

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:

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.2% in SY 2024-25 to 13.7% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 72.7% in SY2024-25 to 77.9% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by EC & ML Students), on English II End of Course assessment will increase from 28.9% in SY2024-25 to 34.9% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The number of OSS/ISS incidents will decrease from 79% in SY2024-25 to 40% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% (increase from 85%) of licensed classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)

The percent of Chronic Absenteeism will decrease from 45.9% in SY2024-25 to 30% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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
<i>Initial Assessment:</i>		<p>SIP EOY Narrative: Throughout the 2023 - 2024 school year teachers received coaching feedback based from RelayGSE terminology in conjunction with the NC Teacher Evaluation standards to improve instructional practices. One on one (O3) meetings were regularly scheduled at all levels and documented through a school-wide walk-through form using the Schoolmint platform. Constructive feedback was communicated through Schoolmint and in person with O3 meetings. Model examples were recorded and used as a way to recognize distinguished levels and coach other teachers with constructive feedback. Professional development in engagement and academic monitoring took place during the fall semester and practice clinics were offered in the spring to follow up with teachers who lacked the qualities from the original PD session. All teachers received constructive feedback through the 2023-24 observation plan.</p> <p>An area of growth for the 24-25 school year will be to establish an accountability plan where each staff member receives 3-5 quick walk-throughs each quarter using the Schoolmint platform. Additionally, another growth area is pushing opportunities for seasoned teachers to lead outside of the classroom.</p> <p>Evidence is available on the Schoolmint platform.</p> <p>Parents currently receive weekly communication via phone and email from the school, The Rams Review, on Sundays' between 5pm-6pm. This weekly communication contains important dates, updates, and messages for families and families. All clubs, organizations, teams, and teachers can submit updates to the Rams Review. Additionally, Blackboard Connect phone calls are sent as needed throughout the week. Teachers and school counselors also utilize Remind as a</p>	Limited Development 07/30/2024		

classroom or grade level communication tool. The school also maintains an active social media presence (Facebook and Instagram). Cohort/grade-level family workshops are held by the Student Services and Instructional Leadership Teams to equip families with timely and relevant action steps and support as students consider post-secondary plans. The school encourages families to monitor grades on a weekly basis in PowerSchool. All communication, both phone and email, is sent in multiple languages to meet the needs of all families regardless of the home language.

At full implementation, all families will be aware of school happenings, events, and ways they can support their children. Families will be able to monitor student progress and will be aware of what is happening in their children's classrooms.

SIP MOY HLP & NS: Complete. Consistent communication keeps staff and parents informed. Create a month at a glance communication with weekly updates. Partner monthly student events with family engagement events to empower parents.

SIP EOY Narrative:

This school parent engagement was a major focus to support academic outcomes. The school received feedback from the School Improvement Team, the PTSA, WestEd, and from surveys generated from ShermCo. The school conducted the following activities and events were held.

Weekly Principal Communications

Save the Dates

Title I Curriculum Night

Family Empowerment - EOC Blitz

Food Pantry Distribution

Community Partners Events

The parent offerings for this school year met the goal of partnering with parents to improve two way communication and a sense of family for students and families.

Conducting surveys to gather data from families will continue to be a priority to gauge interests and to offer a parent event off-campus for SY24-25.

Evidence for this indicator can be obtained from our principal weekly emails and artifacts submitted to our school's Title I folder.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Improving student performance rests heavily on improving classroom instruction. Of course, a teacher’s instructional practices depend upon the curriculum, the work of Instructional Teams, and the teacher’s planning and preparation. The principal focuses on instruction. In fact, school turnaround literature calls this a “relentless focus on instruction.” First establishing expectations and processes for team planning and for instructional delivery, the principal then monitors the work, meeting with teams, visiting classrooms, reinforcing good practice.

**James Crisp
(05/29/2024)**

06/30/2026

Actions

0 of 2 (0%)

7/30/24

The administrative team & department chairs will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (CMS Goal 3, FAM-S 29)

Carrisa Johnson-Scott (3/13/24)

06/12/2026

Notes:

9/17/25

The principal will monitor assistant principal and Master Teacher collaboration with assigned PLCs and coaching caseloads. (CMS Guardrail 4).

Carrisa Johnson-Scott (3/13/24)

06/12/2026

Notes:

Implementation:

06/16/2025

Evidence

6/16/2025

Experience

6/16/2025

Sustainability

6/16/2025

KEY

D1.02

The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

Implementation Status

Assigned To

Target Date

Initial Assessment:

CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement. On an annual basis, the LEA will meet with the school based SIT to review progress and provide feedback.

We will increase our EC and MLsubgroup(s) performance grade from a F to a D or higher in 2023-24. (Aligned to A4.01, D1.02, and CMS Goal 4)

Limited Development
09/20/2023

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Reports of our school's data and other relevant school information will continue to be communicated through SIT Meetings and the agendas will be placed in NC Star.			Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions			0 of 3 (0%)		
9/20/23	Within the 2025-26 school year, our school identified the following resource inequity, (Human Resources), as a result, our school plans to mitigate this inequity by (Recruiting highly effective teachers with the use of differential funds to increase student achievement and growth.) (CMS Goal 3).			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/25	BUDGET (\$53,423.53) (Teacher 10 months) ACTION: HUHS will use Title I funds for the opportunity to add an additional Social Studies teacher for the 2025-26 school year. The addition of an extra teacher will contribute to reducing classroom size and provide additional supports for students. (CMS Guardrail 1)			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/25	BUDGET (\$9,000) (Expanded Impact Teacher 2) ACTION: HUHS will use Title I funds for opportunity to compensate two staff member who are expanded impact to Harding for the 2025-26 school year. EIT staff at Harding support our school's EOC areas with instruction to students and providing supports to fellow staff. (CMS Guardrail 1, CMS Guardrail 4)			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
Implementation:			06/16/2025		
Evidence	6/13/2025				
Experience	6/13/2025				
Sustainability	6/13/2025				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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
<i>Initial Assessment:</i>		<p>District staff support individual school principles 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 make. The district accountability team provides enterprise report and, measurement, analytics, coaching, and professional development on variety of topic so I with the district strategic goals. The district accountability team transforms raw data into useful and maniful it to a support to making at the the District Level. And serve as the information as it, to. Can be a making, and therefore impacting student performance.</p> <p>The school's ILT regularly looks at school performance in classroom observation data and uses it to make school decisions about school improvement and professional development needs. The staff aggravates student outcomes and data patterns as a professional practice to determine professional development needs. Professional developments connected to classroom observations and analysis of student learning data. Data is analyzed from three levels: school level, classroom, and student level. The data points analyze for school improvement include but are not limited to the school report card, EVAAS data, observation data, walk-through data, teacher roster analysis, PLC data points from mastery connect, discipline data from educators handbook, and various surveys (Panorama, EOS, MTSS, Insight)</p>	Limited Development 09/15/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The school's ILT regularly looks at school performance in classroom observation data and uses it to make school decisions about school improvement and professional development needs. The staff aggravates student outcomes and data patterns as a professional practice to determine professional development needs. Professional developments connected to classroom observations and analysis of student learning data. Data is analyzed from three levels: school level, classroom, and student level. The data points analyze for school improvement include but are not limited to the school report card, EVAAS data, observation data, walk-through data, teacher roster analysis, PLC data points from mastery connect, discipline data from educators handbook, and various surveys (Panorama, EOS, MTSS, Insight)</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions			0 of 3 (0%)		
9/15/22	<p>The HUHS Instructional Leadership Team will analyze data from the 2024-25 school year to build appropriate SMART goals for the 2025-26 school year. The team will monitor the success of the goals using the SPG tracker. (CMS Goals 3 and 4)</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/22	<p>The HUHS ILT will continue to implement practices of G.L.E.A.M. and W.I.C.O.R. in PLCs and in classrooms for the 2025-26 school year. (CMS Goals 3 and CMS Goal 4).</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/25	<p>BUDGET (\$89,527.61) (Workshop Expenses)</p> <p>ACTION: HUHS will set aside Title I funds for the opportunity to provide HUHS staff opportunities for professional growth. The review of potential expenditures will be based on our school goals associated with EOC growth and student on time graduations and fall under the umbrella of the district's goals and guardrails. (CMS Guardrail 4)</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
Implementation:			06/16/2025		

Evidence	6/13/2025 Evidence for this indicator can be obtained from our school's weekly meeting links database, through the district Navigator portal, and artifacts submitted to our school's Title I folder.			
Experience	6/13/2025 Throughout the 2024-25 school year, our school's ILT tracked school performance data to direct our school improvement and professional development needs. For data surrounding staff morale, the ILT tracked data from the district's Insight and WestEd surveys, which affirmed positive staff morale. Data relating to the school's graduation rate was aggressively tracked and incorporated in weekly 4th quarter GSI meetings, which led to an increased graduation rate of 2%. ILT regularly met to track EOC data from Math 1, Math 3, English II, and Biology.			
Sustainability	6/13/2025 With the foundations of expectations being placed during the 2024-25 school year, there is opportunity to see continued growth for the 2025-26 school year.			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3A: Diagnose and respond to student learning needs

	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
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Initial Assessment:	<p>Teachers currently analyze assessment data from classroom/PLC assessments. Teacher work with the PLC teams to plan lessons to address student gaps. The school leadership team, which also serves as the MTSS leadership team, has completed Branching Minds training and is planning school-wide implementation/training when a comprehensive high school MTSS instructional/academic framework is finalized.</p> <p>CMS Goal 3 - The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 27.4%in September 2023 to 57% by June 2029.</p> <p>(Aligned to FAM-S-3 A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.)</p>	Limited Development 08/08/2024		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>At full implementation, all teachers have the ability to identify student needs and respond appropriately with support/remediation to ensure student success. The MTSS leadership team will provide a school-wide process for identifying students needing additional support and aligning school resources.</p> <p>HUHS Attendance Plan: See SIP Folder.</p>		Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions		0 of 2 (0%)		
8/8/24	PLCs meet at least twice a week with designated days for lesson internalization, data analysis and modeling/showcasing (FAM S-3, Guardrail 1, Goal 3)		Carrisa Johnson-Scott (3/13/24)	06/12/2026

Notes: FAM-S-Line Item 3: A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.

9/17/25 Student Services will review monthly D/F reports, absenteeism reports, and GSI reports showing which courses have the highest amount of failures to create academic supports and interventions for PLCs (Goal 4, Guardrail 3).

John Lester

06/12/2026

Notes:

Implementation:

06/16/2025

Evidence

6/16/2025

Experience

6/16/2025

Sustainability

6/16/2025

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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
<i>Initial Assessment:</i>		We will define core behavior practices, and focus on routines that contribute to strong classroom management and promote student behavior. Core behavior practices will exist schoolwide and across all grade levels. We are using Capturing Kids Hearts paired with Restorative Practices, a behavior support model. The teachers will be trained and there is a support team, CKH Champions and Alpha administrator who will support the teachers implementation of core behavior practices and the students incident data.	Limited Development 09/15/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The goal is to decrease student incidence in the classroom and decrease it by 10% using educators handbook discipline data. The goal is to train teachers and focus on routines that contribute to strong classroom management and promote positive student behavior. CKH and Restorative Practices strategies will allow the students to be redirected and remain in class and help reinforce positive behaviors inside and outside the classroom. Community in schools will continue to provide incentives to reward students for increased attendance and positive behaviors.		James Crisp (05/29/2024)	06/12/2026
Actions			0 of 4 (0%)		
9/12/23	ILT/MTSS Core team will analyze discipline referral data for reporting the first 100 days state of the schools. Teachers with high occurrences of referrals will receive professional learning during mini-PD days. (FAM-S-3)			Carrisa Johnson-Scott (3/13/24)	01/22/2026
<i>Notes:</i>					
9/17/25	BUDGET (\$3335.20) (Smart Pass Platform) ACTION: HUHS will use Title I funds for the use of Smartpass to decrease the amount of time a student is out of class unsupervised and increase the amount of instructional time a student engages in the classroom. The increase of classroom time will have a direct correlation with improved academic outcomes. This will be measured by a decrease in incidents and student performance in class. (Guardrail 2)			Oscar Walker	06/12/2026

<i>Notes:</i>				
9/15/22	Educator Handbook will be utilized for support in managing minor incidents and office referrals. All teachers will be trained and provided login credentials for Educators Handbook. Administrators will review office referrals weekly by alpha level to provide immediate feedback to support teachers and students (CMS Guardrail 1.3; FAM-S-3).		John Lester	06/12/2026
<i>Notes:</i>				
9/12/23	Staff will receive professional development during the staff beginning of year onboarding process in regards to Capturing Kids Hearts and on positive relationship building. PD Surveys will be administered to review staff feedback and determinations on differentiating further professional development among staff. (Goal 4, Guardrail 2, Guardrail 3)		Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>				
Implementation:		06/16/2025		
Evidence	6/13/2025 Evidence for this indicator is available through the Navigator portal and through Educator's Handbook.			
Experience	6/13/2025 No Additional Steps; All teachers have been trained on Educators Handbook and the school's discipline matrix. The Educators Handbook platform was utilized throughout the school year to keep track of minor and major offenses. Administrators and BMTs check their alpha weekly to determine if there are any students who need administrative consequences and/or support. Staff also were trained with the district's Capturing Kids Heart program. The number of incidents processed in Educators Handbook as of June 2025 was 1492, which is an decrease from the number of incidents processed last school year (June 24-1625; June 2023- 1454). The district's decrease of allotments among administration may have contributed and led the OSS rate to increase based on the prior school year. All staff are invited to provide feedback and/or concerns about current policies.			
Sustainability	6/13/2025 Our administrative team will continue to educate our school staff on restorative discipline and the utilization of our school's discipline matrix.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At full implementation all teachers and all content teams will plan lessons that meet or exceed the rigor level required by the NCSCOS. Walkthrough and observation data will show students engaged in grade-level or above content in all areas. Teachers will know the content standards and be able to plan lessons that fully engage students in pursuit of those standards. Student achievement on state tests will show mastery of standards through proficiency and growth scores exceeding expectations when available.	Limited Development 07/30/2024		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Instructional teams must collaborate to develop standards-aligned instructional units. These standards-aligned units of instruction should include learning objectives and their criteria for mastery, pre- and post-tests to assess student mastery, well-designed learning activities aligned to learning objectives, and corresponding materials that are easily accessible to be shared with colleagues. Special education and ELL teachers should be included on instructional teams to ensure that the standards-aligned instructional units address the needs of all learners.		James Crisp (05/29/2024)	06/30/2026
Actions				0 of 5 (0%)		
7/30/24	The administrative team has implemented a school-wide data protocol for PLCs to review and analyze attendance, behavior, and common assessment data at least once a week. (Goal 3, FAM-S 29)			James Crisp (05/29/2024)	01/22/2026	
<i>Notes:</i> FAM-S Line Item 29: Core academic practices exist that are defined across grade level/spans and content areas by essential components of instruction, curriculum, and environment (ICE).						
8/20/24	The administrative team will develop and execute a school-wide attendance plan and behavior matrix that allows the ILT to review attendance and behavior data via Educators Handbook at least twice a month. (CMS Goal 3, FAM-S 29)			James Crisp (05/29/2024)	01/22/2026	
<i>Notes:</i> FAM-S Line Item 29: Core academic practices exist that are defined across grade level/spans and content areas by essential components of instruction, curriculum, and environment (ICE).						

9/9/25	BUDGET: \$19,200.00 (East Carolina University) HUHS will use Title I funds to assist 8 Harding Beginning teachers in the growth and development area. The goal will ultimately assist with teacher retention and strengthening overall practices of the 8 selected teachers. (CMS Guardrail 4)		Erica Wallace	06/10/2026
<i>Notes:</i>				
9/17/25	The HUHS admin team will provide duty-free instructional planning time for teachers. (FAM-S-29; CMS Guardrail 3, CMS Guardrail 4)		Oscar Walker	06/12/2026
<i>Notes:</i>				
8/14/25	BUDGET: \$6,489.49 (Thinking Maps) HUHS will use Title I funds to provide professional development for staff to implement strategies designed to be used across all grade levels and content areas to enhance students' critical thinking, problem-solving, comprehension, and communication skills. The training includes teacher guides, wall posters, and community website. (CMS Goal 3 and CMS Goal 4)		Errol Brown (9/14/22)	06/12/2026
<i>Notes:</i>				
Implementation:		06/12/2025		
Evidence	6/12/2025			
Experience	6/12/2025			
Sustainability	6/12/2025			

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3C: Remove barriers and provide opportunities

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>All staff have a dedicated 5th period class, with no more than 20 students enrolled, in which they will serve as a trusted adult. At Harding University High School, we believe that part of our success stems from an effective Transition Plan for incoming 9th graders. We begin the transition to 9th grade in November/December of the student's 8th-grade year. Highlights include counselors meeting with 8th-grade students individually to complete the course registration process and provide the Harding University High School Course Offering Handbook, which includes an overview of the HUHS magnet offerings.</p> <p>A "Rising 9th grade Registration Night" is held at each of our feeder middle school campuses for parents of the 8th graders. An annual "Future Ram Day" is held in March for all incoming 9th graders during the regular school day, with transportation provided from the feeder middle school to Harding University High School.</p> <p>Additionally, Open Houses are held for new students in August and all students participate in "school culture" activities during the first 10-15 days of school.</p> <p>CMS Goal 4 - The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 69% to 75% by June 2029.)ult in alignment with the Equal Opportunity Schools Trusted Adult model. All staff will be trained using the EOS framework by the EOS site based team including the Principal and Assistant Principal.</p>	Limited Development 09/14/2022		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<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. Students having access to a mentor on a daily basis. Continued increased graduation rate. 			Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions			0 of 5 (0%)		
9/15/22	<p>Students are required to attend grade level assemblies facilitated by principal to outline grade level requirements for each grade level, including graduation requirements, high school diploma endorsements</p> <p>(CMS Goal 4 - The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 69% to 75% by June 2029.) (CMS Goal 4)</p>			Carrisa Johnson-Scott (3/13/24)	01/22/2026
<i>Notes:</i>					
9/15/22	<p>Student Services Counselors meet with each student to review their progress at least once, and multiple times for select grades. (CMS Guardrail 3, FAM-S-31)</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/22	<p>CIS, Trio, Meck Ed, Social Workers and CDC will work with HUHS staff to collaborate supports and monitor attendance so that students are confident for the transition to higher education. These support groups will also expose HUHS scholars to numerous types of schools, scholarships, and financial aid advice. (CMS Goal 4)</p>			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
10/6/22	<p>Provide a standardized transition meeting for students returning from out of school suspension or alternative placement assignments. (CMS Guardrail 2)</p>			John Lester	06/12/2026
<i>Notes:</i>					
9/17/25	<p>HUHS students have an advisory block twice a week where students complete ACT Workkeys assessment practices via Edgenuity. (CMS Goal 4)</p>			Erica Wallace	06/12/2026
<i>Notes:</i>					
Implementation:			06/16/2025		
Evidence	<p>6/13/2025 Evidence for this indicator can be obtained from our principal weekly emails, our school's weekly meeting links database, and artifacts submitted to our school's Title I folder.</p>				

Experience	6/13/2025 Grade level assemblies were consistently held quarterly by grade level. Assemblies are led by the Principal with students, admin, and staff present to receive the information to support the process and vision of the school. Students are able to receive information and updates, during this time students are also able to ask questions and concerns to ensure needs are met. Students are given the opportunity to get support and time to complete coursework for credit recovery or attainment by strategically meeting and being placed in classes during their schedule or after school. The goal is not only course completion for students, but for them to catch up to get back on track for their cohort. Students can get support during blocks 1, 2, and 4 in the credit recovery lab and also can get support after school from 2:30-4:30 on Mondays and Tuesdays with teachers in each content area. Students who need additional support are connected to coaches, mentors, BMTs, or prioritized for home visits.			
Sustainability	6/13/2025 Ongoing support is provided through the MasterSchedule team to ensure accurate and timely registration process for students to transition to future grades. Teams led by the principal and master scheduler went to feeder schools to have targeted parent nights in addition to hosting new families on campus for tours. The admin team along with student representatives also attended community events and district sponsored events to ensure future families and current transitioning families were informed of opportunities within Harding University High School.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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Initial Assessment:

All staff will utilize 15 minutes of 2nd Block daily, in which they will serve as a trusted adult in alignment with the Equal Opportunity Schools Trusted Adult model. All staff will be trained using 7 mindsets by the EOS site based team including the Principal and Assistant Principal.

The school will implement the Panorama Survey in the fall and spring. Staff PD is planned for the fall on how to use the results to support students. The Student Services and Instructional Leadership Teams regularly collaborates and is using various data points (Navigator, Educator Handbook, etc) to identify students to support.

Harding University High School has continued to prioritize student attendance as a lever to support students and will continue to follow the CMS Board Policy.

Guardrail 3: The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.

(Aligned to FAM-S-30 Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).

(Aligned to FAM-S-31 Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment (ICE).

Limited Development
08/08/2024

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	At full implementation, all staff will be aware of how to access student SEL screener information (Panorama). Collaboratively, the Student Services and Instructional Leadership Teams will plan lessons based on students' needs and all staff will engage in delivering the lessons during 5th period on Fridays with integrity.			Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions			0 of 6 (0%)		
8/8/24	Teachers are required to identify and address students' learning needs based on 504, IEP, ML status with an intentional and target focus. The strategy to ensure student learning must be indicated on each WAAG specific to the standard and lesson.			Errol Brown (9/14/22)	06/12/2026
<i>Notes:</i>					
9/15/25	BUDGET (\$119,088.90) (3- BMT 10 Months Associates) ACTION: HUHS will use Title I funds for the opportunity to add three Behavior Modification Technicians to support Harding students who need additional supports with discipline challenges in the classroom. BMTs will also support the school's MTSS processes by supporting an assigned caseload of students. (CMS Guardrail 2)			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/25	BUDGET (\$38,710.35) (Instructional Associate Salary) ACTION: HUHS will use Title I funds for the opportunity to add an instructional associate for the 2025-26 school year. The IA will contribute to providing support to students needing additional check-in supports with online credit recovery courses and being a connector between teachers and students while students are assigned to the In School Suspension classroom. (CMS Guardrail 2)			Carrisa Johnson-Scott (3/13/24)	06/12/2026
<i>Notes:</i>					
9/15/25	BUDGET (\$5,500) (Field Trips) ACTION: HUHS will set aside Title I funds for the opportunity to provide HUHS students the opportunities for educational field trips. The review of potential field trips will be based on HUHS school goals associated with EOC growth and student on time graduation rate. (CMS Guardrail 3)			Carrisa Johnson-Scott (3/13/24)	06/12/2026

<i>Notes:</i>			
9/17/25	Staff will have a duty free lunch for the 2025-25 school year. (CMS Guardrail 1)		Oscar Walker 06/12/2026
<i>Notes:</i>			
9/17/25	HUHS will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (CMS Guardrail 2)		Oscar Walker 06/12/2026
<i>Notes:</i>			
Implementation:		06/12/2025	
Evidence	6/12/2025		
Experience	6/12/2025		
Sustainability	6/12/2025		

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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
<p><i>Initial Assessment:</i></p>			<p>Parents currently receive weekly communication via phone and email from the school, The Rams Review, on Sundays' between 5pm-6pm. This weekly communication contains important dates, updates, and messages for families and families. All clubs, organizations, teams, and teachers can submit updates to the Rams Review. Additionally, Blackboard Connect phone calls are sent as needed throughout the week. Teachers and school counselors also utilize Remind as a classroom or grade level communication tool. The school also maintains an active social media presence (Facebook and Instagram). Cohort/grade-level family workshops are held by the Student Services and Instructional Leadership Teams to equip families with timely and relevant action steps and support as students consider post-secondary plans. The school encourages families to monitor grades on a weekly basis in PowerSchool. All communication, both phone and email, is sent in multiple languages to meet the needs of all families regardless of the home language.</p> <p>(Aligned to FAM-S-3 A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.)</p>	<p>Limited Development 08/07/2024</p>		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	At full implementation, all families will be aware of school happenings, events, and ways they can support their children. Families will be able to monitor student progress and will be aware of what is happening in their children's classrooms.			Carrisa Johnson-Scott (3/13/24)	06/12/2026
Actions			1 of 5 (20%)		
8/19/24	BUDGET: \$1498.51 (HUHS Open House) ACTION: Students and families will be able to attend a Welcome session, tour the campus, follow student schedules, speak with staff and teachers and learn about Harding University magnet programs and community partners. This program will help with school climate/culture. Harding has an initiative to increase parent involvement, academic access and student outcomes. Open House is an opportunity to create an inclusive environment for students and families to interact with the school community. Families will be able to tour campus, meet staff and students and find out important information as it relates to the specialized programs Harding has to offer. Food will be served at this event. (CMS Guardrail 3)		Complete 08/21/2025	Carrisa Johnson-Scott (3/13/24)	08/21/2025
	Notes: Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% in SY2023-24 to ___% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)				
8/7/24	HUHS Staff will communicate with parents using Parent Square for grade level, content specific, clubs and organizations on a weekly basis. The HUHS PTSA will utilize a member hub to communicate with parents centered around supporting staff and students with school wide events on a monthly basis (FAM-S-3, CMS Guardrail 3)			Carrisa Johnson-Scott (3/13/24)	06/12/2026
	Notes: FAM-S-Line Item 3: A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.				
8/7/24	Task force created, Family Empowerment, to support parents to support students. Additionally, staff will be trained with C.R.O.W.N. expectations. (CMS FAM-S-3 and CMS Goal 4)			Carrisa Johnson-Scott (3/13/24)	06/12/2026

Notes: FAM-S-Line Item 3: A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.

8/14/25 BUDGET (\$11,900) (Shermco)

ACTION: HUHS will use Title I funds for the partnership with ShermCo to assist with family engagement services, which will drive the overall family engagement plan for the 2025-26 school year. This will consist of at least four major events for families that are student led. The agreement will take place from August 2025 through June 2026. (CMS Guardrail 3)

John Lester

06/12/2026

Notes: Guardrail 4:
The school will retain 85% of licensed classroom teachers throughout the 2024-25.

(Aligns to C3.04 and CMS Guardrail 4)

9/17/25 HUHS supports the magnet programs by offering parent nights and student workshops. Additionally, community partnerships also support students with internships. (CMS Guardrail 3)

Adrienne Wynn

06/12/2026

Notes:

Implementation:

06/12/2025

Evidence

6/12/2025 - Title I Artifacts are available to view as evidence.

Experience

6/12/2025

Sustainability

6/12/2025