

Holbrook High School

SCHOOL-WIDE PLAN/ORGANIZATIONAL MAP

Goal: To enhance our students' future, real-world success by increasing organizational cohesion and creating an "organizational archipelago" in which autonomy coincides with interdependence.

Organizational Identity

Mission Statement: *Helping students Help themselves Succeed*

Belief Statements:

- *We know all students can learn and become functional adults to the best of their ability.*
- *We know it is the school's responsibility to motivate all students to learn and provide them meaningful opportunities to learn.*
- *We know it is the school's purpose to further student real-world awakening.*
- *We know self-directedness and the ability to be self-managing, self-monitoring, and self-modifying are vital life skills.*

School Culture Components:

- *Construct a safe and orderly school environment conducive to learning and appropriate to a public educational setting.*
- *Promote student connectedness to school community.*
- *Facilitate a whole-child educational approach (emotional-social-intellectual-physical student growth and well-being).*
- *Promote a caring, friendly, and welcoming environment.*
- *Be friendly and firm, firm but flexible.*
- *Nurture trusting relationships with all stakeholders via open, honest, and tactful dialogue.*
- *Control emotional reaction through exercising magnanimity and refraining from internalizing gossip, innuendo, and rumor.*
- *Create a professional learning community through collaboration and a willingness to grow as a person and educator.*

School Academic Purpose:

- *Facilitate postsecondary education and career readiness.*
- *Create "capable readers of newspapers of substance" and well-rounded human beings... "Jeffersonian Citizens" who can:*
 - **Comprehend the world around them;*
 - **Reflect on various insights and perspectives;*
 - **Understand the metaphorical use of language; and*
 - **Utilize reason to construct and communicate rational arguments related to intricate issues and matters.*

School-wide Goals

- 1) 75% of our graduates will enroll in a 4-year university, 2-year junior college, vocational school, military program, or enter the work force via their NAVIT or HHS CTE credentials
- 2) 3% or lower dropout rate
- 3) 80% 4-year graduation rate
- 4) 90% 5-year graduation rate
- 5) 75% school-wide AIMS passing rate
- 6) HHS ACT average for non-AIMS reciprocity students will be at or above state averages in all categories
- 7) ADE B or A School letter grade

Key Components/Pathways

- Hiring, developing, and maintaining Highly Qualified and High Quality teachers
- Fostering an Organizational Identity via mission statement, belief statements, school culture components, and other organizational frameworks
- Curriculum and Instruction *Arizona College and Career Ready/Common Core Standards transition
 - A) Practical, relevant, and well-rounded course curriculum offerings
 - B) Intradepartmental alignment: Formulate department culture, philosophy, goals, course descriptions, concepts/themes (“big ideas” and essentials), policies, procedures, grading clarification, instructional activities, curriculum maps/calendars aligned to Arizona Academic Standards, etc.
 - C) School-wide/Cross-curriculum Alignment
 - 1) Communication Skills: Reading, Writing, Listening, and Speaking
 - 2) Vocabulary instruction (rich verbal educational environment)
 - 3) Cognitive development (Higher-order thinking skills, problem solving, innovation, creativity, and horizontal thinking/fusion)
 - D) Interdepartmental Alignment
 - E) Interschool Alignment (HHS and HJHS)
- Student Demographics
- Student Transitioning (freshmen, new students, and postsecondary education and career readiness)
- Supplemental Academic Offerings (remedial and enrichment)/Graduation Facilitation and Dropout Prevention for at-risk students
- Shared Decision Making/Leadership
- Student Recognition/Faculty and Staff Recognition
- Data Driven Instructional Decision Making
- Public Relations/Parental-Community Outreach
- Physical/Facilities Improvement
- Technology
- Extra/Co-Curricular Offerings
- Organizational Efficiency

HHS Postsecondary Education and Career Readiness Visionary Framework and Action Plan

“Value-Added Eminence”

HHS Postsecondary Goal: 75% of our graduates will enroll in a postsecondary educational institution (4-year university, 2-year community/junior college, 1-year vocational school, or the military) or enter the work force via their NAVIT or HHS CTE credentials.

“**The 5 A’s**”: **A**wareness, **A**pplication, Financial **A**id, **A**cceptance, and 1st year **A**ccomplishment.

Reaching the **Determination** level of the **Aspiration’s Model**:

<u>Imagination</u> Sets goals for the future but does not put forth the effort to reach those goals.	<u>Determination</u> Sets goals for the future and puts forth effort in the present to reach those goals.
<u>Hibernation</u> Has no goals for the future and puts in no effort in the present.	<u>Perspiration</u> Works hard in the present, but has no goals for the future.

Quaglia Institute

Three (3) Key Student Questions:

- 1) What are your future career plans?
- 2) What are your postsecondary education plans (*What do you want to learn more about?*) that will allow you to reach your future career goals?
- 3) What are you doing now to prepare yourself to successfully complete your postsecondary educational needs and reach your future career ambitions?

HHS ECAP (Education and Career Action Plan) Model:

- 1) ***Discover your Element*** (Sir Ken Robinson)...Natural Aptitudes \leftrightarrow Personal Passions
- 2) Career Pathways (Future Goals)...
 - A) What careers align with your Element?
 - B) What postsecondary education and/or training are required to enter careers related to your Element?
- 3) Present Efforts...
 - A) HHS course-curriculum mapping (“*Strategic Scheduling*”)
 - B) Co-curricular and outside of school activities mapping

Strategic Scheduling Aim: To better reach the Determination stage of the Aspirations Model by scheduling meaningful courses at HHS, which are relevant to the student's graduation map, postsecondary Education and Career Action Plan (ECAP), and curiosity.

Key components...

- HHS graduation requirement knowledge; Arizona 4-year university credit requirements.
- Four-year math and science sequence vis-à-vis math/science postsecondary ECAP and non-math/science postsecondary ECAP.
- NPC dual enrollment opportunities.
- NAVIT/HHS CTE programs.
- Leverage/Parlay NAVIT/HHS CTE training and credentials and other electives to facilitate vertical postsecondary education and career movement or to financially support other career pursuits.
- Students are strongly encouraged to take the PLAN (pre-ACT assessment) during their sophomore year; the PSAT (National Merit Scholarship candidates) and ASVAB (especially if interested in the military) during their junior year; begin taking the ACT college entrance exam during junior year; and complete the FAFSA during January of their senior year. Students are also strongly encouraged to explore the College Readiness course offered at HHS, utilize the Career Center as a valuable personal resource (see Mrs. White), and contact Ms. Percy regarding ACT, financial aid, scholarship, and NPC Dual Enrollment information.

ECAP Action Plan:

- **9th grade** CTE Industrial Rotation: Reflect on HHS ECAP Model and record information onto AZCIS; provide parents/guardians AZCIS information.
- **10th and 11th grade** World and American History: Review HHS ECAP Model and update HHS ECAP and AZCIS portfolio; research global and historic career trends pertaining to students' ECAP information.
- **12th grade English:** Review HHS ECAP Model and revise and update AZCIS portfolio and complete senior research essay pertaining to postsecondary education and career action plan.

ECAP Grade Level Outline

Freshman – 9th Grade: Learn who they are, what their interest and skills are.

Who are you Ball Game

Bridges (Do What You Are)

True Colors

Date, People, Things Worksheet

Career Interest Inventory – AZCIS ASSESSMENT

Thinking About Myself Worksheet

Interest Profiler AZCIS ASSESSMENT

Skills Worksheet and Skills AZCIS Assessment

Update 4 year plan

Sophomore – 10th Grade: Career Research – What fits with who I am and what I want out of life.

Career Clusters (What are they) AZCIS

Why Study That – Power Point

Review Career Cluster Inventory or Retake

Setting Goals – Power Point on Smart Goals

Occupational Sort

What Happens After High School – Worksheet

Reality Check

Evaluate My Options - Worksheet

Update 4 year plan

Junior – 11th Grade: Education Options – What education do I need to have the career that I want.

How much education and what kind. Worksheet and AZCIS

Who offers what – 4 year university, 2 year community college, technical-trade schools, apprenticeships, military or workforce. AZCIS

How long will it take? AZCIS

How much will it cost? AZCIS – College websites etc...

How will I pay for it ? Work part time in high school, parents help, financial aid, grants, scholarships. AZCIS

Senior - 12th Grade: Make a plan

College applications, application essays, ACT prep, financial aid and scholarship applications

Map your classes for fall after you graduate, meet with academic advisors, tour campuses

Contact military recruiters, retake or study for ASVAB test

Contact apprenticeship coordinators

Do Resumes and Cover letters, learn about online applications

- College Readiness course
- Personal Finance course
- NAVIT/CTE programs
- Dual Enrollment courses
- ACT tutorial program
- Upward Bound
- HHS Postsecondary Education and Career Readiness scaffold: “Four Key Dimensions” - key cognitive strategies, key content knowledge, academic behaviors, and postsecondary contextual and awareness skills [college knowledge] (David T. Conley).
- College Tour (generate key questions)
- Career Center
- Financial Aid and Scholarship Information Nights
- FAFSA Navigation Nights
- School-wide spring *Strategic Scheduling* Professional Development and Instruction
- Navajo language course Chief Manuelito SLO focus
- FAFSA facilitation in Economics course

- Postsecondary Education and Career Readiness visuals displayed in hallways, classrooms, and building entrances.
- Senior Postsecondary Education Application Day
- Post-High School platform (Call every graduating senior from prior school year and assess what they are doing now via the following categories: 4-year university; 2-year junior college; 1-year vocational training; military; working under CTE/NAVIT credentials; working; idle) and inform students/parents, especially idle and working (non-CTE/NAVIT credentialed work) graduates, that we are still here to assist them in their postsecondary education and career planning and, as a result, they can give Ms. White or Ms. Percy a call at school to set up an appointment to better analyze and discuss their future.

<p>Graduation Facilitation and Dropout Prevention for At-Risk Students/ Supplemental Remedial Academic Offerings Action Plan</p>

Graduation Action Plan:

- Credit and AIMS tracking and student-parent communication
- Mid-term, quarterly, and semester report card data mining and analysis
- English and social studies school-day credit recovery programs (Title VII English)
- JOM 8th Hour extended day credit recovery program
- Title I summer school credit recovery program
- Title I academic coach (school-day senior mentoring)
- Power of All mentoring and after school general and lunchtime tutorial programs
- Title I after school math tutorial program
- Academic Support and Knowledge classes

AIMS Action Plan:

- 8th grade AIMS data analysis
- 9th and 10th grade Galileo benchmarking data analysis
- Title I freshman and sophomore reading support and ELL/AZELLA program
- Title I AIMS reading prep class
- Title VII AIMS writing prep class
- Title I academic coach (AIMS writing and reading school day remediation/tutoring)
- AIMS math prep class
- Power of ALL lunchtime and after school math tutorial program
- Title I AIMS math after school tutorial program

Curriculum and Key Instruction Action Plan

*Arizona College and Career Ready/Common Core Standards Transition Components:

- **Application of knowledge** to real world situations.
- **Horizontal Thinking:** Require students to see the interconnection between worldly events and phenomena and understand that “creative insights often occur by making connections between ideas or experiences that were previously unconnected” (Sir Ken Robinson).
- **Expository prose (reading for information)**
- **Teaching literacy school-wide across all subject matters**, including **math** via the analytic reading and mathematical interpretation of **real world word problems**.
- **Text complexity:** Students will be required to read information related to higher reading lexile (grade level) ranges via the use of mature non-textbook resources.
- **Text dependent questioning and response (QAR model):** Students will be required to analyze and synthesize information and make inferences related to reading passages in order to construct higher level thinking learning conclusions.
- **Prompt analysis and interpretation**
- **Argumentative writing:** Students will have to convince an audience by using supporting details (evidence and facts) related to their respective belief(s) or conclusion(s).
- **Explain mathematical problem solving steps/clarify mathematical thinking and reasoning** when solving mathematical learning challenges.

*Facilitate:

- Practical, relevant, and well-rounded course curriculum offerings and enrichment programs.
- Intradepartmental alignment: Formulate department culture, philosophy, goals, course descriptions, concepts/themes (“big ideas” and essentials), policies, procedures, grading clarification, instructional activities, curriculum maps/calendars aligned to Arizona Academic Standards, etc.
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- Interdepartmental Alignment
- Interschool Alignment (HHS and HJHS)

School-wide Plan/Organizational Map Public Relations/Parental-Community Outreach Action Plan and Mechanisms

- Public relations/parental-community outreach mechanisms: HHS website; HHS marquee; Holbrook community marquee; School Reach; Navajo Times; Holbrook Tribune; Navajo-Hopi Observer; Z-92; KTNN; and Alfred Clark (HUSD parent liaison).
- PASS system
- Back to School Night (August)
- Back to School parent letter
- 1st semester parent-teacher conferences (October)
- 1st semester parent letter
- Financial Aid and Scholarship Information Nights (November-December)
- FAFSA Nights (January)
- College Bound Night (Sponsored by NPC in January or February)
- 2nd semester parent letter
- 2nd semester parent-teacher conferences (March)
- Title I school-wide planning parent meeting (spring)
- Incoming freshmen/8th grade graduation parent meeting (May)
- Site Council meetings (monthly)
- Important day-to-day logistical contacts: dorm, seminary, cafeteria, daycare, NAVIT, and HHS/HJHS split teachers

Helping students Help themselves Succeed 2014-15 PARENT/SCHOOL TITLE I COMPACT

Holbrook High School has been designated a Title I school. All students at Holbrook High School are considered Title I students and are eligible for supplemental educational services. At Holbrook High School, we believe it is the entire school’s responsibility to provide **high quality curriculum and instruction** that supports our students’ ability to: **critically read, write, and think; meet all graduation requirements;** and **effectively reach postsecondary education and career pursuits.** We also believe that **communication** between school and parents is essential to the educational process. At our annual **Back to School Night** we communicate core beliefs, frameworks, and values, and share the results of our ADE School Report Card with those in attendance. Mid-way through each quarterly grading period we mail **mid-term student progress reports** to parents. At each quarterly grading and semester period we mail **report cards** to parents. We have a **Parental Access Support System (PASS)**, which is accessible through the Internet by using a student identification number and PASS personalized identification number (PIN). At any time, PASS can be accessed so parents have up to date information on their child’s attendance and academic progress. We utilize a **School Reach** phone system to communicate important information to parents and guardians. We provide a **website** that displays key school happenings, information, and frameworks. In order to facilitate dialogue between parents and teachers, one **parent/teacher conference** occurs each semester during a school year. Parents are also welcome to set up a conference with their child’s teacher(s) at any time. We invite all parents to observe, participate, and volunteer in classroom and school activities. Below is a Guarantee for Success Compact that outlines the major roles that key stakeholders must play if student achievement is going to occur. Please review them with special attention to the theme of communication, which is spread throughout the compact. We believe that if all key stakeholders will be accountable for this “shared responsibility,” student success will be guaranteed!

Guarantee for Success Compact...A Shared Responsibility!

As a TEACHER,	As a STUDENT,	As a PARENT,	As an ADMINISTRATOR,
I agree to:	I agree to:	I agree to:	I agree to:
<ul style="list-style-type: none"> • Be organized and prepared to teach every class; • Maintain an orderly classroom environment; • Facilitate student engagement from bell-to-bell; • Check for student understanding and provide feedback in a timely manner; • Be available and approachable for extra help; and • Answer all student questions. 	<ul style="list-style-type: none"> • Be at school and in class on a regular basis; • Take notes; • Ask and answer questions; • Complete assignments in a timely manner; • Study for tests and quizzes; • Ask for extra help if needed; and • Try to learn! 	<ul style="list-style-type: none"> • Send child to school and ensure they are in all classes on a regular basis; • Reinforce education as a top priority at home; • Monitor child’s homework and academic progress; • Attend Back to School Night and parent-teacher conferences; and • Contact the school if I have any questions or concerns. 	<ul style="list-style-type: none"> • Protect the integrity of classroom instructional time; • Maintain a safe, orderly, and positive school environment; • Construct and enforce policies and procedures that foster organizational efficiency and student learning; • Be visible and available to all stakeholders; and • Facilitate dialogue between students, teachers, and parents.

*****Bold** emphasizes the important theme of **COMMUNICATION!*****

I have read and agree to the expectations of the above compact and will discuss them with my child.

Student’s name

Parent’s Signature

As principal of Holbrook High School I will do all I can to insure that the above expectations are fulfilled.

Principal’s signature

Date

Parental Navigation Essential Information

Three Key Student Questions that need to be continually reinforced at home: (1) What are your **future career plans**? (2) What are your **postsecondary education plans** that will allow you to reach your future career goals? (3) What are you doing **now** to **prepare** yourself to successfully complete your postsecondary educational needs and reach your future career ambitions?

Graduation Requirements

Twenty-two (22) credits based on the following formula:

English	4 credits:
English 9 (1 cr.); English 10 (1 cr.); English 11 (1 cr.); and English 12 (1 cr.).	
Math	4 credits
Algebra II or its equivalency (Topics) is required.	
Science	3 credits
Social Studies	3 credits:
World Hist./Geog. (1 cr.); U.S/AZ Hist. (1 cr.); Econ. (.5 cr.) U.S/AZ Gov. (.5 cr.).	
Physical Education	½ (.5) credit
Health	½ (.5) credit
Fine Arts/CTE	1 credit
Electives	6 credits

Please note: Meeting the AIMS reading, writing, and math standards are graduation requirements for the Class of 2014 (current seniors), Class of 2015 (current juniors), and Class of 2016 (current sophomores).

AIMS Augmentation

Every student for which AIMS is a graduation requirement must meet the AIMS reading, writing, and math standards in order to graduate high school in the state of Arizona. However, there is an augmentation process that is available to students who do not meet an AIMS standard. The **three (3) components** pertaining to the AIMS augmentation system are: 1) the student had to **take the AIMS assessment** at every opportunity (**5 times**: once in the spring of her/his sophomore year, and twice in the fall and spring of her/his junior and senior years). If a student **missed a testing opportunity**, an **appeal** can be made to Principal Lance Phaturos. However the absence must have been **due to “extreme circumstances”** and must have been **documented** 2) The student must have participated in an **AIMS remedial/tutorial program** related to the respective standard(s) and 3) The student is awarded the following **points for semester grades** received in graduation credit requirement courses (4 English, 4 math, 3 science, 3 social studies, and 1 Fine Art/CTE) of which **5%** can be **applied** toward his/her **AIMS scale score**: A = 2 points; B = 1.5 points; and C = 1 point. What does this mean? A student who falls far below on an AIMS standard is not able to accumulate enough points in order to augment (even if he/she had straight A’s!). A student must be **approaching at the upper levels of the AIMS standard(s) and have A’s, B’s, and C’s** (the more A’s, the better!) in their graduation credit requirement courses in order to have an opportunity to augment.

AIMS Reciprocity: The SAT and ACT college entrance exam scores can be used in place of AIMS scores. Students who receive a 420 or higher on the SAT or **16 or higher on the ACT** combined English/writing, reading, and/or math portions of these exams can utilize these scores toward their respective AIMS graduation requirements.

Required high school credits for enrollment into an in-state 4-year university: 4 credits of English; 4 credits of math with Algebra being the lowest (Algebra, Geometry, Algebra II, and Trig/Pre-calculus); 3 credits of a lab science; 3 credits of social studies; 2 credits of a second language; and 1 credit of a fine art.

NAVIT: Holbrook High School is pleased to invite you to apply to the Northern Arizona Vocational Institute of Technology. NAVIT is a career and technical education program that is partnered with Northland Pioneer College. These programs provide career training at a college level and the students that participate earn college credit and in some cases state and national certifications/credentials.

You can apply for the NAVIT programs toward the end of your sophomore year as long as you meet the following criteria:

- Have a minimum 2.0 GPA
 - Have a good attendance and tardy record
 - Have a good discipline record (no less than 70 points)
 - Are on track to graduate (not failing any core requirement classes)
- *Some of the programs do have other qualifying requirements per NPC

Because of our unique geographical location, Holbrook High School has more programs to offer our students than any of the other 10 school districts that participate in NAVIT.

- Certified Nursing Assistant (1 semester program offered senior year)
- Cosmetology (4 semester program)
- Construction Technology (4 semester program)
- Fire Science (2 semester program offered senior year)
- Industrial Maintenance and Operations (4 semester program)
- Medical Assistant (4 semester program)
- Welding (4 semester program)

Some of these programs are located in Winslow or Snowflake and therefore, if you live on the reservation, you will need to secure a space in the dormitory or with family members here in Holbrook. Transportation to these programs departs before our normal bus runs to the reservation arrive at HHS.

For further information or to apply to NAVIT, see Dr. Haussman in the office or Mrs. White in the Career Center.

Resources: Students are strongly encouraged to take the **PLAN** (pre-ACT assessment) during their sophomore year; the **PSAT** (National Merit Scholarship candidates) and **ASVAB** (especially if interested in the military) during their junior year; begin taking the **ACT** college entrance exam during their junior year; and complete the **FAFSA** in January of their senior year. Students are also strongly encouraged to explore the **College Readiness** course offered at HHS; utilize the **Career Center** as a valuable personal resource (see Mrs. White); and contact Ms. Percy regarding **financial aid, scholarship, and NPC Dual Enrollment information.**

*****HHS Effective/Highly Effective Performance Indicators*****

Performance Standard 1 - Professional Knowledge: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing meaningful learning experiences. “Subject matter knowledge is the foundation of good teaching!”*

- *Demonstrates accurate knowledge of the subject matter, which is evident by the teacher’s ability to craft creative lessons that facilitate: **real world relevance and the practical application of learning; curiosity and interest; critical thinking; and concepts/themes (“big ideas” or generalizations) and insights/perspectives that are transferable within the respective discipline or across the curriculum.***
- *Demonstrates **task analysis skills** relevant to the content knowledge/subject matter (**key vocabulary; background knowledge; and thought processes and skills** involved in accomplishing a learning goal).*
- *Demonstrates an ability to **connect present content with past and future learning experiences.***

Performance Standard 2 - Instructional Planning: *The teacher constructs lessons that address Arizona State Standards, Arizona College and Career Ready ELA and Math Standards, departmental curriculum, HHS school-wide plan, and student learning needs. “Does the teacher demonstrate the ability to think before, during, and after a lesson?”*

- *Constructs and visually displays **learning objectives** that **communicate action learning verbs, specific learning outcomes, and real world learning purposes** in order to help students “**focus on the focus.**”*
- ***Communicative skills (critical reading, argumentative writing, active listening, speaking, and Tier 2/3 vocabulary) are embedded in the lesson design. Critical reading activities include **mature non-textbook sources** and require students to make **inferences** while reading or answering **text-dependent questions** and demand students **determine the meaning of words and phrases via context clues and prefix, suffix, and/or root word analysis. Argumentative writing activities require students to: use complete sentences; avoid clichés and vague words; utilize colorful tier 2 and 3 vocabulary; construct creative **metaphors and analogies**; and defend a position by using **evidenced-based reasoning.*******
- *Teacher utilizes written lesson plans or scripts to navigate instructional delivery, especially **the communication of essential questions.***
- *Lessons are **organized and structured (“chunked”)** in order to **distinguish key learning.***
- *Displays **full control** of lessons (teacher demonstrates complete understanding of where her/his students are in a lesson, where they have been, and where they are heading) and conducts **smooth and seamless transitions** between learning segments.*
- *Utilizes **differentiated instruction** (especially technology) and **I Do, We Do, You Do instructional scaffolding.***
- *Facilitates **postsecondary education and career readiness awareness.***

Performance Standard 3 - Instructional Delivery: *The teacher effectively engages students in learning by using a variety of instructional methods, strategies, and tactics. “Effective teaching is the implementation of effective instructional habits!”*

- *Helps frame student learning by orally and tangibly reinforcing respective learning objectives throughout the lesson (beginning, middle, and end) in order to help students “focus on the focus.” Learning objectives drive the instruction!*
- *Articulates clearly and changes voice speed and tone to reinforce key information; utilizes hand gestures and facial expressions and instructional cues to emphasize key learning points and/or expectations.*
- *Utilizes questioning, especially open-ended questions, to facilitate higher level thinking and require students to justify ideas, thoughts, responses, etc.; uses probing and delving questions in order to elicit deeper student understanding and thought.*
- *Promotes mandatory student engagement and a democratic/equitable learning environment through use of involuntary response/random selection (“Cold Calls”) to questions posed and other student-led activities (e.g., reading); re-directs questions back to students who were unable to provide a response (“No opt-out”).*
- *Fosters mandatory student engagement by honing students’ active listening skills by requiring them to repeat or paraphrase key instructional concepts, directions, and procedures communicated by the teacher, classmates, etc.*
- *Motivates students to be engaged throughout the academic learning via simultaneous student engagement tactics, such as: think time, choral response, hand signaling, pointing, pair-share discussion, structured note-taking, and assigning written activities during individual or small group led learning forums.*
- *Implements metacognition (i.e., communicating thought processes [teacher or student] related to the generation of learning conclusions or construction of essential questions).*
- *Clarifies key Tier 2 and 3 vocabulary and utilizes vocabulary comprehension tactics, such as: prefix, suffix, and/or root word analysis and context clues in order to help students determine the meaning of words and phrases.*

Performance Standard 4 - Assessment of/for Learning: *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. "Meaningful assessments are not just an evaluation of learning but are a learning opportunity as well!"*

*****Mechanisms, such as exit slips, are used for students to display evidence that the lesson's learning objectives were comprehended; students are required to assess their understanding of the lesson's learning objective(s) at the close of a lesson.**

- **Formative assessments are used to prepare students for summative assessments.**
- **Multiple and balanced grading opportunities are provided in order to assess student learning; grading information communicates key learning content and skills.**
- **Uses informal assessment techniques to check for understanding and provide corrective feedback in real time, including transitions from independent or small group practice to whole group learning in order to re-teach and reinforce key learning.**
- **Assessments require students to read verbal/written prompts and analyze graphs, charts, and visuals (photos, paintings, etc.); assessments require students to apply learning to real world predictable and unpredictable situations.**
- **Provides meaningful feedback to students and parents related to learning outcomes via direct conferencing and written communiqués; PASS is regularly updated.**
- **Analyzes departmental formative and summative assessments (e.g., Galileo, AIMS, ACT, CTE end of program, etc.) to drive lesson planning, instruction, and departmental goals.**

Performance Standard 5 - Learning Environment: The teacher's mannerisms, procedures, and routines facilitate an orderly and pleasant classroom atmosphere conducive to learning.

- *Projects a friendly personal demeanor via positive verbal and non-verbal communication; however, can be firm in a non-overbearing manner when warranted (“friendly but firm; firm but flexible”).*
- *Promotes an inclusive and risk-free learning environment by encouraging all students to participate in a learning community classroom culture.*
- *Instructional time is maximized during a lesson.*
- *Remains in direct proximity with students during all learning situations (direct instruction, small group, and independent practice).*
- *Off-task students are re-engaged and student disruptive behavior is addressed.*
- *At-risk students are provided one-on-one or small group instruction and/or reinforcement.*
- *Utilizes specific praise to not just commend students for correct or positive learning outcomes or attributes but communicates the learning or procedures relevant to the praise.*

Performance Standard 6 - Professionalism: The teacher helps to foster a positive school culture by maintaining a commitment to professional ethics and norms, communicating effectively, and taking responsibility for professional growth that results in enhanced student learning.

- *Nurtures trusting relationships with all stakeholders via open, honest, and tactful dialogue; responds to parent/guardian inquiry in a timely manner and participates in parent-student meetings.*
- *Works in a collegial and collaborative manner with school personnel in order to facilitate a professional learning community and fulfill Holbrook High School's mission and school-wide plan.*
- *Self-reflects and puts thoughts into action by implementing professional development training and feedback into classroom practice.*
- *Promotes a safe and orderly school environment by being visible in-between class periods, fulfilling duty assignments, and addressing student misconduct in all school settings.*
- *Controls emotional reaction through exercising magnanimity and refraining from internalizing gossip, innuendo, and rumor.*
- *Engages in and attends school related activities during and outside of the school day.*
- *Demonstrates consistent mastery of standard oral and written English in all communication.*

Performance Standard 7 - Student Progress: *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

- *Demonstrates value-added efficacy and measured success via the construction and diligent execution of individual/classroom, departmental, and/or school-wide SLO (Student Learning Outcome) goals based on Holbrook High School's school-wide plan (postsecondary education and career readiness and the creation of well-rounded human beings/capable readers of newspapers of substance/informed American and Global Citizens via: the 5 A's; the Four Dimensions of College and Career Readiness/HHS Postsecondary Education and Career Readiness Scaffold; Critical Reading/Argumentative Writing/Higher Level Thinking; increased Graduation Rates; Dropout Prevention; increased Parental Involvement/Community Outreach; etc.)*

Key Data Analysis

ADE Four Year/Five-Year Graduation Rate Demographic Report

Note: Demographic groups contain 10 or more students

2004 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	69% 128/185	70%
Native American	64% 61/96	50%
White	80% 43/54	76%
Hispanic	69% 18/26	62%
SPED	56% 10/18	62%

2004 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	76% 143/188	73%
Native American	75% 74/99	56%
White	83% 45/54	76%
Hispanic	69%	68%
SPED	72% 13/18	62%

2005 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	64% 126/197	70%
Native American	62% 76/123	53%
White	71% 36/51	78%
Hispanic	59% 13/22	60%
SPED	84% 21/25	63%

2005 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	72% 138/193	73%
Native American	71% 84/119	58%
White	76% 39/51	81%
Hispanic	64% 14/22	65%
SPED	88% 22/25	70%

2006 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	79% 158/201	68%
Native American	78% 98/126	49%
White	81% 42/52	77%
Hispanic	76% 13/17	58%
SPED	81% 21/26	60%

2006 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	82% 164/199	72%
Native American	82% 102/125	54%
White	86% 44/51	80%
Hispanic	76% 13/17	63%
SPED	85% 22/26	67%

2007 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	72% 116/162	74%
Native American	68% 67/99	55%
White	82% 36/44	81%
Hispanic	71% 12/17	65%
SPED	81% 21/26	63%

2007 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	79% 128/162	77%
Native American	80% 79/99	62%
White	82%	84%
Hispanic	71%	70%
SPED	81%	71%

2008 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	75% 127/169	75%
Native American	70% 73/105	60%
White	86% 36/42	82%
Hispanic	82% 18/22	67%
SPED	56% 9/16	64%

2008 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	82% 138/165	79%
Native American	81% 82/101	66%
White	86%	85%
Hispanic	82%	73%
SPED	67% 10/15	72%

2009 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	77% 141/182	76%
Native American	77% 89/115	63%
White	74% 26/35	83%
Hispanic	79% 19/24	69%
SPED	83% 19/23	65%

2009 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	85% 154/182	81%
Native American	88% 101/115	70%
White	74%	86%
Hispanic	79%	75%
SPED	87% 20/23	74%

2010 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	81% 154/190	78%
Native American	83% 101/122	64%
White	78% 35/45	84%
Hispanic	74% 14/19	71%
SPED	62% 18/29	66%

2010 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	85% 163/192	82%
Native American	88% 107/122	71%
White	80% 37/46	87%
Hispanic	74%	77%
SPED	73% 22/30	75%

2011 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	79% 144/182	78%
Native American	75% 90/120	62%
White	86% 37/43	85%
Hispanic	89% 16/18	72%
SPED	74% 20/27	67%

2011 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	85% 155/183	81%
Native American	83% 101/121	67%
White	86%	87%
Hispanic	89%	77%
SPED	78% 21/27	74%

2012 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	83% 139/167	77%
Native American	82% 87/106	65%
White	84% 27/32	84%
Hispanic	100% 20/20	70%
SPED	87% 13/15	65%

2012 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	86% 142/165	80%
Native American	87% 90/104	70%
White	84%	86%
Hispanic	100%	75%
SPED	87%	74%

2013 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	80% 131/164	75%
Native American	75% 78/104	61%
White	93% 38/41	83%
Hispanic	85% 11/13	69%
SPED	64% 7/11	63%

2013 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	87% 141/162	79%
Native American	83% 86/103	68%
White	98% 39/40	85%
Hispanic	85% 11/13	75%
SPED	73% 8/11	73%

2014 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	83% 133/161	75%
Native American	81% 87/108	62%
White	93% 25/27	82%
Hispanic	77% 17/22	70%
SPED	93% 13/14	63%

*African-American Four-Year Aggregate Graduation Rate (2010-2014): 82% (14/17)

*African-American Five-Year Aggregate Graduation Rate (2009-2013): 89% (16/18)

*****ADE Drop Out Rate Demographic Data*****

Note: Demographic groups contain 10 or more students

2004

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	8.7% 73/838	4.8%
Native American	9.2% 49/530	9.9%
White	6.2% 13/209	3.0%
Hispanic	13.8% 11/80	6.6%
SPED	6.4% 7/109	4.4%

2005

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	8.6% 74/853	4.6%
Native American	9.0% 49/544	9.3%
White	6.5% 14/214	2.9%
Hispanic	11.4% 10/88	6.2%
SPED	10.1% 12/119	4.5%

2006

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	3.3% 27/826	4.1%
Native American	2.4% 13/531	8.5%
White	4.6% 9/194	2.7%
Hispanic	5.8% 5/86	5.4%
SPED	2.6% 3/114	4.3%

2007

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	5.4% 43/794	3.6%
Native American	5.1% 26/513	8.0%
White	4.5% 8/179	2.4%
Hispanic	10.8% 9/83	4.6%
SPED	9.4% 10/106	4.0%

2008

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	5.7% 47/820	3.1%
Native American	6.2% 34/548	7.3%
White	3.6% 6/165	2.1%
Hispanic	6.7% 6/89	3.8%
SPED	9.7% 10/103	3.5%

2009

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	5.5% 45/814	2.9%
Native American	5.3% 28/530	6.6%
White	4.8% 8/168	2.0%
Hispanic	7.4% 7/94	3.6%
SPED	4.0% 4/101	3.1%

2010

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	3.8% 30/786	2.8%
Native American	3.9% 20/517	6.8%
White	3.6% 6/169	1.8%
Hispanic	5.0% 4/80	3.4%
SPED	4.6% 4/87	3.1%

2011

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	4.0% 30/748	2.9%
Native American	4.1% 20/491	6.9%
White	2.6% 4/151	1.8%
Hispanic	4.8% 4/83	3.5%
SPED	4.9% 4/82	3.2%
African American	6.7% 1/13	3.4%

2012

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	4.8% 37/772	3.6%
Native American	4.8% 25/522	7.4%
White	2.8% 4/141	2.2%
Hispanic	7.9% 7/89	4.6%
SPED	5.3% 4/75	4.2%
African American	7.7% 1/13	4.5%

2013

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	6.3% 51/812	3.5%
Native American	7.9% 44/558	7.5%
White	.7% 1/149	2.2%
Hispanic	3.6% 3/84	4.4%
SPED	6.9% 5/72	3.8%
African American	7.7% 1/13	3.6%

2014

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	3.2% 25/778	3.2%
Native American	3.3% 18/549	6.7%
White	2.4% 3/124	2.1%
Hispanic	3.4% 3/88	3.9%
SPED	3.1% 2/64	3.6%
African American	0% 0/10	3.6%

*****2006-2014 HHS Sophomore AIMS Data Analysis*****
HHS/Navajo County/State

*Please note that all percentages are rounded.

2006					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
Reading					
HHS	3%	57%	60%	34%	7%
Navajo Cty.	5%	60%	65%	32%	4%
Arizona	8%	66%	74%	21%	5%
Writing					
HHS	2%	56%	58%	32%	11%
Navajo Cty.	3%	60%	63%	32%	6%
Arizona	6%	60%	66%	29%	5%
Math					
HHS	7%	51%	58%	20%	22%
Navajo Cty.	8%	49%	57%	16%	28%
Arizona	14%	52%	66%	12%	21%
2007					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
Reading					
HHS	3%	61%	64%	28%	8%
Navajo Cty.	3%	60%	63%	28%	9%
Arizona	7%	67%	74%	20%	7%
Writing					
HHS	4%	59%	63%	32%	5%
Navajo Cty.	2%	59%	59%	34%	6%
Arizona	9%	65%	74%	22%	3%
Math					
HHS	4%	56%	60%	16%	23%
Navajo Cty.	7%	48%	55%	16%	29%
Arizona	14%	55%	69%	12%	20%
2008					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
Reading					
HHS	2%	55%	57%	33%	10%
Navajo Cty.	4%	62%	66%	27%	7%
Arizona	7%	66%	73%	21%	6%
Writing					
HHS	2%	58%	60%	36%	4%
Navajo Cty.	4%	57%	61%	34%	5%
Arizona	7%	61%	68%	27%	4%
Math					
HHS	5%	53%	58%	22%	19%
Navajo Cty.	7%	51%	58%	17%	25%
Arizona	15%	53%	68%	12%	20%

2009					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	3%	55%	58%	33%	9%
Navajo Cty.	4%	59%	62%	29%	8%
Arizona	8%	66%	74%	20%	6%
<u>Writing</u>					
HHS	1%	64%	65%	33%	2%
Navajo Cty.	2%	59%	61%	34%	5%
Arizona	7%	64%	71%	26%	3%
<u>Math</u>					
HHS	6%	60%	66%	14%	19%
Navajo Cty.	7%	49%	56%	15%	29%
Arizona	17%	52%	69%	10%	21%
2010					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	5%	64%	69%	23%	8%
Arizona	11%	66%	77%	18%	5%
<u>Writing</u>					
HHS	7%	60%	67%	28%	5%
Arizona	14%	58%	73%	24%	3%
<u>Math</u>					
HHS	13%	39%	52%	16%	31%
Arizona	23%	36%	58%	12%	30%
2011					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	5%	59%	64%	32%	4%
Navajo	7%	63%	70%	25%	6%
Arizona	12%	65%	77%	17%	5%
<u>Writing</u>					
HHS	1%	57%	58%	35%	7%
Navajo	2%	56%	57%	32%	11%
Arizona	5%	62%	67%	25%	8%
<u>Math</u>					
HHS	13%	46%	59%	18%	23%
Navajo	12%	36%	48%	17%	36%
Arizona	21%	39%	60%	12%	28%

2012					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	4%	64%	68%	28%	3%
Navajo	7%	66%	73%	22 %	5%
Arizona	11%	69%	80%	17%	3%
<u>Writing</u>					
HHS	3%	59%	62%	30%	8%
Navajo	2%	58%	60%	31%	9%
Arizona	4%	66%	70%	24%	7%
<u>Math</u>					
HHS	9%	40%	49%	21%	30%
Navajo	13%	37%	50%	16 %	34 %
Arizona	20%	39%	59%	13%	28%
2013					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	4%	78%	81.4%	18%	1%
Navajo	5%	73%	78%	21%	2%
Arizona	8%	75%	83%	15%	2%
<u>Writing</u>					
HHS	2%	52%	54%	39%	7%
Navajo	2%	58%	60%	33%	7%
Arizona	5%	65%	70%	25%	6%
<u>Math</u>					
HHS	11%	47%	58%	15%	27%
Navajo	13%	39%	52%	15%	33%
Arizona	19%	42%	61%	13%	26%
2014					
	Exceeds	Meets	Total Passed	Approaches	Falls Far Below
<u>Reading</u>					
HHS	7%	77%	84%	15%	1%
Navajo	10%	71 %	81%	18%	1%
Arizona	13 %	73 %	85%	14 %	1%
<u>Writing</u>					
HHS	4%	65%	69%	27%	4%
Navajo	2%	64%	66%	27%	7%
Arizona	4%	70%	74 %	21 %	5%
<u>Math</u>					
HHS	11%	47%	58%	19 %	23%
Navajo	13%	42%	55%	17 %	28%
Arizona	19%	43%	63%	14%	23%

ACT Longitudinal Data

The ACT is an indication of the extent students are prepared for college-level work and is designed to measure the skills needed for success in first year college course work; therefore, the ACT is a key barometer that we are using at HHS to measure our postsecondary education and career readiness efficacy.

ACT College Readiness Benchmark Scores

English Composition: 18 on ACT English Test
 College Algebra: 22 on ACT Mathematics Test
 College Social Sci.: 22 on ACT Reading Test
 College Biology: 23 on ACT Science Test

HHS Percentage Averages vis-à-vis State of Arizona

Grad Year	HHS # Tested	English HHS/State	Math HHS/State	Reading HHS/State	Science HHS/State	Composite HHS/State
2005		18.2/20.9	20.6/21.7	19.1/21.9	20.0/21.2	19.6/21.5
2006		18.0/20.9	20.0/21.9	19.4/22.0	19.2/21.3	19.3/21.6
2007		21.0/21.1	22.9/21.9	21.8/22.2	21.8/21.4	22.0/21.8
2008	30	19.6/21.3	21.7/22.1	20.3/22.3	19.8/21.3	20.5/21.9
2009	30	19.3/21.3	21.5/22.1	19.8/22.4	20.7/21.3	20.5/21.9
2010	25	18.6/18.9	21.4/20.4	19.6/20.2	19.6/19.9	19.9/20.0
2011	26	19.4/18.6	20.2/20.3	19.6/19.9	19.4/19.6	19.8/19.7
2012	53	17.4/18.6	20.2/20.3	18.7/19.7	19.0/19.5	18.9/19.7
2013	66	19.1/18.5	20.3/20.3	19.7/19.6	19.9/19.4	19.9/19.6
2014	52	17.6/18.8	19.8/20.2	18.6/20	19.3/19.5	19/19.7

National Percentage Averages

Grad Year	English	Math	Reading	Science	Composite
2009	20.6	21.0	21.4	20.9	21.1
2010	20.5	21.0	21.3	20.9	21.0
2011	20.6	21.1	21.3	20.9	21.1
2012	20.5	21.1	21.3	20.9	21.1
2013	20.2	20.9	21.1	20.7	20.9