a New Language Academy at Bosse High School for students who experience some difficulty with the language. Students attend the program for three periods in the afternoon to receive instruction in English and assistance with their classwork. Enrollment totals and the current ethnic breakdown are listed below.

Total Enrollment		Ethnic Breakdown 2006-2007	
1994-1995	1541	White	74%
1995-1996	1503	Black	21%
1996-1997	1545	Hispanic	2%
1997-1998	1556	Asian	1%
1998-1999	1555	Amer. Indian	0%
1999-2000	1509	Multi-racial	2%
2000-2001	1480		
2001-2002	1500		
2002-2003	1452		
2003-2004	1455		
2004-2005	1451		
2005-2006	1427		
2006-2007	1458		

IV. Conclusions about Educational Programming Derived from an Assessment of the Current Status of Educational Programming

A. Curriculum - Indiana Academic Standards

The district curriculum under which Harrison High School functions is based on Indiana’s academic standards. With the recent revision of the standards, realignment has become a major focus, and The EVSC curriculum is written to specifically align with the state standards. The standards for each curricular area are posted in the appropriate offices and classrooms. Most academic and elective areas are aligned with state standards.

The state standards information is available on the Indiana Department of Education Website, and the local alignment information is available from the school, district supervisors, or on the EVSC website.

B. Instruction that Supports the Achievement of Indiana Academic Standards.

The alignment of standards to the curriculum is the first step in providing instruction that is designed to meet those standards. Teachers utilize the standards in their daily lessons and in the preparation for the ISTEP+ Test which is based on the standards. In addition, Harrison has participated in the Core 40 Assessment Pilot Tests for the last seven years in the areas of English, math, and science.

C. Assessments of Student Achievement - ISTEP+ and Other Assessment Strategies

Harrison is committed to the concept that tracking student progress is essential to improving student achievement. In addition to monitoring ISTEP+ test scores, we utilize the results from the SAT, ACT, AP tests, and Core 40 assessment tests to analyze student progress in academic areas from year to year. In addition, the six-week report cards sent to parents of all students and the three-week progress reports provided to parents of special education students, 504 students, and other students as requested provide continual feedback to parents about the progress of their students throughout high school. As part of the Freshman Transitions Program, we are also providing progress reports to parents of all grade 9 students who received a D or F on the previous six-week report card. As we monitor these progress reports throughout the semester and school year, we will track the improvement or decrease of individual student achievement and the overall achievement of the freshman class.

D. Parental Participation in the School

Harrison High School values and seeks parental involvement and participation, and we are pleased with the active support of parents in academic and extra-curricular organizations. Our athletic parent booster clubs are large and active, meeting with coaches and administration on a regular basis. Our parent band booster organization raises thousands of dollars and assists as the pit crew at weekly performances at football games and at the Saturday band contests. Our concert choir parent group participates in fundraisers to help with the financial needs of the choir, including the purchase of a grand piano and travel expenses to national and international destinations.

Harrison's Parent Teacher Student Association (PTSA) is a strong, active group. In addition to hosting monthly school meetings and regularly attending Area Council meetings, our PTSA leaders sponsor and participate in numerous activities throughout the school year. Specific activities include assisting in the bookstore with book rentals, speaking at and assisting with the ninth grade orientation meeting in August and the ninth grade enrollment meeting in November, organizing and hosting the Club Fair at the annual Open House program, sponsoring a football homecoming dance, providing hostesses and snacks for the vendors at the school Career Fair, hosting an end of semester luncheon for teachers twice a year, assisting with the Academic Honors Banquet, organizing and hosting the substance free After-Prom and After-Graduation parties, sponsoring speakers at parent and student forums on such topics as "the ever-changing needs of teenagers in today's world" and "advice for parents on how to assist their children with school and personal needs," sponsoring fundraising activities such as "Schnucks Bucks," producing and distributing a quarterly parent newsletter, and serving on school and district committees as needed.

We continue to welcome input and ideas from our PTSA members and our parent community. We have updated the school website to include the daily school bulletin, daily academic and athletic schedules, and the school e-mail addresses of all school personnel. By encouraging communication through phone calls, conferences, public meetings, and technology, we hope to continue building a strong relationship with our parents and community members.

With the addition of the RDS online gradebook and the parent module for home access, we promote parent participation in monitoring their child's attendance, discipline, and academic progress in classes.

Harrison High School is investigating the formation of a site council through the School Community Council to discuss other avenues for parent involvement with their students academic performance.

E. Technology as a Learning Tool

The district technology plan in place includes school corporation technology funds and the Hi-Tech Five Year Grant. The corporation technology fund provides a stipend for a teacher to serve as technology coordinator, and the grant provides for a full-time technician in the school. Also, the district ICATS (Integrating Curriculum and Technology Specialists) staff, comprised of six former teachers, provides intensive in-service training and technological assistance to faculty and staff.

Harrison has two computer labs which teachers may reserve for classroom use. Both of these labs are updated, networked labs. In addition, three business classrooms are equipped with updated computers in which computer application classes and a network administration class are taught. The Hi-Tech Grant allowed for the addition of a computer in every classroom for teacher and student use. These computers are equipped with software such as Office 2000 and Internet access. With technology funds, we are purchasing aver key units for each computer which enable computer displays to appear on television screens. Through ICATS and in-house workshops, teachers are continuing to learn to use the computer as an instructional tool.

The school technology plan, updated each year, emphasizes using computers, CD-Rom, videodiscs, and other technologies in all aspects of teaching and learning. The curriculum is increasingly conveyed through technology, and teaching strategies employ technology wherever appropriate. Also, students have developed educational websites which have been used in the curriculum.

Teachers and students use software such as Power Point for daily instructional use. In our ever-changing world of technology, we remain committed to provide appropriate opportunities for our students.

F. Safe and Disciplined Learning Environment

The administration maintains a secure learning atmosphere through consistent discipline policies, security cameras, the availability of a district liaison officer, teachers on hall duty, and a positive atmosphere. The assistant principals clearly communicate and consistently enforce discipline policies so that students learn to demonstrate responsible behavior, learn to respect and work with individuals of diverse perspectives, and develop effective work habits. The school utilizes the school corporation conflict management and drug and alcohol program to provide an educational intervention for students who need assistance in these areas.

A school crisis committee meets regularly to review and revise current emergency procedures as needed. Fire drills are conducted on a monthly basis, and other emergency drills, including a school evacuation drill and a school lock-down drill, are conducted as appropriate.

G. Professional Development

The staff at Harrison High School has the opportunity to participate in professional

development activities designed by Evansville-Vanderburgh School Corporation (EVSC). Each year a “Professional Growth Educational In-Service Booklet” is prepared for the staff to choose professional development activities. In addition, all curricular areas have district, state, and national seminars available to the staff. Many teachers have shown their dedication to education by earning a Master’s degree, taking courses above the Master’s degree, or attending non-credit university seminars. The ISAIP (Indiana School Academic Improvement Plan) designation in 1999 allowed teachers to apply for funding for individual or group opportunities for professional development outside the school district. Beginning with the 2002-2003 school year, PL221 funds are available for professional development opportunities.

In compliance with the state mentor requirements, the EVSC mentor program provides an experienced teacher to guide and serve as a resource for each new teacher. The EVSC provides an orientation through a pre-school meeting. In addition, the new teachers attend full day workshops directed by the district administration to enhance the assistance they receive in the building.

As part of the Evansville-Vanderburgh School Corporation’s Standard Bearer Project, the Harrison staff participates in monthly faculty meetings which focus on the opportunity for sharing teaching strategies as outlined in the Working on the Work (WOW) model. During the 2005-2006 school year, faculty meetings and professional development days included workshops in using standard based instruction, understanding the No Child Left Behind Act, and inservice in brain based instruction, Socratic seminars, performance assessments, and 4Mat. The faculty participated in a book study of What Great Teachers Do Differently by Todd Whitaker. Mr. Whitaker presented a workshop to the faculty in February, 2006. Faculty members attend state and national conferences sharing their information at department and faculty meetings.

During the 2006-2007 school year, the faculty has participated in teacher led presentations and book study groups. Instruction techniques for reading strategies will be the focus of instruction throughout the curriculum.

V. Student Achievement Objectives, Derived from an Assessment of the Current Status of Educational Programming

A. Attendance Rate

Harrison High School plans to continue what has been a successful focus on student attendance. The daily student attendance rate has been stable for the past six years. We continue to stress the importance of attendance, and we encourage parents to support the efforts of the school to insist that students attend regularly. The attendance clerk, counselors, and assistant principals monitor attendance closely and work with the students and parents to keep students in school. While our attendance rate certainly remains in an acceptable range, we will continue to work to assure that attendance rates remain at or above the state average as evidenced by the chart below.

Year	Harrison H.S. Attendance Rate	State Average
1994-1995	95.6%	95.3%
1995-1996	95.6%	95.4%
1996-1997	95.5%	95.5%
1997-1998	95.3%	95.6%
1998-1999	95.3%	95.6%
1999-2000	95.7%	95.8%
2000-2001	95.7%	95.8%
2001-2002	96.0%	95.9%
2002-2003	95.7%	95.8%
2003-2004	95.9%	95.9%
2004-2005	96.3%	95.9%
2005-2006	95.8%	96.0%

B. Percentage of Students Meeting Academic Standards

The percentage of students meeting the academic standards in language arts and mathematics are reported as one of the benchmarks of academic performance. The percentage of Harrison High School sophomores meeting the cutoff score of 486 in language arts and 466 in mathematics is as follows:

Percent Qualifying on ISTEP+ Graduation Qualifying Exam		
Year	Language Arts	Mathematics
1997-1998	74	60
1998-1999	77	65
1999-2000	73	65
2000-2001	70	69
2001-2002	67	65
2002-2003	66	64
2003-2004	70	64
2004-2005	65	54
2005-2006	65	58
2006-2007	62	55

Note: Beginning with the 2004-2005 school year, the ISTEP+ test was written to reflect the state standards. Scores show a decrease from the old test due to the increased expectations in the math section.

The percentage of students qualifying on the language arts section has declined recently, while the students qualifying on the mathematics section has shown some increase. Looking to the future, it is the intent of Harrison High School to increase the number of students meeting state standards on the ISTEP+ test. We realize that this will become increasingly important as we try to meet the goal for improvement of test scores as mandated by P.L. 221. We will work with the district personnel and the teachers at our feeder schools to design curriculum and programs to support the new standards on the ISTEP+ test. Hopefully, this will allow students to achieve improved scores when they reach the high school level.

C. Graduation Rate

As indicated below, Harrison’s graduation rate has remained steady during the past six years with a slight drop last year. Our teachers, counselors, and administrators work closely with students and parents to encourage students to complete their high school diploma. The School of Academic and Career Development, the School of Adult Continuing Education, the School of Extended Academic Services, and summer school are valuable resources to assist students who need alternatives in completing high school. We will continue to work with our students to maintain a graduation rate at or above the state average.

Year	Harrison H. S. Graduation Rate	State Average
1996-1997	88.0% (1995-1996)	86.4%
1997-1998	93.6% (1996-1997)	88.2%
1998-1999	90.3 % (1997-1998)	88.3%
1999-2000	89.6% (1998-1999)	89.7%
2000-2001	90.7% (1999-2000)	89.5%
2001-2002	87.1% (2000-2001)	90.1%
2002-2003	94.1% (2001-2002)	91.1%
2003-2004	94.2% (2002-2003)	91.2%
2004-2005	89.4% (2003-2004)	89.8%
2005-2006	89.5% (2004-2005)	89.7%
2006-2007	85.0% (2005-2006)	76%

Note: Graduation Rate definition changed in 1996, and Graduation Rate is from prior year starting in 1996-1997.

Graduation rate definition changed in 2003-2004 to reflect all withdrawals and expulsions.

Indiana began using a new formula for calculating high school graduation rates starting with the 2005-2006 school year (Class of 2006). The new graduation rate calculation (known as a four-year on-time high school completion rate) begins by establishing a cohort of entering Grade 9 students, allowing the cohort to expand and contract over the next four years as students enter or leave in order to determine the percentage of students in the adjusted cohort who earn a high school diploma at the end of the four years.

D. Specific Areas Where Improvement is Need Immediately

Improvement is needed immediately in the following areas:

- 65% of Harrison tenth grade students will pass the English/Language Arts ISTEP+ in 2008, a 3% increase from 2006 including making safe harbor in the Free Lunch subgroup
- 58% of Harrison tenth grade students will pass the Mathematics ISTEP+ in 2008, a 3% increase from 2006 including making safe harbor in the Black subgroup
- The on time graduation rate of the 2009 seniors will improve 3% or more over the 2006 graduation rate.

VI. Benchmarks for Progress

Harrison High School would expect a 3% increase in the percent number of students qualifying in the mathematics and language arts areas of ISTEP+ to achieve a PL 221 performance rating of commendable progress.

VII. Academic Honors and Diploma and Core 40

A. Provisions to Offer Courses that Allow All Students to Become Eligible to Earn the Academic Honors Diploma

Harrison offers various courses in the core areas to allow students to be eligible for the Academic Honors Diploma. In the area of English, students may enroll in the advanced level or the gifted level classes. In foreign language and social studies, all levels qualify for academic honors. In science and math, all levels of required classes qualify for academic honors, and students may select from various levels of electives to fulfill the additional requirements.

B. Provisions to Encourage All Students to Earn An Academic Honors Diploma or Complete the Core 40

In addition to the various levels of course choices for the Academic Honors Diploma, students may earn a Core 40 Diploma by completing the regular or advanced levels of classes in English, foreign language, social studies, science and mathematics. The college prep path requires foreign language and the college tech path allows students to select a vocational career path. Placement in curricular programs is through parent, student, counselor, and teacher recommendation. Students are counseled annually during the enrollment process as to what classes are needed to complete the Core 40 program. Strategies are developed in parent conferences to help the students maintain the highest level of which they are capable.

Year	Harrison Academic Honors Diplomas	State Average Academic Honors	Harrison Core 40 Diplomas	State Average Core 40 Diplomas
1995	21%	13%	NA	NA
1996	27%	15%	NA	NA
1997	27%	16%	NA	NA
1998	29%	19%	65%	43%
1999	26%	21%	60%	49%
2000	28%	23%	59%	54%
2001	25%	26%	65%	58%
2002	29%	27%	62%	61%
2003	23%	29%	49%	63%
2004	29%	29%	60%	66%
2005	29%	32%	57%	68%

VIII. Proposed Interventions Based on School Improvement Goals

- We will utilize ISTEP+ scores to guide techniques used for remediation in class and at after school workshops.
- We will utilize the Harrison and EVSC SAT committees to obtain test-taking strategies and encourage teachers in advanced classes to teach test taking skills.
- English, foreign language, mathematics, business, and science teachers, the counselors, and the administration will encourage students to enroll in dual and concurrent credit programs with area universities to enhance the advanced and Advanced Placement classes.
- The Freshman Transitions Program will continue to encourage the academic success of ninth grade students. The program includes Freshman Forum (an interdisciplinary English/social studies class) and a three-week progress report system in which students who achieve low grades in their classes are counseled and their parents are provided with progress reports. A tracking of grades will be recorded after each six-week grading period, and an evaluation of the program will be discussed annually.
- Harrison Help Sessions on Tuesdays and Thursdays after school provide support and tutoring to students in all subject areas. It is staffed by volunteer administrators, teachers, and students.
- An annual post graduate survey will provide data on strengths and weaknesses of academic and extra curricular offerings
- A twenty minute sustained silent reading program will be maintained at least two days a week
- The faculty will study data of all students to continue our study of ways to identify and address the achievement gap.

IX. Professional Development Program to address Cultural Competency

In addition to attending workshops and conferences which address the achievement gap, our faculty and staff are collecting data and forming study groups to learn who is not achieving in our school and why they may not be achieving. We are then designing our faculty meetings, department meetings, and professional development work sessions to work on strategies to address our concerns. We will incorporate professional reading and book discussions in our sessions. Teachers will attend workshops such as Reading Across the Curriculum led by Cris Tovani and the Model Schools Conference to learn from schools who have had success in their Adequate Yearly Progress.

During the last two years, the faculty has studied research based practices and we are now documenting the implementation of these strategies in the classroom. We will continue to monitor and share our efforts to address and increase the academic success of all of our students.

X. Statutes and Rules to be Waived

Harrison High School is not requesting a waiver of any state statutes nor will we violate the collective bargaining agreement between the Evansville-Vanderburgh School Corporation and the Evansville Teachers Association.

XI. Three (3) Year Time Line for Implementation, Review, and Revision

E. Annual Review

- Administrators, counselors, and the school improvement committee will annually review and analyze student achievement on ISTEP+ scores and continually develop strategies to improve scores.
- Other standardized test scores will be monitored and analyzed for improvement.
- The number of students successfully completing dual and concurrent credits will be monitored.
- Students' success rate will be monitored in the areas of academic performance, socialization, and attendance.

F. Action Plan

The one year Action plan to accomplish our goals is included with the School Improvement Plan.