

**Howard High School  
SCHOOL IMPROVEMENT PLAN AT A GLANCE  
2018 – 2019**



**GO LIONS!!!**

**SCHOOL: VISION AND MISSION**

**Vision:** We seek to create a Howard community engaged in life-long learning that ensures equity and respect for all while cultivating relationships and celebrating diversity in all forms.

**Mission:** In collaboration with the Howard community, we will foster a school-wide environment that promotes a culture of integrity, equity, and responsiveness that embodies OUR Howard.

**HCPSS STRATEGIC CALL TO ACTION  
LEARNING AND LEADING WITH EQUITY  
“THE FIERCE URGENCY OF NOW”**

**Vision:** Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

**Mission:** HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

**HCPSS FOUR OVERARCHING COMMITMENTS**

**Value-** Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

**Achieve-** An individual focus supports every person in reaching milestones for success.

**Connect-** Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

**Empower-** Schools, families and the community are mutually invested in student achievement and well-being.

**SCHOOL TARGETS AND STRATEGIES**

**Post-Secondary Indicators for Success**

*Target: 70% of Howard students will meet at least one indicator for post-secondary success (ACT or SAT Benchmark, AP Exam Score of 3 or higher, PARCC ELA & Math scores of 4 or higher, CTE Completer, ASVAB score of 31 or higher, or Certificate of Completion).*

1. Classroom teachers are provided professional learning opportunities to help support the implementation of high cognitive demand tasks.
2. All staff engage in meaningful professional learning and coaching designed to maintain high expectations for each and every learner. Staff apply practices from the professional learning by clearly articulating rigorous learning outcomes for all students based on high quality instruction in a performance-based learning environment.
3. High school staff and middle school staff will engage in collaboration centered around the pre-requisite skills and pathways necessary for students to reach certain post-secondary indicators.

**Graduation Rate**

*Target: The overall graduation rate will increase from 97.3% to 97.8% while the FARMS graduation rate will increase from 85.2% to 89.2%.*

1. Staff will increase differentiation of assessments to align to student interest and real-world application.
2. Instructional staff engages in professional learning focused on a supportive learning environment and restorative practices while maintaining high expectations for each learner.
3. Administration, student services, and instructional staff will examine and capitalize on opportunities for students to earn credits, including credit recovery, digital asynchronous courses, etc. as available.

**Discipline**

*Target: Howard High will decrease the overall suspension rate from 4.7% to 4.2% while the suspension rate for African-American students will decrease from 8.0% to 6.4%, thus reducing the disproportionality for this student group.*

1. Meetings and instruction use restorative justice practices such as appropriate signage, use of circles for staff meetings, instruction and other opportunities, acknowledgement of race, and posing of restorative questions.
2. Staff will continue with cultural proficiency training to help better understand how implicit bias can affect responses to student behavior.
3. Instructional staff provide opportunities for students to receive direct instruction on emotions, goals, empathy, relationships, and decision-making.