

Comprehensive Progress Report

Mission:

Harnett Central High School's mission is to provide student-centered services that achieve success through purposeful, inclusive, rigorous, and engaging coursework and practices.

Vision:

Harnett Central High School values diversity and prepares all students for the future they desire. We are committed to excellence in all areas of study and accountability for all students. We strive to provide instruction that fosters a life-long love of learning in a caring, safe, and healthy learning environment.

Goals:

By the end of the 2027 school year, Harnett Central High School will fully implement all three tiers of MTSS as measured a core course passing rate of 92% or better. (A3.01)

By the end of the 2026 school year, Harnett Central High School will fully implement Professional Learning Communities that use progress check data to drive instruction as measured by a 70% passing rate on district-wide progress checks . (A2.04)

By June 2026, as measured by an increase of staff retention to 86% or greater and constructive feedback from TWC survey to improve by 5% on the "Overall, My school is a good place to work and learn" question, Harnett Central High School will improve school culture and morale through clear expectations and communication among school leadership, teachers, and staff. (A1.07, B3.03)

By the end of 2027, Harnett Central High School will increase the academic growth of our white student population to at least -1.99 which meets growth in EOC subjects. (A3.01)



! = 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>			Administration, Instructional Coach, and Leadership Team developed instructional non-negotiables for all faculty. Administration and Instructional Coach conduct instructional walkthroughs on a regular basis. A walkthrough schedule is created each semester by the Instructional Coach ,where each classroom is visited by each member of the administrative team and the instructional coach. Upon conclusion of the walkthrough, each teacher will receive an email that provides them with immediate feedback from the walkthrough. Administration also conducts evaluations and observations as scheduled through the state and conducts post-conferences with teachers.	Limited Development 12/04/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			All walkthroughs are conducted regularly and according to schedule. Each administrative team member and the instructional coach should visit 8 - 9 classrooms each week. All teachers will be observed equally. The walkthrough data is analyzed by the school leadership team, SIT, and PLC's in order to determine areas of focus/improvement.		Nicole Ballard	06/01/2027
Actions				2 of 3 (67%)		
	12/4/19	A walkthrough schedule is created each semester that ensures that each administrator visits each classroom in the school and that all classrooms are visited an equal number of times per year.		Complete 01/08/2020	Penny Monroe	01/08/2020
<i>Notes:</i>						
	12/4/19	Instructional walkthrough feedback is provided immediately to teachers through a Google Form.		Complete 01/08/2020	Penny Monroe	01/08/2020
<i>Notes:</i>			The google form will be created so that all teachers will receive an email upon submission of the walkthrough form in order to provide immediate feedback to the teachers.			
	12/4/19	Instructional walkthrough data is analyzed by the Leadership Team and PLC's in order to determine the areas of focus for core instruction.			Nicole Fischer	06/01/2027
<i>Notes:</i>			Are we analyzing walkthrough data and sharing the results during faculty meetings?			

Implementation:		06/02/2021		
<i>Evidence</i>	6/2/2021			
<i>Experience</i>	6/2/2021			
<i>Sustainability</i>	6/2/2021			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We are currently using report card grades after T1 and T2 to assign Edmentum modules to failing students to provide an opportunity to improve their grades for the term. We are asking our data manager to run a report to determine how many of these students are in our low-performing subgroups. Using this information from our data manager, we will be able to give targeted remediation for those students identified. Our current subgroups not met for 24-25 school year are black(-2.40), Hispanic(-2.64), white (-3.36), EDS(-4.03), SWD (-2.42).	No Development 10/13/2025		
<i>How it will look when fully met:</i>			We are using Edmentum to provide remediation for students with failing term grades. Grade change forms are completed for students who complete the remediation, awarding students credit for their work. Students in our subgroups outlined above will be meeting growth due to these remediation efforts. We have special programs geared towards parents of subgroup students, making them aware of remediation opportunities and other resources available to help their students be successful. Guidance counselors and our family engagement specialist are also pulling these students in to make them aware of these opportunities as well. Remediation and retesting is provided at the end of each school year to provide another opportunity for students to receive a proficient score on their EOC and meet their projected growth.		Jessica Betts	06/01/2027
<i>Actions</i>				0 of 5 (0%)		
	10/13/25	Edmentum is used to provide remediation for failing students in core classes.			Jessica Betts	06/01/2026
<i>Notes:</i>						
	10/15/25	We will use EVAAS data to identify students, with a focus on our white student population, who are at risk of failing EOC courses and provide tutoring from the peer tutoring program and retired teachers in each subject area.			Jessica Betts	09/01/2026
<i>Notes:</i>						

10/15/25	We will offer AP Seminar to English II Honors students to increase growth margins.		Anthony Harant	09/01/2026
<i>Notes:</i>				
10/13/25	Remediation and retesting is provided at the end of the school year for students from both semesters who did not score proficient on their EOC exams.		Frances McNeill	06/01/2027
<i>Notes:</i>				
10/15/25	Teachers are identifying students in need of Tier 2 interventions based on their failing grades at the end of term 1 & term 2 then assigning them modules through Edmentum to provide remediation and partial recovery of points on their term grade. Tier 3 interventions are being implemented for students who are recommended by the child's parent or a school staff member.		Nicole Ballard	06/01/2027
<i>Notes:</i>				

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
Initial Assessment:			Low level of uniformity due to lack of prioritizing of policies. Policies are in place, however, enforcement is either lacking or not consistently enforced throughout the building.	Limited Development 08/05/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			1. Clear non-negotiable administrative rules that will have 100% compliance from all classroom teachers. Individual teachers not in compliance will be addressed by administration. 2. Daily instructional walkthrough data will be utilized in order to determine compliance. 3. Utilize Educator's Handbook as a potential data source. 4. Using data, identify teachers and students in need of extra support for additional consultation and/or professional development. This is a proactive way to provide individualized assistance as needed. 5. Administrative presence in classrooms and hallways on a daily basis in order to ensure student and teacher compliance with administrative rules..		Jessica Betts	06/01/2026
Actions				4 of 5 (80%)		
	8/6/19	Classroom teachers have established their specific classroom expectations and procedures. This must be documented (sub plans, posted, syllabus, etc) and observed.		Complete 12/31/2020	Stephanie Fox	12/31/2020
Notes: This item must be checked on the 1st walkthrough.						
	8/6/19	Administration will effectively address non-compliant staff and students individually and immediately. This will be done consistently, being fair and equitable. Non-punitive support systems will be put in place for staff members that need support with classroom management.		Complete 03/09/2021	Stephanie Fox	06/09/2021
Notes:						
	3/3/20	Create a sampling of classroom rules to use during creation of Behavior non-negotiables with MTSS.		Complete 03/09/2021	Stephanie Fox	06/09/2021

<i>Notes:</i>				
8/6/19	Administration establishes rules that are posted and enforced in all classrooms.	Complete 12/12/2022	Stephanie Fox	01/15/2023
<i>Notes:</i>				
3/17/23	Staff complete a mid-year communication survey indicating areas in which they would like to prioritize / request clarification. Continue to conduct an annual staff communication survey. Each year the questions will revolve around prioritized concern areas. The team will develop strategies to address concerns until issues are resolved. Goal outcomes include > 76% satisfaction in areas identified.		Johnsie Pilkington	06/01/2026
<i>Notes:</i> First survey created, given, and results analyzed by SIT team in December of 2022				
Implementation:		03/17/2023		
Evidence	3/17/2023 We have collected samples of teacher rules, have posted non-negotiable instructional goals and school wide rules in each classroom, and have walkthrough data as evidence of our efforts.			
Experience	3/17/2023 HCHS has established school-wide rules and instructional non-negotiables for both staff and students. The biggest struggle we see is in implementing full enforcement of these rules and non-negotiables and developing ways to ensure that all staff and students are following them.			
Sustainability	3/17/2023 We will need to continue to increase walkthroughs in classrooms, not only to observe instruction but also to note behaviors that might need the attention of MTSS.			

	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:			1. Meet in PLC's once a week with common subject areas. 2. Essential Standards utilized, but not re-evaluated. 3. PLC's developed objectives and content outline based on essential standards. 4. PLC's developed common assessments around essential standards. Common formative assessments given in different formats depending on PLC. 5. Data analyzed from CFA's in all PLC's, but using different formats. Limitations: PLC's not forming instructional units and strategies, no vertical alignment, no enrichment ideas for higher/lower levels, PLC's gravitate around formation of CFA's only.	Limited Development 08/05/2019		
How it will look when fully met:			1. PLC's discussions will include: essential standards identified, unpacked and instructional strategies planned/developed, CFA administered during class, analyze data and determine how to remediate and reteach/reassess. Weekly meetings will be documented on a common template and submitted. 2. Vertical Alignment: Department's ensure that material scaffolds between grade levels, curriculums, and use vertical alignment information to develop essential standards and instructional units, CFA's 3. EC/EL: PLC's will reach out to EC and EL faculty when necessary to develop strategies for remediation and differentiation. Professional development will be offered regarding these best practice strategies.		Nicole Ballard	06/01/2027
Actions				4 of 5 (80%)		
	8/6/19	All PLC's will meet weekly. Meeting minutes will be the documentation for this.		Complete 12/20/2019	Russell Smith	12/20/2019
Notes:						
	8/6/19	PLC's will identify essential standards based on their curriculum. These essential standards will be unpacked and instructional strategies will be developed/determined. Documentation required: meeting minutes.		Complete 12/20/2019	Russell Smith	12/20/2019

<i>Notes:</i>				
8/6/19	PLC's will analyze data from CFA's and develop strategies for remediation and enrichment. Documentation required: Copy of CFA, data, meeting minutes.	Complete 12/20/2019	Russell Smith	12/20/2019
<i>Notes:</i>				
8/6/19	Department chairs will be responsible for ensuring that all department members have the correct district pacing guide for each course. They will collect any revisions at the end of the year and share them with the necessary district leader.	Complete 06/06/2022	Russell Smith	06/06/2022
<i>Notes:</i> We need updated pacing guides from diverse curriculums in order to meet this goal. We need to work on this through the summer and the first semester of the 2021-2022 school year.				
8/6/19	Support will be provided for teachers in developing differentiated assignments. Professional development will be offered to all staff. Differentiated PD for rigor will be offered for teachers during Telework days that are scheduled for the year.		Nicole Fischer	06/01/2027
<i>Notes:</i> 2022-2023 - Instructional Coach is including PD in monthly meetings that support teachers with ideas for specific high yield strategies for differentiation in their classroom. 2023-2024 - Instructional Coach is leading Scaffolding PD monthly. We will need documentation in the Google Drive. 2024-2025 -				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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
Initial Assessment:			We are currently involved in a pilot program in 3 of our 9th grade Health/PE classes. This program focuses on teaching students the tools necessary for the social/emotional needs. This program is run through UNC, and we have established a focus groups and a control group. Building our advisor/advisee relationships by keeping our students together for 4 years with the same advisory teacher, guidance counselor, and administrator. We also have a 9th grade repeater homerooms that focus on different advisory lessons that are specialized to individual needs. We also celebrate and recognize their accomplishments.	Limited Development 10/01/2019		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Students' social and emotional needs will be recognized by all teachers and any deficiencies will be referred to appropriate personnel. Student survey data will be collected during 9th grade advisory and 12th grade advisory in order to determine student growth.	Objective Met 10/15/25	Brooke Marbell	06/01/2026
Actions						
	10/1/19	All staff members will be trained by school social worker and school counselor on signs and symptoms of abuse, neglect, emotional distress, human trafficking, and homelessness.		Complete 12/04/2020	Brooke Marbell	06/10/2021
Notes:						
	10/1/19	Collect feedback from teachers regarding the different initiatives that teachers are doing in their classrooms in order to foster a nurturing environment. For example, this could include birthday recognition, positive student work samples, lessons that address social and emotional topics, teacher-student relationships/conversations and communicating student with specific need to other common teachers.		Complete 06/05/2022	Brooke Marbell	06/05/2022

Notes: This is another goal that we feel we need to continue to work on, especially with the challenges to social and emotional health that COVID has presented to students.

10/1/19 Create advisory lessons for every grade level, with a strong focus on freshmen students, teaching social, emotional, and academic skills to all students.

Complete 06/05/2022

Brooke Marbell

06/05/2022

Notes: Due to Covid and our limited time and participation in Advisory, this is an indicator that we will need to continue to work on throughout the 2021-2022 school year.

Implementation:

10/15/2025

Evidence

6/10/2022
 Sample Advisory Google Classroom Pages
 All staff members will be trained by school social worker and school counselor on signs and symptoms of abuse, neglect, emotional distress and homelessness.
 Abuse, Neglect and Homelessness Training PowerPoint
 2019 Survey on Nurturing Environments
 Screenshots from HCHS teachers from all departments addressing teacher-student relationships, emotions, recognition etc.
 This Google Form was created to collect examples and actions of teachers showing their regard to fostering a nurturing environment in the classroom. This chart show the responses from 42 teachers

Experience

6/10/2022
 All students are assigned an advisory teacher for all four years. They meet with their advisory teacher once a week and each grade level has various lessons that they focus on. Individual teachers work diligently to ensure students' social and emotional health is attended to.

Sustainability

6/10/2022
 We will need to expand advisory lessons to focus on ALL grade levels. Our freshmen lessons are solid, but we are weaker in upperclassmen lessons.