

# 2018 - 2019 School Improvement Plan

**LEA or Charter Name & Number:** Harnett County Schools (#430)

**School Name & Number:** Harnett Central High School (#346)

**School Address:** 2911 Harnett Central Rd.  
Angier, NC 27501

**Plan Year(s):** 2018 - 2019

**Date prepared:** Date of School Vote: 11/2/2018 ; 51 Voted: ; 50 Approved:

**Principal Signature:** Ms. Catherine Jones 11/2/2018  
Typed Name Approval Date

**Local Board Approval Signature:** Mr. William H. Morris, BOE Chair \_\_\_\_\_  
Typed Name Approval Date

Per G.S. 115C-105.27, Section 11(a) of S.L. 2013-226, our Safe Schools Plan is a non-public document.

**State Board of Education Goals: Future-Ready Students for the 21st Century**

**Goal 1:** North Carolina public schools will produce globally competitive students.

**Goal 2:** North Carolina public schools will be led by 21st Century professionals.

**Goal 3:** North Carolina public school students will be healthy and responsible

**Goal 4:** Leadership will guide innovation in North Carolina public schools.

**Goal 5:** North Carolina public schools will be governed and supported by 21st Century systems.

**District Goals for Harnett County Schools**  
*(Supports SBE Goal)*

**Goal 1:** Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).

**Goal 2:** Increase frequency and quality of writing in all content areas.

**Goal 3:** Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.

**Goal 4:**

**Goal 5:**

<b>Data Sources</b>
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*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.*

*Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**North Carolina Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**North Carolina Teacher Working Conditions Survey: Guide for School Improvement** (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at

<http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

**Career and Technical Education Local Plan**

**School Demographic Information** related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

**Title III AMAO School Process Information** related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

**Title III AMAO School Process Information** related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

**School Process Information** uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

**Ready Schools Inventory/Ready Schools Plan** (<http://www.ncreadyschools.org>)

**Special Education Continuous Improvement Plan**

**Title I AYP** (<http://ayp.ncpublicschools.org>)

**Healthy Active Children Initiative** (<http://www.nchealthyschools.org>)

## School Vision and Mission Statements for Harnett Central High School

**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.

**Mission:**

Harnett Central High School strives to:

1. Foster growth through academic rigor to develop skills such as creativity, critical thinking, problem solving, communication, and collaboration.
2. Create productive learning environments through high expectations, positive morale, and attention to the needs of the individual student.
3. Partner with families and the community to establish goals and policies that address academic, career, personal, and social developmental needs of all students.
4. Embrace a diverse student body through understanding students as individuals and respecting their differences.

**School Improvement Team Membership**

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

<b>Committee Position*</b>	<b>Name</b>
Principal	Ms. Catherine Jones
Assistant Principal Representative	Jeffrey Booker
Teacher Representative	Rosemarrie Dorway, Jody Milliron, Devin Hocutt
Inst. Support Representative	Nicole Fischer, Karen Stephens
Teacher Assistant Representative	Ava Maldonado
Parent Representative	Leanne and Jaime Fajardo, Saronda Woods
Teacher Representative	Leeanne Price, Marshall Cain
Teacher Representative	Russell Smith, Shannon Godfrey, Amelia Nathan
Inst. Support Representative	Jennifer Matthews
Parent Representative	

**North Carolina State Standardized Test Results**

Reading (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	All										
	3										
	4										
	5										
	6										
	7										
	8										
American Indian or Alaska Native	3										
	4										
	5										
	6										
	7										
	8										
Asian	3										
	4										
	5										
	6										
	7										
	8										
Black	3										
	4										

**Reading**  
**(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	5										
	6										
	7										
	8										
Hispanic/ Latino of any race	3										
	4										
	5										
	6										
	7										
	8										
Native Hawaiian or Other Pacific Islander	3										
	4										
	5										
	6										
	7										
	8										
White	3										
	4										
	5										
	6										
	7										
	8										
Two or more	3										

**Reading  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
races	4										
	5										
	6										
	7										
	8										
Male	3										
	4										
	5										
	6										
	7										
	8										
Female	3										
	4										
	5										
	6										
	7										
	8										
Academically Gifted	3										
	4										
	5										
	6										
	7										
	8										



Reading (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Economically Disadvantaged Student	3										
	4										
	5										
	6										
	7										
	8										
English Learner Student	3										
	4										
	5										
	6										
	7										
	8										
Foster Care Students	3										
	4										
	5										
	6										
	7										
	8										
Homeless Students	3										
	4										
	5										
	6										
	7										

Reading (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	8										
Military Connected	3										
	4										
	5										
	6										
	7										
	8										
Students With Disabilities	3										
	4										
	5										
	6										
	7										
	8										

**Summary of Findings Based on Student Performance:**

Mathematics (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	All										
	3										
	4										
	5										
	6										
	7										
	8										
American Indian or Alaska Native	3										
	4										
	5										
	6										
	7										
	8										
Asian	3										
	4										
	5										
	6										
	7										
	8										
Black	3										
	4										
	5										
	6										

**Mathematics  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	7										
	8										
Hispanic/ Latino of any race	3										
	4										
	5										
	6										
	7										
	8										
Native Hawaiian or Other Pacific Islander	3										
	4										
	5										
	6										
	7										
	8										
White	3										
	4										
	5										
	6										
	7										
	8										
Two or more races	3										
	4										
	5										

**Mathematics  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	6										
	7										
	8										
Male	3										
	4										
	5										
	6										
	7										
	8										
Female	3										
	4										
	5										
	6										
	7										
	8										
Academically Gifted	3										
	4										
	5										
	6										
	7										
	8										
Economically Disadvantaged	3										
	4										

Mathematics (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
ged Student	5										
	6										
	7										
	8										
English Learner Student	3										
	4										
	5										
	6										
	7										
	8										
Foster Care Students	3										
	4										
	5										
	6										
	7										
	8										
Homeless Students	3										
	4										
	5										
	6										
	7										
	8										
Military Connected	3										

Mathematics (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	4										
	5										
	6										
	7										
	8										
Students With Disabilities	3										
	4										
	5										
	6										
	7										
	8										

**Summary of Findings Based on Student Performance:**

**Mathematics & Reading Composite / EOG Composite  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	All										
	3										
	4										
	5										
	6										
	7										
	8										
American Indian or Alaska Native	3										
	4										
	5										
	6										
	7										
	8										
Asian	3										
	4										
	5										
	6										
	7										
	8										
Black	3										
	4										
	5										
	6										



**Mathematics & Reading Composite / EOG Composite  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	7										
	8										
Hispanic/ Latino of any race	3										
	4										
	5										
	6										
	7										
	8										
Native Hawaiian or Other Pacific Islander	3										
	4										
	5										
	6										
	7										
	8										
White	3										
	4										
	5										
	6										
	7										
	8										
Two or more races	3										
	4										
	5										

**Mathematics & Reading Composite / EOG Composite  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	6										
	7										
	8										
Male	3										
	4										
	5										
	6										
	7										
	8										
Female	3										
	4										
	5										
	6										
	7										
	8										
Academically Gifted	3										
	4										
	5										
	6										
	7										
	8										
Economically Disadvantaged	3										
	4										

**Mathematics & Reading Composite / EOG Composite  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Student	5										
	6										
	7										
	8										
English Learner Student	3										
	4										
	5										
	6										
	7										
	8										
Foster Care Students	3										
	4										
	5										
	6										
	7										
	8										
Homeless Students	3										
	4										
	5										
	6										
	7										
	8										
Military Connected	3										

**Mathematics & Reading Composite / EOG Composite  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
	4										
	5										
	6										
	7										
	8										
Students With Disabilities	3										
	4										
	5										
	6										
	7										
	8										

**Summary of Findings Based on Student Performance:**

Harnett Central High School

Science (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	All										
	5										
	8										
	5										
American Indian or Alaska Native	8										
	5										
Asian	8										
	5										
Black	8										
	5										
Hispanic/Latino of any race	8										
	5										
Native Hawaiian or Other Pacific Islander	8										
	5										
White	8										
	5										
Two or more races	8										
	5										

Harnett Central High School

**Science**  
**(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Male	5										
	8										
Female	5										
	8										
Academically Gifted	5										
	8										
Economically Disadvantaged Student	5										
	8										
English Learner Student	5										
	8										
Foster Care Students	5										
	8										
Homeless Students	5										
	8										
Military Connected	5										
	8										
Students With Disabilities	5										
	8										

Harnett Central High School

**Science  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

**Summary of Findings Based on Student Performance:**

Harnett Central High School

Mathematics I (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	47.5	21.0	8.6	17.0	5.9	39.9	17.6	8.1	28.0	6.4
American Indian or Alaska Native										
Asian										
Black	-	-	-	<5	<5	-	-	<5	-	<5
Hispanic/Latino of any race	-	-	-	-	<5	-	-	-	-	<5
Native Hawaiian or Other Pacific Islander										
White	34.7	21.6	10.3	24.4	8.9	26.4	16.5	9.9	36.3	10.8
Two or more races						46.2	7.7	15.4	15.4	15.4
Male	-	-	-	-	<5	44.9	16.9	5.3	24.6	8.2
Female	39.6	21.3	9.7	22.2	7.2	-	-	-	-	<5
Academically Gifted										



Harnett Central High School

**Mathematics I**  
**(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Economically Disadvantaged Student	-	-	-	-	<5	-	-	-	-	<5
English Learner Student										
Foster Care Students										
Homeless Students										
Military Connected										
Students With Disabilities	-	-	-	<5	<5	-	-	<5	<5	<5

**Summary of Findings Based on Student Performance:**

Harnett Central High School

English II (Multiple Choice, NC Extend 1 and NC Extend 2)										
Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All	-	-	-	-	<5	-	-	-	-	<5
American Indian or Alaska Native										
Asian										
Black	-	-	-	-	<5	-	-	-	-	<5
Hispanic/Latino of any race	-	-	-	-	<5	-	-	-	-	<5
Native Hawaiian or Other Pacific Islander										
White	-	-	-	-	<5	-	-	-	-	<5
Two or more races										
Male	-	-	-	-	<5	-	-	-	-	<5
Female	-	-	-	-	<5	-	-	-	-	<5
Academically Gifted						<5	<5	<5	-	-

Harnett Central High School

**English II  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
Economically Disadvantaged Student	-	-	-	-	<5	-	-	-	-	<5
English Learner Student						-	-	<5	<5	<5
Foster Care Students										
Homeless Students										
Military Connected										
Students With Disabilities	-	-	-	-	<5	-	-	<5	<5	<5

**Summary of Findings Based on Student Performance:**

Harnett Central High School

Biology (Multiple Choice, NC Extend 1 and NC Extend 2)								
Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
All	25.1	20.8			25.4	24.8		
American Indian or Alaska Native								
Asian								
Black								
Hispanic/Latino of any race	33.8	16.3			32.1	27.2		
Native Hawaiian or Other Pacific Islander								
White	12.3	20.9			15.6	21.7		
Two or more races					28.6	21.4		
Male	21.8	20.2			28.7	22.7		
Female	28.7	21.3			22.9	26.3		
Academically Gifted								

Harnett Central High School

**Biology**  
**(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17				2017-18			
	Percent of Students Achieving Performance Level				Percent of Students Achieving Performance Level			
	Level I	Level II	Level III & IV	Average Score	Level I	Level II	Level III & IV	Average Score
Economically Disadvantaged Student	38.5	19.0			39.8	29.5		
English Learner Student								
Foster Care Students								
Homeless Students								
Military Connected								
Students With Disabilities								

**Summary of Findings Based on Student Performance:**

**EOC Composite (All EOC Subject Areas Combined)  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
All										
American Indian or Alaska Native										
Asian										
Black										
Hispanic/Latino of any race										
Native Hawaiian or Other Pacific Islander										
White										
Two or more races										
Male										
Female										
Academically Gifted										
Economically Disadvantaged										

**EOC Composite (All EOC Subject Areas Combined)  
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	2016-17					2017-18				
	Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
	Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V
ged Student										
English Learner Student										
Foster Care Students										
Homeless Students										
Military Connected										
Students With Disabilities										

**Summary of Findings Based on Student Performance:**

**School Data and Summary Analysis for Harnett Central High School**

Use data identified in the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

**Guiding Questions:** Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

**1. What does the analysis tell you about your schools strengths?**

Overall, Harnett Central has shown growth in many areas according to EVAAS data. Math is of particular concern for all subgroups.

**2. What does the analysis tell you about your schools gaps or opportunities for improvement?**

HCHS has achievement gaps between our ethnic subgroups according to EVAAS and ACT data. Math courses provide our greatest opportunity for improvement.

**3. What is data is missing, and how will you go about collecting this information for future use?**

At present, we are waiting for data on NC Final Exams. At the time of the submission, we had only EOC and ACT data.

**4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.**

Math: Our Math I scores indicate a great need for change in practice, and our ACT scores are very inconsistent among ethnic subgroups.

Reading: This is the only area in which our average scores decreased on the ACT.

We are awaiting more data from the state.



**Priority Goal #1 and Associated Strategies for Harnett Central High School**

**Area of Improvement and Supporting Data:**

ACT average composite scores have decreased 1.4 points over the last 5 years.

<b>School Goal #1:</b>	Increase ACT average composite score by .5 points before July 2019.
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<b>Supports this district goal:</b>	<p>X Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.</p>
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<b>Target:</b>	Increase ACT composite scores
<b>Indicator:</b>	ACT composite scores
<b>Milestone Date:</b>	June 2019

**Plan/Do**

<b>Strategy #1:</b>	Work with all teachers and staff members to implement a school wide system to support and increase student achievement on the ACT.
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<b>Action Steps</b>	
1	Incorporate ACT vocabulary in every classroom.
2	Utilize Edmentum ACT and ACT Academy programs.
3	Conduct differentiated ACT prep sessions, with all 11th graders, based on EVAAS data and student interest. These sessions will focus on ACT test practice and the use of specific ACT strategies to maximize student scores.
4	Focus on increasing the use of high yield strategies (Vocabulary in Context, Lesson Essential Question, Distributed Summarization, Reading and Writing Strategies, Graphic Organizers, etc) in every classroom's instruction.
5	Educate stakeholders on the importance of ACT and how it is scaffolded.
6	Educate teachers on the ACT standards through PLC discussions.

**Strategy #2:** Make curriculum based instruction a priority school wide.

Action Steps	
1	PLC's will determine essential power standards for each subject taught.
2	Strategically reorganize instructional units so that essential skills for the ACT are taught prior to test administration.

**Strategy #3:**

Action Steps	
1	

**Professional development - Identify the professional development required to successfully implement the strategies above.**

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
PLC	Developing Power Standards	Instructional Coach	June 2019
PLC	Making connections to NC Standard Course of Study, Essential Standards, Blueprints and ACT standards.	Instructional Coach	June 2019

**How will we fund these strategies?**

How will we fund these strategies?			
<b>Funding Source 1:</b>		<b>Funding amount:</b>	
<b>Funding Source 2:</b>		<b>Funding amount:</b>	
<b>Funding Source 3:</b>		<b>Funding amount:</b>	
<b>Funding Source 4:</b>		<b>Funding amount:</b>	
<b>Funding Source 5:</b>		<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	

**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What do data show regarding the results of the implemented strategies?**

**Act**

**Based upon identified results, are any changes to current strategies anticipated?**

**Priority Goal #2 and Associated Strategies for Harnett Central High School**

**Area of Improvement and Supporting Data:**

<b>School Goal #2:</b>	Increase the percentage of Silver, Gold, Platinum ACT Work Key certificates by 2% before July 2020.
<b>Supports this district goal:</b>	<p>X Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.</p>
<b>Target:</b>	Increase percentage of Silver, Gold, Platinum certificates on ACT Work Keys assessment
<b>Indicator:</b>	Number of Silver, Gold, Platinum certificates
<b>Milestone Date:</b>	July 2020

**Plan/Do**

**Strategy #1:**

<b>Action Steps</b>	
1	Educate all stakeholders on the ACT Work Keys test (why important, who takes it, benefits, etc).
2	PLC's will identify where ACT Work Keys standards correlate to their course specific SCOS, Essential Standards, Blueprints.
3	Conduct grade level specific informational sessions on Work Keys assessment during Advisory periods.
4	Explore specific ACT Work Keys vocabulary.

**Strategy #2:**

<b>Action Steps</b>	
1	

**Strategy #3:**

Action Steps	
1	

**Professional development - Identify the professional development required to successfully implement the strategies above.**

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
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**How will we fund these strategies?**

How will we fund these strategies?			
Funding Source 1:		Funding amount:	
Funding Source 2:		Funding amount:	
Funding Source 3:		Funding amount:	
Funding Source 4:		Funding amount:	
Funding Source 5:		Funding amount:	
		Total initiative funding:	

**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What do data show regarding the results of the implemented strategies?**

**Act**

**Based upon identified results, are any changes to current strategies anticipated?**

**Priority Goal #3 and Associated Strategies for Harnett Central High School**

**Area of Improvement and Supporting Data:**

Continuation from 2017-18 school goal.

<b>School Goal #3:</b>	We will increase the school composite score by 5 percentage points over the 2017 - 2018 score by June 2019 as measured by targeted assessments.
<b>Supports this district goal:</b>	<p>X Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.</p>
<b>Target:</b>	Increase ACT composite scores, EOC scores, CTE scores, NCFE scores, Work Keys scores, 4 yr and 5 yr graduation cohort data.
<b>Indicator:</b>	ACT composite scores, EOC scores, CTE scores, NCFE scores, Work Keys scores, 4 yr and 5 yr graduation cohort data
<b>Milestone Date:</b>	June 2019

**Plan/Do**

**Strategy #1:** Work with PLC's to implement a school wide system to support and increase student achievement.

**Action Steps**

1	Teachers will utilize research based instructional practices to ensure all classrooms are engaging and supporting all learners. These instructional strategies will be discussed during weekly PLC meetings.
2	PLC's meet weekly to focus on 4 essential questions that guide PLC discussions to ensure commonality and uniformity throughout the school.
3	PLC's will use templates provided in order to document discussions. This documentation will be submitted to the Instructional Coach and maintained in the PLC binder.
4	Administration and Instructional Coach will attend PLC's to ensure required goals are being addressed as expected.
5	PLC's will conduct common formative assessments/learning target check-ups on a regular basis. The PLC will analyze the data in order to track student mastery of the learning targets/standards assessed. Remediation and enrichment will be planned based on the assessment data analysis and documented on the data analysis template.
6	Teachers will be trained in the evaluation, interpretation, and use of assessment data.
7	Schedule same subject teachers with common planning as much as possible.
8	Designate PLC times with subject area teams that plan collaboratively, create common assessments, and analyze data to target learning needs and focused interventions for all students.

**Strategy #2:** For 60% of the instructional time, teachers will incorporate appropriate high yield strategies and technology in the classroom.

Action Steps	
1	Administrators, Instructional Coach, members of the leadership team, and others will conduct instructional walk-throughs.
2	Feedback will be provided to the teachers from each visit.
3	Lesson plans will reflect that high yield strategies and technology are being implemented 60% of the time.
4	PLC meeting minutes will reflect that the discussions will be focused on the essential questions provided (1. What do we want all students to learn?, 2. How will we know they have learned it?, 3. How will we respond when learning has not occurred?, and 4. How will we respond when learning has already occurred?)

**Strategy #3:** An Advisory program will be implemented for all students.

Action Steps	
1	Advisory groups will meet each week (Wednesday) to go over predetermined lesson material/activities.
2	Students will participate in lessons that help them establish goals, learn time management skills, participate in a variety of career and college interest surveys, promote a positive school culture, persue academic growth, etc.
3	Advisory teachers will have regular conferences with advisory students regarding their grades and attendance.
4	Advisory teachers will keep their advisory groups for 4 years. During this time, they will foster positive adult relationships with their students in order to help them be successful during their high school tenure.

**Professional development - Identify the professional development required to successfully implement the strategies above.**

Staff Person or Group	Course Name/Title	Course Provider	Date Completed
PLC	PLC Expectations	Instructional Coach	June 2019
New teachers to HC	Learning Focused Days 1, 2, & 3	LF training team at HCS	June 2019

**How will we fund these strategies?**

How will we fund these strategies?			
<b>Funding Source 1:</b>		<b>Funding amount:</b>	
<b>Funding Source 2:</b>		<b>Funding amount:</b>	
<b>Funding Source 3:</b>		<b>Funding amount:</b>	
<b>Funding Source 4:</b>		<b>Funding amount:</b>	
<b>Funding Source 5:</b>		<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	



**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What do data show regarding the results of the implemented strategies?**

**Act**

**Based upon identified results, are any changes to current strategies anticipated?**

**Priority Goal #4 and Associated Strategies for Harnett Central High School**

**Area of Improvement and Supporting Data:**

<b>School Goal #4:</b>	
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<b>Supports this district goal:</b>	<p>Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.</p>
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<b>Target:</b>	
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<b>Indicator:</b>	
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<b>Milestone Date:</b>	
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**Plan/Do**

<b>Strategy #1:</b>	
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<b>Action Steps</b>	
1	

<b>Strategy #2:</b>	
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<b>Action Steps</b>	
1	

<b>Strategy #3:</b>	
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<b>Action Steps</b>	
1	

<b>Professional development - Identify the professional development required to successfully implement the strategies above.</b>			
<b>Staff Person or Group</b>	<b>Course Name/Title</b>	<b>Course Provider</b>	<b>Date Completed</b>

**How will we fund these strategies?**

<b>How will we fund these strategies?</b>			
<b>Funding Source 1:</b>		<b>Funding amount:</b>	
<b>Funding Source 2:</b>		<b>Funding amount:</b>	
<b>Funding Source 3:</b>		<b>Funding amount:</b>	
<b>Funding Source 4:</b>		<b>Funding amount:</b>	
<b>Funding Source 5:</b>		<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	

**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What do data show regarding the results of the implemented strategies?**

**Act**

**Based upon identified results, are any changes to current strategies anticipated?**

**Priority Goal #5 and Associated Strategies for Harnett Central High School**

**Area of Improvement and Supporting Data:**

<b>School Goal #5:</b>	
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<b>Supports this district goal:</b>	<p>Increase performance in all content areas through the use of District non-negotiables (as stated within the Harnett County Schools' 2018-2023 Strategic Plan).</p> <p>Increase frequency and quality of writing in all content areas.</p> <p>Increase proficiency with 21st Century skills (increase attendance - students and staff, improve morale - positive student behavior and positive staff morale, increase seamless use of embedded technology, increase READY Accountability and School Report Card performance indicators.</p>
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<b>Target:</b>	
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<b>Indicator:</b>	
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<b>Milestone Date:</b>	
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**Plan/Do**

<b>Strategy #1:</b>	
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<b>Action Steps</b>	
1	

<b>Strategy #2:</b>	
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<b>Action Steps</b>	
1	

<b>Strategy #3:</b>	
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<b>Action Steps</b>	
1	

<b>Professional development - Identify the professional development required to successfully implement the strategies above.</b>			
<b>Staff Person or Group</b>	<b>Course Name/Title</b>	<b>Course Provider</b>	<b>Date Completed</b>

**How will we fund these strategies?**

<b>How will we fund these strategies?</b>			
<b>Funding Source 1:</b>		<b>Funding amount:</b>	
<b>Funding Source 2:</b>		<b>Funding amount:</b>	
<b>Funding Source 3:</b>		<b>Funding amount:</b>	
<b>Funding Source 4:</b>		<b>Funding amount:</b>	
<b>Funding Source 5:</b>		<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	

**Check**

**What data will be used to determine whether the strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

**What do data show regarding the results of the implemented strategies?**

**Act**

**Based upon identified results, are any changes to current strategies anticipated?**

**Checklist of State-Required Ongoing Operational Activities**

**All Schools**

Does this school:

X	Implement strategies for improving performance of all students?
X	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
X	Plan use of staff development funds?
X	Plan for use of assessments to monitor student progress?
X	Provide daily duty-free lunch to teachers?
X	Provide at least five hours of planning time for teachers each week?
X	Implement strategies for involving parents and the community in the educational program?
X	Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

**K-8 Schools Only**

Does this school:

	Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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Any required components not included as part of a school’s 3-5 School Improvement Plan goals may be placed in an appendix.

**Title I School-wide Compliance Review and Plan**

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.



		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Title I Targeted Assistance Compliance Review and Plan**

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1115 of Title I). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

**Targeted assistance strategies:** Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Instruction by highly qualified teachers:** Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**High-quality and ongoing professional development:** All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State’s academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, principals, paraprofessionals, and parents.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Compliance Review and Plan for Schools in Title I School Improvement**

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Notification to parents:** Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**School, district and state agency responsibilities:** Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.



		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1					
	Strategy 2					
	Strategy 3					
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2018-19**

LEA or Charter School Name/Number: Harnett County Schools - 430

School Number(s)	Request for Waiver
N/A	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
	(Please duplicate this sheet as needed for additional waivers.)

\_\_\_\_\_  
Signature of Superintendent/Designee

\_\_\_\_\_  
Date