

Comprehensive Progress Report

Mission: Our central purpose is to create a mission focused learning environment that fosters the highest commitment to build cohesive teams rooted in analytical and critical thinking. Our teams will meet and exceed professional standards of teaching and learning practices, valuing the creation of new knowledge and faithful replication of best instructional practices. Thus, providing a learner-centered educational environment the absorption of knowledge and perfection of skills providing our staff with build their capacity as instructional leaders in the classroom and students with the tools required to graduate with a meaningful diploma. With a meaningful diploma our students will be equipped to succeed in either a post-secondary educational environment, a military environment, or within the workplace.

Harding University High School where each person affiliated with our school is a valued, needed member of the RAM community. Every RAM is responsible for promoting positive learning opportunities in a caring, equitable manner. This environment will enable all to develop academic, emotional, and social potential thus be empowered to assume responsible citizenship in our local, national, and global communities. To this end, we value achievement, respect and concern for others, affiliation and pride, diversity, equity and opportunity, communication, safety and order, collaboration, responsibility and accountability, and trust as cornerstones of our learning community.

Vision:

Harding University prepares all students to be successful in their future endeavors of choice, regardless of background, circumstance, or prior experience.

Goals:

Instructional teams will develop and implement standards-aligned units of instruction for each content area. The leadership team will regularly use data on student needs and implementation fidelity of evidence-based practices to continuously improve professional development and coaching efforts. These practices will result in an: Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2021-2022) Increase 9-12 Math EOC college and career ready proficiency from < 5 (2018- 2019) to 6% (2021-2022) Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2021-2022) Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.

Retain 100% (excluding educators remaining in CMS or Education) of effective staff as measured by various measurement tools used throughout the course of the year. (C3.04)

Harding University High School will have a safe and orderly environment where staff and students follow agreed upon procedures and rules as measured by safe school audit scores of at least a 95% and a 10% reduction in student incidents compared to 2020 – 2021. (A1.07)

Duty-Free Lunch The NC SBE’s statutory provision 115C-105.27 (b) (6) requires all schools to include a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the SIP. (B2.01)

Duty-Free Instructional Planning Time for Teachers The NC SBE’s statutory provision 115C-105.27 (b) (7) requires a plan to provide duty-free instructional planning time for every with the goal of providing an average of at least 5 hours of planning time a week. [Note that the statute referenced provides that all classroom teachers are to be provided duty-free instructional planning time during regular student contact hours, to the extent that the safety and proper supervision of student may allow. (B2.01)

Bullying Prevention Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

Increase the graduation rate from 69% to 78.5%. (A4.16)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We will define Core behavior practices, and focus on routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices will exist school-wide and across all grade levels. We are using restorative practice as a behavior support model. The teachers will be trained and there is a support team/administrator who will monitor the teachers implementation of core behavior practices and the student's incidents data.	Limited Development 05/10/2018		
How it will look when fully met:		<p>The goal is to decrease student incidents in the classroom and decrease by 10% using portal discipline data. The Goal is to train teachers and focus on routines that contribute to strong classroom management and promote positive student behavior. Restorative practice strategies will allow the students to be redirected and remain in class and help re-enforce positive behaviors inside and outside the classroom.</p> <p>Student rewards and incentives will be implemented on a weekly basis (Star Student Freshman Academy) to recognize student improvement in the areas of attendance, hard work, and perseverance. Communities in Schools will continue to provide incentives to reward students for increased attendance and positive behaviors.</p>		Jeremy Cox (6/9/2021)	06/08/2022
Actions			0 of 3 (0%)		
	5/10/18	PD for teachers on how to implement restorative practices strategies in the classroom and review of the behavior matrix and how to input discipline data using educators handbook.		Jeremy Cox (6/10/2020)	01/24/2022
<i>Notes:</i> Quarterly Review					
	9/23/19	Implement interventions through utilizing proactive and reactive strategies such as visit classrooms, weekly monitoring, and provide feedback of teacher implementation of restorative practices.		Jeremy Cox (6/10/2020)	01/24/2022
<i>Notes:</i>					

8/10/21	Set goals for students as an alternative to suspension. Allow BMTs to monitor the tier 2 and 3 students and use an action plan to track student behaviors and create interventions for those students.		Jeremy Cox (6/10/2020)	01/24/2022
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Teachers in the 3 EOC areas (English 2, Math 9-12, Biology) have a working level of understanding of curriculum development, pacing, and alignment to assessment and process needed to analyze data to create baseline teacher and student action plans. They are working towards adhering to policies and procedures that govern our Professional Learning Communities. They are developing an understanding in deep data analysis of student work, intentional planning based on real-time student data, and working to create common assessments and student tasks that are aligned to the standards. We have created PLC training for leads and facilitators to attend. An instructional professional learning community that meets regularly, share expertise and values, work collaboratively to improve teaching skills and plans instruction for the appropriate levels of intellectual, physical, social and emotional development of students. The instructional group will continually question, re-evaluate, refine and improve teaching strategies and knowledge based on current and informal data and/or assessments. This work must be done with fidelity in other content areas to maximize the learning potential of all teachers and increase our level of impact for all students.	Limited Development 10/05/2016		
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Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<i>How it will look when fully met:</i>	Instructional teams will develop and implement standards-aligned units of instruction for each content area. PLC members will unpack standards to determine the knowledge concepts and skills that each unit will cover. Objectives and activities will build from one to another, and the criteria for mastery will be determined based on the standards. Using the unpacking standards document, PLC members will develop a Unit Plan with standards-aligned learning objectives, essential questions, high leverage instructional strategies, grade-level tasks, clarifying questioning, and standard-aligned formation/summative assessments. PLC members will continuously		Andrea Foggie (6/9/2021)	06/08/2022
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reflect during PLC meetings to ensure that all student tasks and assessments align with the lesson objectives; which align with the standards. The leadership team will regularly use data on student needs and implementation fidelity of evidence-based practices to continuously improve professional development and coaching efforts. Supporting evidence will include:

- Professional development plan/calendar that includes training content on multi-tiered instruction and intervention content for ELL, EC, and unfinished learning.
- PLC/Grade level/Department team agendas that include professional learning on multi-tiered instruction and interventions for ELL, EC, and unfinished learning.
- Other evidence of coaching or PD specific to job roles/responsibilities on multi-tiered instruction and intervention
- Implementation fidelity data analysis
- Staff Playbook, District professional learning
- During PLC planning, teachers will begin with standards to ensure alignment of assessments by unpacking the standards to determine what students need to Know, Understand, and Do. Teachers will utilize the “Understanding by Design” (UbD) planning process and structure to guide curriculum, assessment, and instruction. Teachers will implement the 3 steps during PLC planning; 1. Decide on their desired results (content standard, objective/goals, essential questions) 2. Assessment evidence (performance tasks, informal/formal assessments) and 3. Learning Plan (Instructional Agenda including high leverage instructional strategies.
- Pre-test will be given prior to teaching the unit to provide differentiation. Daily exit tickets and standards-based tasks will be utilized to gauge student mastery. PLCs will conduct Data analysis on common unit assessments and quizzes to create an action plan for standards that are not mastered. Parallel assessments and qualifiers will be implemented for students that have not yet mastered the standards.
- Teachers will ensure mastery by implementing a mastery learning system that allows students multiple opportunities to master the standards. A daily exit ticket will be implemented to assess student attainment of the lesson objective, and student misconceptions will be re-taught in small groups, whole groups, or individually. Students will practice not yet mastered objectives through warm-ups, homework, and learning stations.

Core academic practices will be defined by all grade level/spans and

content areas AND include at least one of the following:

1. Instruction specified design of culturally responsive instruction, practices for ensuring student engagement, opportunities for scaffolding, description of practice opportunities, etc.
2. Curriculum materials/resources utilized, standards/goals addressed, defined scope/sequence of skills, etc.
3. Environment grouping options, time (duration and frequency), behavioral expectations of students, etc.
4. Academic instruction defined in consideration of behavior and social-emotional instruction.

The information we will use to determine that the objective has reached full implementation:

- Instructional Agendas (CommonCurriculum.com)
- Core academic matrix
- Instructional framework
- Classroom walk-through documents
- Instructional unit plans
- School Improvement Plans/MTSS implementation plans

Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2021-2022)

Increase 9-12 Math EOC college and career ready proficiency from < 5 (2018- 2019) to 6% (2021-2022)

Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2021-2022)

Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.

In the 3 EOC areas (English 2, Math 9-12, Biology) teachers will begin the development of each unit using the Assessment to drive instruction. They will build assessments in masteryconnect, create daily lesson plans with an essential question that is measurable and they have identified three ways to assess student understanding and application in each lesson.

Utilize the district adopted English curriculum to teach English I, Utilize

the district adopted math curriculum to teach Math I, and utilize district curriculum and resources in other content areas.

Actions		0 of 8 (0%)		
5/18/18	Establish an effective Instructional Leadership Team (Administrators, Dean, and Facilitators) support structure to ensure consistency of feedback in planning, data analysis, walk-throughs, observations/evaluations, coaching, and to support continued growth for all content areas.		Eric Ward	01/24/2022
<i>Notes:</i>				
5/18/18	Establish PLC expectations for Harding University High School <ul style="list-style-type: none"> ● Establish a structure for recording PLC norms, agendas, minutes, data collection, and action planning. ● Unpacking Standards, Unit Plan, Instructional Agenda, Data Analysis and Action Plan Expectations. ● Establish the administrative schedule to ensure an administrator is present in every PLC meeting to ensure that the appropriate supports and resources are deployed to assist as needs arise. 		Andrea Foggie	01/24/2022
<i>Notes:</i> Department Administrators communicated PLC expectations at the first Department Meeting on 8/19/21. Department Administrators will continue to communicate expectations and monitor the implementation of expected PLC instructional planning.				
10/18/18	Content area administrator and/or facilitator will attend PLC planning meetings and monitor the implementation of planning in classroom instruction.		Eric Ward	01/24/2022

Notes: Monitored weekly by Principal, Assistant Principals, Deans, and Facilitators. Non-negotiable Instructional Strategies: Writing, Focused Notetaking, Aggressive Monitoring, Collaborative Study Groups.

Provide feedback on unpacking standard document, Unit Plan, Instructional agenda, standard-aligned objectives, essential questions, clarifying questions, instructional strategies, student tasks, and formal/informal common assessments. Collaborate with the Learning Community to conduct Core Action walk-throughs and provide differentiated coaching and feedback to struggling teachers.

Instructional Leaders LC Learning Walks: 10/27/2021, 11/17/2021, 2/23/2022, 3/30/2022, 5/17/202.

Feedback will focus on standard-alignment, levels of engagement, level of rigor, AVID methodologies, Core Actions, the 4 components of the Instructional Excellence Look For's, and the implementation of instructional materials and resources provided by the district. Collaborate with the Learning Community to conduct Core Action walk-throughs and provide differentiated coaching and feedback to struggling teachers.

10/26/18 The Instructional Leadership Team will provide PLC members with ongoing Professional Learning based on Walkthrough and Observation data.

Andrea Foggie

01/24/2022

Notes: PD focused on: unpacking standards to create standard-aligned activities and tasks; unit plans that include Depth of knowledge, Revised Bloom's, and Costa's Levels of questioning techniques; differentiated activities for all sub groups based on formative assessment data; high yield instructional strategies for EL and EC learners; developing assessments that are aligned to grade-level learning expectations; the 4 Instructional Excellence Look For's; AVID methodologies; Social Emotional Learning (SEL); Culturally Relevant Instruction; Core Actions; and Digital Tools to enhance learning. Professional Development Plan

10/26/18 During PLC planning, the team will access Ellevations to provide strategies for LEP students within their classroom to create flexible groups by language proficiency and differentiate their activities for the unit. (EL Subgroup)

Xochitl Arenas

01/24/2022

Notes: Ms. Arenas will meet with PLC teams during PLC planning meetings to model strategies and provide feedback on the implementation of flexible groups by language proficiency.

9/22/19	Initial Professional Development on Multi-Tiered instruction and intervention will be provided that includes the Core, Supplemental, and Intensive interventions for Instruction, Curriculum, and Environment.		Deshay Everett	01/24/2022
<p><i>Notes:</i> Instruction and intervention design and delivery includes factors such as standards, instructional routines, universal behavior supports, lesson planning for active student engagement</p> <p>1) rationale for and modeling of instruction and intervention design and delivery, 2) alignment/integration between the practices and MTSS, 3) guidance around data informed instruction design and delivery, as well as intervention design and delivery, that ensures optimal learning opportunities for all sub-groups of students, and 4) orientation on the essential behavioral practices of teaching school-wide expectations, acknowledging appropriate behavior, correcting errors.</p>				
8/29/21	During PLC planning, the team will consider Specially Designed Instruction to provide strategies for students with special needs within their classroom to create flexible groups by scaffolding and differentiating their activities for the unit. (EC Subgroup)		Talia Chapman	01/24/2022
<p><i>Notes:</i> Ms. Chapman will work with PLCs to ensure the goals of IEPs are being addressed and met.</p>				
8/29/21	English 1 PLC members will implement the district provided English 1 (Springboard) curriculum, and Math 1 PLC members will implement the district provided Math 1 curriculum. PLC members will implement the curriculum with fidelity, and attend professional learning opportunities throughout the school year.		Jeremy Cox, Carrisa Johnson-Scott	01/24/2022
<p><i>Notes:</i> District PL, August 2-4 and November 1</p>				
Implementation:		05/18/2018		
Evidence	6/29/2017 See link within each objective comment for artifacts			
Experience	6/29/2017 The PLCs met weekly to plan and create common assessment. The teams used the data from the assessments to drive instruction and reloop material.			
Sustainability	6/29/2017 Common planning and building team's capacity to design activities/assessments that align to the curriculum.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The majority of teachers plan as a PLC and work with a content facilitator and/or district curriculum specialists. They work together to unpack standards and aligned activities to the standards. Most content PLCs use common assessments and use the data for remediation. With these supports, standard aligned content and, the use of data-driven instruction has increased in PLC's who utilize the resources consistently. The content teachers have utilized their EVAAS data to complete roster analysis for their subgroups for remediation and small groups. Our MTSS team have been trained by attending district PLCs and district Specialist. Most Teachers have been trained on the MTSS process. We have created SIP committees for MTSS procedures to ensure we clearly define Instructional strategies that align with district instructional core actions for all students. We have a referral process establish for intensive supports and instructional strategies for those students.	Limited Development 10/05/2016		
<i>How it will look when fully met:</i>		When this objective is being fully met, the MTSS team will train all staff on MTSS procedures and protocols. The PLCs will unpack standards and ensure they are providing district instructional core interventions for all students. Teachers will develop and instruct using the school action planning template for all students that have deficiencies by the standards. They will identify students who need additional support. The Team will use data to determine if supplemental and intensive supports is needed. Incorporate district MTSS strategies to help students met mastery on standards and reduction in the disproportionality of special education referrals. As a result, schools that have faithfully implemented the MTSS process have seen reductions in the disproportionality of special education referrals.		DeShay Everett (6/9/2021)	06/08/2022
<i>Actions</i>			0 of 5 (0%)		
	10/2/17	The PLC regularly meets to plan standard aligned activities that meet the rigor of the standard. The PLC clearly define Instructional strategies that align with district instructional core actions for all students. This is evidenced by unpacking standards worksheets, meeting agendas, data analysis meetings will and action planning worksheet based on mastery of content.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>					

10/2/17	During PLC planning, the team will utilize district standard treatment protocol using various MTSS interventions to support the students who needs supplemental and intensive interventions.		DeShay Everett (6/10/2020)	01/24/2022	
<i>Notes:</i>					
10/2/17	Develop protocols for teachers to identify students who need supplemental and intensive interventions. 1). Teachers will conduct a student roster analysis to identify the various subgroups and risk factors in their classrooms. 2). After core instruction is provided, they will identify students who need more support.		DeShay Everett (6/10/2020)	01/24/2022	
<i>Notes:</i>					
9/26/19	Train staff on MTSS processes, protocols, and multi-tiered instruction.		DeShay Everett (6/10/2020)	01/24/2022	
<i>Notes:</i>					
9/9/20	The MTSS Leadership team will attend professional development to learn and develop core, supplemental, and intensive team structures, roles, how to identify students for supplemental intervention, effective use of Standard Treatment Protocol, and data analysis. (Both Behavior and Academics)		DeShay Everett (6/10/2020)	01/24/2022	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently teachers refer all student emotional needs to the counselors in the students services department. The counselor then refer the student to the school intervention team where they discuss possible solutions, make referrals and/or develop plans of support with limited teacher follow through. After students are assigned to the student intervention team, plans of support should be created to decrease negative student behavior, increase student attendance, reduce suspensions, and reduce overall discipline referrals. Administrators, and Behavior Management Technicians are made aware of the plan to assist the student with completing a successful plan.	Limited Development 10/06/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>The behavior support team has developed rules and guidelines for student discipline that will promote positive relationships and behavior reinforcement. We have several mentoring programs that works with our students. The behavior support team will gather all suspension, referral, attendance, and overall behavior data, and compare it to the previous year to report overall improvement. We will use data from PowerSchool, and Educators Handbook to determine the percentage of successful implementation. The celebrations and parent involvement team will create opportunities to highlight the student’s academic success. Utilize the 7 Mindsets SEL curriculum to provide explicit social emotional learning instruction. SEL should also be integrated across subject areas and throughout school practices.</p> <p>NC Guidance Standards are expected to be implemented by all of the school faculty and staff under the facilitation and assistance of the school counselor.</p>			Andrea Foggie (6/9/2021)	06/08/2022
Actions			0 of 6 (0%)		
	10/6/16	Attendance will be monitored by teachers and support staff to intervene early when students are absent. The Attendance team will develop a weekly process to address students with chronic absenteeism.		Andrea Foggie	01/24/2022

Notes: Teachers will complete the 3 days counselor referral form, thus notifying the counselor that the student needs to be referred to the team.
 BMT's will case manage students with more than 6 absences and develop a contract and have weekly meetings.
 Students with 10 or more absences will be referred to the Student Services PLC where they will be placed in Check and Connect. The attendance contract will continue with rewards based on incremental success.

10/2/17 The Admin Team will monitor established rules and procedures that promote a positive school culture climate (discipline, transition, during class movement, bell to bell teaching, Conflict Resolution, and Attendance), and implement 7 mindsets curriculum.

Jeremy Cox

01/24/2022

Notes: The Discipline Committee will monitor established rules and procedures that promote a positive school culture climate (discipline, transition, during class movement, bell to bell teaching. Monthly data meetings to review discipline data to address positive student behavior and areas of improvement.

School Site Planning of Whole-School Implementation and Timeline

- Identify a plan for training staff and student families in SEL and Restorative Practice
- Review RP Circle Series (to establish the foundation for a restorative school climate) and schedule.
- Develop systems of support (PLC's) for continued SEL Professional Development, authentic dialogue, problem-solving, and support
- Review school community preferred outcomes and develop/design tools for on-going progress checks. Staff attended 7 mindsets PL on 8/18/21.

10/5/18 The School Leadership Team will provide incentives and positive reinforcement for staff and students adhering to the school norms.

Andrea Foggie

01/24/2022

Notes: Academic success will be acknowledged systematically to support an academic culture.
 MasteryConnect Growth data
 Core Actions Walkthrough improvement data
 Honor Roll Celebration
 Rammy Awards
 Commitment Ceremonies
 Mentoring

9/26/19	Teachers will implement the 7 mindsets SEL lessons provided by the district at least 15 minutes daily during block 3.		Andrea Foggie	01/24/2022
<p><i>Notes:</i> Mrs. Deberry is our Student Services representative who will provide staff with materials and support.</p> <p>The 7 Mindsets are designed to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making; which include Everything is Possible; Passion First; We are Connected; 100% Accountable; Attitude of Gratitude; Live to Give; The Time is Now.</p> <p>The Student Services team will conduct walkthroughs to support teachers and collect data on engagement (teacher and student), and support teachers with difficult content.</p> <p>The SEL team meets biweekly to discuss the data and intervene based on trends across grade levels. Topics will include but are not limited to Self-Management, Creating and Maintaining Resiliency, being Social Aware, Creating a Growth Mindset, Self-Efficacy, and Emotion Regulation. By teaching these skills students will ultimately have a sense of belonging and maximize the staff to student relationship.</p>				
9/26/19	The student services team will effectively implement theoretically sound counseling/support activities and interventions for focus groups of students to address attendance, behavior, and academics.		Andrea Foggie	01/24/2022
<p><i>Notes:</i> Focus Groups will be based on the following criteria: 3 or more office referrals in a 30-day window, absent more than 7 days in a grading period (quarter), and failing 1 or more classes at the quarter. They will work with students to improve student skills and behaviors, minimize barriers to learning, and reduce office referrals.</p> <p>This implementation should ultimately help students improve attendance, behavior, and academic performance. By June of 2022, the following positive changes will positively impact 80% of identified students who participated in small groups during the school year.</p> <ol style="list-style-type: none"> 1. Pre/post perception assessment survey data - teacher, student, parents will indicate a positive change of one point on a five-point scale. 2. The number of office referrals for each student will decrease by 25%. 3. Quarter grades of students with D's or lower will improve by one full grade quarterly. 				

9/9/20	<p>The School Counselors at Harding will attend training to help students meet goals and improve the social and emotional state of students</p> <p>The Student Service PLC team will attend training to ensure that teachers are attentive to students' emotional states, guide students in managing their emotions, arrange supports, and interventions.</p>		Andrea Foggie	01/24/2022
<i>Notes:</i> Title of trainings will be listed once the trainings are identified.				
Implementation:				
Evidence	6/28/2017 TBD			
Experience	6/28/2017 TBD			
Sustainability	6/28/2017 TBD			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>The student services team will continue to complete credit checklist on all students and update the checklist at the end of each semester. Classroom guidance will be given in depth at the beginning of the 9th-grade year as well as sessions for parents when students transition to high school. Counselors will meet with all students during the registration process to ensure that class selection keeps them on the path of meeting graduation requirements. For students that need additional support (failed a graduation requirement), they are enrolled in Credit Recovery via Edgenuity, this happens during the school day if the schedule permits or after school. Counselors will meet with students quarterly to monitor progression towards graduation requirements. It is managed by licensed teachers in the four core areas to include EC and ELL support. The teacher of record will send home a progress report every 2 weeks to update parents of progress.</p> <p>Students that need additional support will also be assigned an campus mentor to ensure the student maintains consistent efforts to succeed at high levels during their tenure at Harding University High School.</p>	Limited Development 05/10/2018				
<i>How it will look when fully met:</i>	<ul style="list-style-type: none"> • Students graduating on time • Students taking the proper classes to meet graduation requirements • Students receiving support on a weekly basis • Student having access to a mentor on a daily basis • Continued Increased graduation rate 		Robert Wingate (6/9/2021)	06/08/2022		
<i>Actions</i>				0 of 6 (0%)		
	5/18/18	For overage and under-credited students, counselors, and graduation coaches will meet with the identified students and communicate with parents options to complete graduation requirements. The coach will complete a graduation checklist for each student and develop weekly goals to move through Edgenuity courses.	Robert Wingate (6/10/2020)	01/24/2022		
<i>Notes:</i>						
	5/18/18	Students are given a credit recovery contract that is to be signed by the parent, student, and counselor.	Robert Wingate	01/24/2022		

Notes: The student will present the contract to the recovery coordinator and be assigned a room to complete the courses. The teacher of record or the teacher in the lab will be given the contract and a progress monitoring checklist for each student assigned to him or her. The teacher of record will send home a progress report every 4 weeks to update parents, this will need to be returned signed. If a student misses 2 consecutive days the parents will be notified via phone, if they miss 4 days, they must attend a parent/teacher conference, if they miss 6 days, they will be put on a contract and on the 8th absence they will be dropped.

5/18/18 Credit recovery will be offered to all students.

Robert Wingate

01/24/2022

Notes: All test will be completed in supervised sessions. This includes diagnostics, unit and summative exams. HUHS will have one location as the testing lab. The credit recovery coordinator will be assigned to the lab and oversee the testing environment. Students will be escorted to the testing lab. This time will be prearranged based on progress made and documented on the monitoring checklist.

- Credit Recovery Lab: 1st, 2nd, 3rd and 4th period on Tuesday and Thursday.
- After School Schedule: Monday, Tuesday, Thursday 2:30 – 5:30
- Saturday: 9:00 – 1:00

9/26/19 Counselors will meet with students quarterly and communicate with parents progression toward meeting graduation requirements. The counselor will complete a graduation checklist for each student they will provide open options for students to take courses that meet their post-secondary plans.

Andrea Foggie

01/24/2022

Notes:

9/26/19 The student services team (Counselors, Graduation Coaches, Social Workers) and administrators will have weekly attendance meetings to discuss students that are chronic attendance violators. The team will support students through groups, individual counseling, check-in/check-out and conduct parent conferences and home visits.

Andrea Foggie

01/24/2022

Notes:

9/26/19	Students enrolled in Edgenuity will have progress monitoring charts that will be updated by the teacher of record. The teacher of record and graduation coaches will send home a progress report or phone call every 2 weeks to update parents, this will need to be returned signed. If a student misses 2 consecutive days the parents will be notified via phone, if they miss 4 days, they must attend a parent/teacher conference, if they miss 6 days, they will be put on a contract and on the 11th absence they will be dropped.		Andrea Foggie	01/24/2022
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Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus, Priority and Low Performing schools in this planning year. The meetings included specific requirements identified under the current state (low performing) and federal regulations (Focus and Priority), utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Learning Community staff will facilitate SLT meetings and provides stakeholders with additional information to help in decision making for low performing schools. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, can facilitate the SLT team meetings, if requested; and will coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Going forward in the 2020-2021 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Learning Community representatives will meet with schools with Low Performing state Status monthly. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team for Focus or Priority schools. Title I Office will provide training in NCStar to principals and process managers in September and January in coordination with NCDPI training and will provide coaching comments monthly with constructive feedback to Priority and Focus schools in NCStar as they document and review the implementation progress of their strategic plan.

Limited Development
09/29/2016

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How it will look when fully met:		For the 2020-2021 school year, we will have a representative from the Administration, Teaching Staff from each content, Parents, and District level staff to serve on the School Leadership Team. They will attend monthly meetings (Virtual or face to face) and provide feedback on the agenda items. The team will monitor, assess, and provide feedback on the indicators and any school wide concerns. They will collaborate and provide solutions to school wide concerns to increase core academics, attendance, digital tools and graduation rate.		DeShay Everett (6/9/2021)	06/08/2022
Actions			0 of 3 (0%)		
	5/16/18	Meet monthly to plan parent involvement activities and membership and discuss Title IX actions. Update: Meet monthly to plan parent involvement activities, membership recruitments, and fundraisers.		DeShay Everett	01/24/2022
<i>Notes:</i>					
	10/18/19	School Title 1 representative will meet (virtually or face to face) with District Title I Specialist for support and review documentation checklist for program monitoring.		DeShay Everett	01/24/2022
<i>Notes:</i>					
	6/4/20	Meet monthly to discuss comprehensive plan, school functions, and any other action items. Update: Meet monthly to discuss comprehensive plan updates, goals and actions items, and Title IX actions.		DeShay Everett (10/22/2019)	01/24/2022
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school has developed a School Leadership Team (SLT) and Parent, teacher, student association (PTSA) that meets once a month. The teams consist of an administrator, teachers, support staff and parents. The SLT and PTSA meetings address school-wide initiatives, and progress towards goals. The school has an Instructional Leadership Team (ILT) that meets twice a month to discuss instructional strategies and school-wide professional development for staff.	Limited Development 10/05/2016		

<p>How it will look when fully met:</p>	<p>When this objective is being fully met, Leadership Team will meet regularly to review the implementation of effective practices, school data, discuss academic progress, and student learning outcomes; which will be communicated to all stakeholders. All stakeholders including SLT, PTSA, MTSS and ILT will actively participate in all school-wide initiatives. The actions will be monitored throughout the year by conducting walk-throughs, observations, PLC data analysis, and surveys.</p> <p>The Leadership Team meeting agendas and minutes, as well as data collected from observations, interim assessments, and surveys will be used to determine the implementation of effective practices as well as the following end of year data:</p> <p>Increase English II EOC college and career ready proficiency from 22.8% (2018-2019) to 25.9% (2020-2021)</p> <p>Increase 9-12 Math EOC college and career ready proficiency from < 5 (2018- 2019) to 6% (2020-2021)</p> <p>Increase the EL Access Composite from 9.7 (2018-2019) to 14.3% (2020-2021)</p> <p>Increase EVAAS growth index from -5.97 Did Not Meet Growth to at meet growth.</p> <p>Continue to increase graduation rate above 78.5%</p> <p>*Do we need to list Biology since that is also a tested area?</p> <p>* WorkKeys?</p>		<p>Latoya Maple-Lee (6/9/20201)</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>1 of 5 (20%)</p>		
<p>9/22/19</p>	<p>A walk through schedule will be created for data collection concerning effective implementation of instructional practices by the Academic Leadership Team. The team will meet twice monthly to review instructional walk-through data to determine coaching and professional development needs, progress towards School Improvement Plan (SIP) goals, and Calibration (feedback and coaching).</p>		<p>Eric Ward (6/10/2020)</p>	<p>01/24/2022</p>
<p>Notes:</p>				

5/16/18	SLT monthly meeting to discuss School Improvement Plan, school-wide initiatives, school data, discuss academic progress, and student learning outcomes, and any other action items.		DeShay Everett (6/10/2020)	01/24/2022
<i>Notes:</i>				
10/26/18	The Principal will meet with Assistant Principals and Deans bi-monthly to discuss the progress of the Comprehensive Needs Assessment within assigned academic areas.		Eric Ward (6/10/2020)	01/24/2022
<i>Notes:</i>				
10/26/18	The professional development team will meet the 2nd and 4th Thursday of the month to plan school-wide professional development which includes AVID, Literacy, Technology, and the 4 Components of Instructional Excellence.		Eric Ward (6/10/2020)	01/24/2022
<i>Notes:</i> Professional development will be differentiated based on walk-through data, and PD Needs Survey data.				
10/26/18	Instructional Leadership team leaders will attend district professional learning meetings and share instructional strategies through school-wide professional development on early release days.	Complete 05/07/2021	Eric Ward (6/10/2020)	06/08/2022
<i>Notes:</i> PL Days are designated for instructional leaders: Friday, October 16, 2020 Friday, November 20, 2020 Friday, January 15, 2021 Friday, February 9, 2021 Friday, March 19, 2021 Friday, April 23, 2021				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has systems in place to ensure teachers with specific content areas have common planning. The teams meet three times a week within their PLCs to discuss lesson planning, assessments, strategies, and disaggregate data. However, the electives, special education, and career technical teachers have to meet afterschool. They are unable to meet the three times a week to plan as a PLC. We have assigned an academic facilitator to provide training and academic support to the teams to ensure they are meeting minimal PLC requirements. All Staff will be trained on Unpacking Standards and Modeling in PLC. Each PLC team will develop norms, and roles for each member of the team. Each teacher will have up to date data and Pre-work before each PLC. Biweekly walkthroughs will allow for feedback to each team, to ensure instructional strategies are being implemented. Each Team and members will maintain an instructional binder with all pre-work, and unpacking of the standards, unit plans, and lesson plan agenda.	Limited Development 10/05/2016		
<i>How it will look when fully met:</i>		Each PLC will meet two to three times a week to discuss unpacking standards, unit plan, instructional strategies, and student data. All documents are uploaded to the Google Drive. During each PLC meeting, the members will ensure a focus on learning and establish a results orientation by determining "what is it that students must be able to know, understand, and do?", "How will we know when students have learned it?", and How will we respond?"		Andrea Foggie (6/9/2021)	06/08/2022
Actions			0 of 5 (0%)		
	5/10/18	Review unpacked standards along with knowledge concepts and skills necessary to master the standards; determine what students need to Know, Understand, and Do. Develop objectives, essential questions, key vocabulary, 5 Es (Engage, Explore, Explain, Elaborate, Evaluate) model of instruction and reflection for lessons daily.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>					

5/24/18	Utilize data analysis/Unpack Standards/Build Assessment – Common assessments and/or analyzing student work by revisiting the standards being addressed and identifying student misconceptions, strengths and areas of need. Develop an Action Plan using individual student data.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
10/5/18	Through professional development, teachers will learn to incorporate the 4 components of Instructional Excellence , Core Actions, Writing, Focused Notetaking, Collaborative Study Groups, Aggressively Monitor, EL Strategies, EC Strategies, and Unfinished Learning Strategies.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i> PD will include: 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Strong Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade level standards. Teachers will learn to incorporate AVID, QTEL PEAK, Close Reading, Lead Forward, Literacy Strategies and IB Learner Profile in their instructional planning, and implement in classroom instruction. Walk-through and survey data will determine the effectiveness of professional development.				
10/5/18	Utilize the EIT teachers and master teachers to serve as coaches and provide walk throughs and feedback. They will model during PLCs instructional strategies. They will serve Teacher Leaders in the building.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
10/5/18	Model, teach, practice, and assess instructional strategies that support high yield instruction for all students and provide feedback following walkthroughs biweekly.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Structures are in place for administrators, and support staff to monitor curriculum planning, and classroom instruction. These structures include but are not limited to attending PLC meetings, reviewing instructional agendas for alignment to standards, conducting walk through, and both formal and informal observations. The Get Better Faster Framework is used as the coaching and professional development model for supporting targeted groups of teachers identified using the observation data from round one evaluations. Administrators and facilitators will use the Harding walk through form to document walk throughs and feedback from coaching sessions. The principal and instructional leadership team will provide feedback to teachers using the walk through forms. Feedback on curriculum and classroom instruction will be provided during weekly PLC meetings related to instructional planning, data analysis and modeling of instructional practices. Walk through will be conducted weekly with feedback/coaching within 48 hours. The leadership team will reviews the data from walk through and observations to determine effectiveness. Patterns and trends identified will be shared during monthly staff meetings.

- All staff will received additional information about process and expectations.
- All staff received training on PLC protocols (unpacking standards, modeling documents, and data analysis).
- Teachers complete and submit a 5 – Day Instructional Agenda in the personal google Folder each week.
- Administrators/Facilitators attend PLC meetings weekly .
- Walk throughs occur weekly and observers provided feedback within 48 hours.
- Professional development needs are determined by patterns and trends identified by observations/feedback.

Limited Development
10/05/2016

How it will look when fully met:	Administrators and facilitators engage in PLC meetings to provide support for lesson planning, unpacking standards, modeling and data analysis. Teacher will create and implement rigorous, aligned and grade level appropriate lessons using best practices and researched strategies. Administrators and facilitators will conduct walk through observation and provide timely feedback to teachers on the implementation of lessons in classroom and connections to planning during PLC time. Administrators meet to analyze data from PLCs, walk through observations, and evaluations to identify areas of growth and areas of focus and make adjustments as necessary. Teachers, facilitators, and administrator use coaching sessions to monitor, reflect, and evaluate progress from quarter to quarter. Using quarter one is used as a baseline.		Eric Ward (6/9/2021)	06/08/2022
Actions		0 of 4 (0%)		
5/18/18	Provide ongoing professional development for instructional leaders on presenting PD using strategies from the Instructional Leadership Team and primarily Better Lessons (as well as Get Better Faster by Paul Bambrick-Santoyo).		Andrea Foggie (6/9/2021)	01/24/2022
<i>Notes:</i>				
9/26/19	Add an agenda item to the Administrative Team's agenda to review and discuss patterns and trends from walk through and formal observations.		Falisa Hankins (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/26/19	The instructional leadership team will meet to reflect on patterns and trends from walk through data and determine focus areas of for the upcoming month.		Eric Ward (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/26/19	Reflect/discuss patterns, trends and progress from walk through data with the staff during staff meetings. Update staff on focus area for the upcoming month.		Eric Ward (6/10/2020)	01/24/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Quality of professional development				
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

LEA: District staff support individual school principals to analyze student and teacher data throughout the school year. This is done in a variety of ways. The district has tools available for school leaders to support decision-making. The District Accountability Team provides enterprise reporting, measurement, analytics, coaching, and professional development on a variety of topics that align with the district's strategic goals. The District Accountability Team transforms raw data into useful and meaningful information to help support decision-making at the school and district level. A portal serves as a gateway for the information, as it pertains to the district's strategic goals. The District Accountability Team provides data coaching and training on multiple data-related platforms for all CMS schools and central office support services. The trainings offered to facilitate data-informed decision making, and therefore impacting student performance. Highly differentiated, school-specific coaching is offered on how data can impact lesson planning, common assessment development, and school improvement planning. Learning Community Superintendents and their staff provide ongoing, differentiated support, coaching, and follow-up with school leaders as they routinely conduct instructional rounds with school leaders, providing them with specific feedback to help them make decisions about school improvement needs and to plan professional development accordingly. Some CMS schools participate in a pilot of instructional rounds to help leaders systematically improve classroom instruction by looking at a specific problem of practice that is a focus during classroom observations, then analyzing the data, looking for trends to make suggestions regarding school improvement. CMS has the capacity to support its schools as they work toward increasing student achievement; however, it is not consistently translated into improved student learning. Thus, the results are varied. School: School performance data and observation data guide the placement of teachers. This data is also used in the development of our root cause analysis and the creation of the 90-Day Action Plan and tiered levels of support for teachers at varying ability levels. It also aids in the development of our professional development plan. This plan is shared and analyzed by the Zone Superintendent and our UVa partners. It is a living document and is assessed every 90 days. The data points analyzed for school improved include but are not limited to the school report card, EVAAS data, observation data, walkthrough data, learning walk data, teacher roster analysis, PLC data points, discipline data, and various surveys (PD, EOS, MTSS, Insight Survey, Needs Assessment, etc.). These data points will be used to determine strengths and areas for growth for the school. Observations and walk through data will support the leadership team in identifying teachers who need

Limited Development
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supplemental and intensive support. The data will also help us to determine common teacher areas for support. Teachers have been trained to use the data protocol for data analysis. The Insight survey and various surveys will be used given in the Spring which can be compared to the Fall data.

How it will look when fully met:

The school leadership team regularly looks at school performance and classroom observation data and uses it to make school decisions about school improvement and professional development needs. The staff aggregates student outcomes and data patterns of professional practice to determine professional development needs. Professional development is connected to classroom observations and analysis of student learning data. Data is analyzed from three levels: 1) school level 2) classroom (for teacher strengths/weaknesses) 3) student level (for instructional needs of individual students.) The data points analyzed for school improved include but are not limited to the school report card, EVAAS data, observation data, walkthrough data, learning walk data, teacher roster analysis, PLC data points, discipline data, and various surveys (PD, EOS, MTSS, Insight Survey, Needs Assessment, etc.). These data points will be used to determine strengths and areas for growth for the school. Observations and walk through data will support the leadership team in identifying teachers who need supplemental and intensive support. The data will also help us to determine common teacher areas for support. Teachers have been trained to use the data protocol for data analysis. The Insight survey and various surveys will be used given in the Spring which can be compared to the Fall data.

**Kelvin Rattley
(6/9/2021)**

06/08/2022

Actions

0 of 5 (0%)

10/5/18

Teachers will learn how to incorporate technology into their lessons and utilize Canvas and various digital tools to support synchronous and asynchronous learning. The professional development support will be based on the principles of Technological Pedagogical and Content Knowledge (TPACK) and Substitution Augmentation Modification Redefinition (SAMR).

Falisa Hankins
(6/10/2020)

01/24/2022

Notes:

5/29/19	To provide teachers with an overview of the purpose of IEPs and how to monitor learning goals within the classroom. The facilitator will demonstrate how to embed IEP goals into content areas and how to communicate with case managers on how students progress. The teachers will provide accommodations and documentation when students refuse to support. Teachers will also notify the case manager when this is the case.		Talia Chapman (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/26/19	The instructional leadership team will conduct learning walks in teams with each member focusing on a different area (student, teacher, environment) and triangulate the outcome into a single document to share feedback with the teacher.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/27/19	Teachers will analyze student performance using the PLC protocols for data analysis. The protocol provides for the identification of corrective actions for the whole group, small group, and individual students and developing a plan of action for meeting the needs of students.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/27/19	Through professional development, teachers will learn to incorporate the 4 components of Instructional Excellence; which include 1: Consistent opportunities to work on Grade-Appropriate Assignments; 2. Strong Instruction where students do most of the thinking in the lesson; 3. Deep engagement in learning; and 4. Hold high expectations for students and believe they can meet grade-level standards. Teachers will learn to incorporate AVID, QTEL PEAK, Close Reading, Lead Forward, Literacy Strategies, and IB Learner Profile in their instructional planning, and implement them in classroom instruction.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i> Walk-through and survey data will determine the effectiveness of professional development				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		LEA: In addition to the process for recruiting aspiring leaders, CMS has some processes in place to recruit, evaluate, reward, and replace staff, though the method is not yet systemic, limiting the impact on staff retention. Career fairs are held to recruit teachers specifically for hard-to-staff schools, and the transfer period stays open longer for Title I	Limited Development 09/29/2016		

schools, increasing opportunities for schools to hire experienced candidates from other schools within the district. The district adopted an initiative entitled “Opportunity Culture” as a means of developing potential teacher leaders in 40 schools by providing them with flexibility to select and adapt job models to fit the needs of the specific school as a retention option for some schools. The district’s human resources department provides new staff with a tool kit, in addition to a general orientation session, as part of the district’s strategic plan for addressing retention. However, the impact on teacher retention is not yet known, thus teacher turnover is closer to the state average, according to the NC Report Card for CMS. In an effort to improve principal retention, CMS has strategies in place. For example, new principals are required to participate in a mandatory Summer Leadership Institute to assist with onboarding new leaders, offering the potential to impact retention of new leaders. The district also has partnerships with several universities that provide additional training for developing potential leaders, creating potential to increase the leadership capacity of principals and to impact the principal turnover rate, which is just below the state average, according to the NC Report Card for CMS. School: Approximately 26.47% of the teachers at Harding are in years 1-3. There is a lack of clearly defined expectations and know how and consistent admin support for teachers. Harding University will retain high quality teachers and build the capacity of teachers in years one – three. Harding will improve teaching performance by increasing the retention of promising beginning teachers; promoting the personal and professional well being of beginning teachers; and satisfying mandated requirements for induction and/or licensure.

School: Approximately 26.47% of the teachers at Harding are in years 1-3. A facilitator was hired to focus on BTSP meetings. Beginning teachers received professional development every second Wednesday, and fourth Tuesday of the month. Increasing the retention of promising beginning teachers; promoting the personal and professional well-being of beginning teachers; and satisfying mandated requirements for induction and/or licensure is an on-going area of improvement. Three out of three years, the Beginning Teacher Support Facilitator has left before the end of the school year. Harding has improved teaching performance as measured by the Teacher Evaluation process. The utilization of Teacher-Leader Pathways has increased the number of highly qualified teachers in content areas. Harding has increased the number of Teacher Leadership Pathways teachers for the 2019-2020 school year.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	We will offer a comprehensive PD program to meet the needs of all Teachers. We will design activities to actively engage and empower teachers to grow in their content. The celebrations team will promote fun in school and virtual social events for the staff.			Eric Ward (6/9/2021)	06/08/2022
Actions			0 of 8 (0%)		
10/6/16	Celebration team will celebrate staff accomplishments with activities and social events. Due to COVID-19 the Activities will include: Monthly Department Awards teacher recognition PBIS Celebrations Gift Cards On Campus and Virtual Bulletin board			Andrea Foggie (6/10/2020)	01/24/2022
	<i>Notes:</i> The Celebration team met the second Tuesday of each month. They consistently celebrated teachers during school-wide staff meetings by recognizing three staff members, and providing them with a Celebration Jar of Candy. There was a Chili cook-off, Homecoming tailgate, and invitations were sent to staff to meet off campus at various locations for gatherings. Ms. Everett and her team collaborated with the district to provide teachers with a lunch during closeout, and staff was celebrated with cake during testing.				
10/2/17	Survey Teachers on Professional Development Needs and Design a Professional Development Schedule.			Andrea Foggie (6/10/2020)	01/24/2022
	<i>Notes:</i> First PD Survey for 2020-2021 will be completed by 10/02/2020.				
5/22/18	Teacher-Leader Path (Opportunity for teachers with qualifying data to receive compensation for their leadership and data)			Andrea Foggie (6/10/2020)	01/24/2022
	<i>Notes:</i>				
5/22/18	Train New Teacher Support Team on Onboarding and methods of support. -Design New Teacher Orientation -Assign and Train Mentors on Collaborative Coaching Methods and Onboarding.			Andrea Foggie (6/10/2020)	01/24/2022
	<i>Notes:</i>				

5/22/18 Provide Professional Development that is needs based, train teachers during whole group and PLC sessions, follow-up and extend during new teacher meetings and assess implementation on a 6 – 8 week rotation. Professional Development will focus on following:

MTSS

- Social and Emotional Learning
- African American Males
- Culturally Responsive Instruction

AVID

- Literacy
- W, O, and R

Differentiated Instruction (Not limited to)

- English Learner Support
- Hispanic
- African American Males
- SWD

- District Level Support

1st and 3rd Wednesday of each month: All teachers
 2nd Wednesday & 4th Tuesday: New Teacher meeting

Andrea Foggie
(6/10/2020)

01/24/2022

Notes: Professional Development shifted towards meeting the goals of the CMS Instructional Leadership Team (ILT); which focused on Literacy. The PD plan focused on Text Complexity, Text Dependent Questions and Tasks, Close Reading, Academic Conversations, and Pre-Writing. Canvas PD was provided at the beginning of the school year, and our Technology Facilitator provided “Tech Tuesdays”, which focused on a variety of technology instructional strategies. Data was collected through surveys, and walkthroughs.

5/22/18	Get Better Faster Coaches will provide on-going observations and feedback using the Get Better Faster Management and Rigor Trajectories. Identified teachers will receive non-evaluative walk-through and coaches will provide the Six-Steps to Effective feedback and coaching using the "See it", "Name it", and "Do it" protocol. Face-to-Face Individual coaching meetings, modeling and practice. Walk-through focus areas are: -Classroom Culture -Instruction and Rigor (Differentiation) -Learners and Relevance		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i> The HUHS Teacher Coaching Team will use Get Better Faster as a coaching model. Coaches conduct walk through, and provide teachers with feedback. This is an area of growth that we will expand on during the 2019-2020 school year.				
9/23/19	Administrative staff will conduct walk throughs and observations to identify teacher who need a support coach to provide targeted coaching and feedback.		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
9/23/19	Teacher recruitment will include but is not limited to the following: 1. District job fairs (face to face/virtual) 2. Teacher-Leader Pathways programs		Andrea Foggie (6/10/2020)	01/24/2022
<i>Notes:</i>				
Implementation:				
Evidence	6/28/2017 See uploads			
Experience	6/28/2017 Throughout the year, we have had student celebrations and parent nights to highlight student academic and achievements. Discipline overall for the school year, has decrease. I met with the BMTs often to discuss student discipline and progress. Social worker worked with a team of people to address attendance concerns and students who were not attending school. Parent conferences, letters home, and home visits were made throughout the year.			

Sustainability	6/28/2017 We will continue to have a celebrations team to honor the student's success and teachers. Attendance committee is needed to address constant concern for student's skipping and not attending school.			
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Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At Harding we understand the relationship between the school and home are essential to a positive school culture and academic success. Currently, parental communication is in the form of regular ConnectEd messages (phone/email - English/Spanish), parent letters, progress reports, updates via the school website and PowerSchool on a constituent basis. Some teachers regularly communicate with parents regarding academic progress and behavioral concerns. Parent, Curriculum, Counselor sponsored nights, and OCS transitional program are held to consistently update and inform parents regarding school wide initiatives. The PTSA program is established and is in good standing with the NC PTA. PTSA meets monthly in the evenings to engage all parents. To meet the parental needs of a diverse speaking population, translators are requested for meetings and flyers are translated to increase accessibility.	Limited Development 10/05/2016		

<p>How it will look when fully met:</p>	<p>For the 2021-2022 school year, we would like to increase parental engagement in school wide events with specific attention to our Spanish speaking population. Remain consistent with teacher and student two way communication with a focus on our Spanish speaking population. Utilizing school wide Aims as a clear vision for Harding will define expectations for the school community. Teachers will consistently communicate with parents regarding academic progress, how to support students at home with their learning, and school wide initiatives. On a regular basis staff will use Talking Points, Remind, email, newsletters, Canvas, and websites to communicate with parents. These strategies will have an impact on Increasing student performance for all students and increasing student performance as measured by student report cards and final exams. We will encourage parents to join the PTSA by inviting students, parents and teachers at all parental engagement events. Provide ongoing in-person/virtual training for all parents to link to student Canvas courses, access to PowerSchool, and understanding course expectations. The EL committee will provide resources for parents specifically for the Spanish Speaking population. The EC committee will provide resources for families with students with disabilities. During Open House and Parent Nights this will be an ongoing station to support Parents. The school and the parents will work collaboratively to address any concerns and/or lack within the school structures to improve core academics, attendance, access to digital tools, and increase the graduation rate.</p>		<p>Carrisa Johnson-Scott (6/9/2021)</p>	<p>06/08/2022</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/19/19</p>	<p>PTSA will host membership events to increase parent participation, parent leaders will participate in 3 or more parent engagement programs to offer parent training, and hold at least 2 fundraisers. Use Member Hub for communication and fundraiser purchases.</p>		<p>Carrisa Johnson-Scott</p>	<p>01/24/2022</p>
<p><i>Notes:</i> Monitor Measure increase in PTA membership Attendance and Implementation of parent trainings. Track traffic on Member Hub</p>				

10/18/19	Conduct parent needs assessment survey's Semester 1 and Semester 2 to determine the needs of the school from a parent perspective and collaborate to derive effective solutions during PTSA meetings.		Carrisa Johnson-Scott	01/24/2022
<i>Notes:</i>				
10/18/19	The school will host programs to engage and inform parents of curriculum, school wide initiatives, and tools to help their students be successful.		DeShay Everett (6/10/2020)	01/24/2022
<i>Notes:</i> Monitor: Survey Open House PTSA SLT Grade Level Parent Night - monthly OCS Transitional Night CTE Curriculum Counselor sponsored nights				