

Harrison Central High School
School Wide Plan
2023-2024

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (2400016) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

- a. Kelly Fuller, Principal
- b. Melissa Garrison, Federal Programs Coordinator
- c. Justus Booth, Assistant Principal
- d. Rachel Burt, Assistant Principal
- e. Kenya Reece, Assistant Principal
- f. Christopher Spencer, Assistant Principal
- g. Robin Wilson, Instructional Coach
- h. Allison Breland, Instructional Coach
- i. Arnetta Fairley, Counselor
- j. Larry Alexander, Teacher
- k. Tiffany Harris, Teacher
- l. James Stewart, Teacher
- m. Jessica Gladden, Teacher
- n. Audra Sullivan, Teacher
- o. Nicole Jefferson, EL Liaison
- p. Rachel Vizy, Paraprofessional
- q. Michael Davis, Paraprofessional
- r. Tyneshia Jackson, Parent
- s. Alicia Linton, Parent

t. Anissa Pace, Parent
u. Betty Booth, Parent
v. Shaniya Taylor, Parent
w. Avery Leshore, Student
x. Eva Lopez, Student
y. Ethan Brewer, Student
z. Amber Lindsey, Student
aa. Heather Blenden, Community Member

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (2400016) Public School - School Plan - Rev 0

Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

Harrison Central High School completed a comprehensive needs assessment, CNA, in the Spring of 2023 for the 2023 - 2024 school year. One of the data points in the CNA is a survey that was completed by parents, teachers, and students. The survey was used to obtain input for the school wide plan, SWP. Members of the SWP Team reviewed the CNA along with questions from a survey on how title funds should be spent. Strengths and weaknesses were identified, and priorities were established. The staff involved included the principal, the federal programs coordinator, two assistant principals, two academic coaches paid through title funds, one counselor, five teachers, one EL professional, two paraprofessionals, five parents, four students, and 1 community member. After a review of the evidence-based data, goals, and strategies, action steps were determined. The school-wide planning team and the leadership team met at established times (see timeline) to review the plan and check progress towards goals. After the plan had been reviewed and progress towards goals ascertained, the SWP was updated, and goals were revised or created. Changes are made to the plan in MCAPS by the school administrator. The plan is shared with all staff members at a faculty meeting, and a link to the plan in MCAPS is shared with the faculty and placed on the school's website.

Process to Monitor and Revise Plan:

The schoolwide plan is reviewed at administrative leadership meetings at a minimum of four times a year. This team reviews a variety of data points (state tests scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.) Progress towards goals is checked. School plans are monitored and revised as necessary to ensure all students are provided opportunities to meet the challenging State academic standards.

Planning Time for FY24 SWP

Time Frame	Activity
Spring 2023	Administer CNA Surveys to Parents, Teachers, and Students
April 2023 – January 2024	Schoolwide Planning Team Reviews CNA Data
October 2023-Novemeber 2023	SWP Drafted

	Plan approved by Federal Programs Office and Shared with all Stakeholders (Website / Facebook)
	Plan Shared and Approved by Staff / Parents
	School-wide Team Reviews Quarterly Data / Revise SWP as Needed
	Schoolwide Team Plan Shared with all Stakeholders at Annual Title I Meeting

School Plan - Demographics

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (2400016) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2020-21																		
2021-22																		
2022-23																		

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Harrison Central High School, HCHS, is a nine through twelve school. HCHS is deeply rooted in its community. Parents are proud to send their student(s) to the same school they attended. Demographically, HCHS is a wonderful mix of students. The school is 51.3% African American, 35.5% Caucasian, 7.9% Hispanic, 3.2% Multi-race, 1.7% Asian, and a.3% Hawaiian Pacific. Seventy-five percent of students are Economically Disadvantaged. Ten percent of students have an Individualized Education Plan. Two percent of students are English Learners. Ten percent of students are considered homeless, and one percent of students are in foster care. The school is comprised of 56.25% and 43.75% males. HCHS is also unique when it comes to its setting. HCHS is an urban school with a rural feel. Students come from both rural and urban residential environments. HCHS is located in Harrison County. Harrison County has varied industries that include health care, fishing, casinos, Dupont DeLisle plant, Ingalls and Seaman's Shipyard, NASA's Stennis Center, Port of Gulfport, Kessler Air Force Base, and is the Naval Construction Battalion Center for the eastern part of the United States. Colleges in the area are William Carey, Mississippi Gulf Coast Community College, Blue Cliff College, Chris Beauty College, University of Southern Mississippi, Crescent School of Gaming and Bartending, and Virginia College. HCHS is in the Coastal region of Mississippi. This area is susceptible to tropical storms, hurricanes, and damages that is associated with these natural disasters.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

According to the 2020 United States census, Harrison County, HC, Mississippi has a population of two hundred eight thousand, six hundred, twenty-one people. The five largest ethnic groups in HC are Caucasian (59.96%), African American (24.51%), Hispanic (6.7%), Asian (2.83%), and Two or More Races (5.49%). The median age is thirty-six years old. HC has a poverty rate of about eighteen and a half percent. The largest races that live in poverty are Caucasian (19,908), African American (17,085), and Hispanic (2,231). The median household income is forty-four thousand six hundred eighty-four. This is well below the national average. The median property value in HC is one hundred forty-four thousand three hundred. The national average is two hundred thirty thousand. The home ownership rate is fifty-six percent. This is almost ten percent below the national average. Owners pay an average of eight hundred dollars in property tax. HC's economy employs eighty-four thousand people. The largest industries are Health Care and Social Assistance, Retail Trade, and Accommodation and Food Services. The Highest paying industries are Utilities, Mining, Quarrying, Oil and Gas Extraction, and Professional, Scientific, and Technical Services. The most common job groups are Office and Administrative Support Occupations (10, 718), Sales and Related Occupations (10,055), and Food

Preparation and Serving Related Occupations (7,809). Universities in HC awarded 395 degrees in 2017. The largest universities in HC by number of degrees awarded are Blue Cliff College, Virginia College-Biloxi, and Chris Beauty College. The most popular majors in HC are Medical Assistant, General Cosmetology, and Medical Insurance Coding Specialist.

School Plan - Accountability Data																					
HARRISON CO SCHOOL DIST (2460) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (240016) Public School - School Plan - Rev 0																					
Check the box that reflects your school's accountability designation																					
Three-Year School Accountability Designation																					
Year	2020-21			2021-22			2022-23			2023-24			2024-25			2025-26			2026-27		
Designation	CII			TSI			ATB														
Year	2020-21			2021-22			2022-23			2023-24			2024-25			2025-26			2026-27		
Designation																					
Elementary and Middle Schools																					
Proficiency	20-21			21-22			22-23			23-24			24-25			25-26			26-27		
Growth All Students																					
Growth Low 25%																					
Accountability Grade																					
Total Points																					
High Schools																					
English	20-21			21-22			22-23			23-24			24-25			25-26			26-27		
Proficiency	88.85			90.85			91.85			92.85			93.85			94.85			95.85		
Growth All Students	78.10			79.10			80.10			81.10			82.10			83.10			84.10		
Growth Low 25%	80.30			81.30			82.30			83.30			84.30			85.30			86.30		
Accountability Grade																					
Total Points																					
College & Career Readiness																					
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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used: _____

MAAP

Year	Kindergarten			1st Grade			2nd Grade		
	BOY*	EOY*		BOY	EOY		BOY	EOY	
2020-21									
2021-22									
2022-23									

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2020-21							61.50
2021-22							49.40
2022-23							44.60

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

can participate in an extended school day program after school with certified teachers on staff at HCHS. Also, Instructional Coaches are utilized to ensure lesson plans meet the standard and that teachers are developing and employing best practices. Content areas utilize common planning and assessments. This ensures that data is driving the instruction students receive.

HCHS exceeded the State in the following subgroups: Male students, Black or African American students, White students, Two or more Races students, Economically Disadvantaged students, and Non-English Learners students. HCHS was just below the state average for Homeless students. HCHS only missed the State average by five tenths of a percent. With all its success, a challenge for US History is Students with Disabilities. US History teachers use common assessments to drive their instruction. Instructional Coaches are utilized to ensure lessons match the standard and teachers are developing and employing best practices.

EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. EL students scored 7.1% proficiency, which is 6.1% below the State proficiency average. They scored below the State average in Math and Science. The school team and EL teacher review and analyze the data from the Las Links proficiency test, as well as the subgroup data from the MAAP and screeners. This data is then used to develop the learning plans for the EL students. These learning plans drive the instructional program in the classroom and in any pull-out instruction. At Harrison Central High School, HCHS, EL students are given extra time by receiving pull-out instruction, by being able to participate in an EL class instructed by the EL teacher, by participating in Comp Math II, World Literature, Foundation of Math or Biology if needed, and by being able to participate in the extended school day program with licensed teachers from HCHS.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

One of the school's evidence-based strategies is the MTSS process. According to **What Works Clearing House**, with **demographics** similar to ours, the strategy has a **moderate** level of effectiveness for screening and **strong** evidence for intensive systematic instruction in small groups. This strategy is expected to have a **positive outcome** on student academic achievement. This strategy has been effective on our school campus as evidenced by an increase in Bottom Twenty-Five Percent and Overall Growth for Math, and ELA scores. It is also evident with the increase in Biology Proficiency scores, and the Graduation Rate. Harrison Central High School, HCHS, will obtain and use **interventionists** to not only service students in the MTSS process but to also service students that are identified as being in its Bottom 25%. **Providing interventions to students with learning needs has a .77 effect size.** HCHS will also obtain materials for interventions in the form of print, software, web-based software or programs to enable students to achieve the rigor of State standards. HCHS also plans to use the MTSS process to monitor and support students behaviorally, socially, and emotionally. Title I funds will be used to purchase software or a web-based system to create and track all students on behavior plans.

Instructional Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, and provide specific, actionable feedback to teachers. Comprehensive instructional programs for teachers have a .72 effect size on student learning. Skills that Instructional Coaches will be focusing on with the teachers have the following effect size: providing formative evaluations, .48, cooperative learning, .55, explicit teaching strategies, .57, setting learning goals, .68, and providing feedback, .70, and building collective teacher efficacy, 1.57.

For Freshman students struggling in Math, Comp Math and Foundations of Algebra classes will be offered to help fill in learning gaps before they take Algebra I. Students struggling in science will take Foundations of Biology before taking Biology I. Learning Strategies class is used by eligible students that have data that shows more supports are necessary. With help from Instructional Coaches and administrators, teachers will create a plan of what standards will be taught that coincide with the District Sequencing Guide. Teachers will then create lessons that are aligned to the rigor of state standards. Before quarterly benchmark testing, common assessments will be taken so that data can be used identify what standards should be retaught. Professional development will be provided on how to create engaging lessons and how to provide effective feedback to students. EL training for teachers will be conducted by the EL District Specialist and the District EL Teacher assigned to Harrison Central High School. EL students have an EL teacher that meets with them weekly. An ESL class has been added to provide further support. More learning time for struggling students has a .49 effect size on student learning.

Teacher feedback is an important part of the learning process. In order to accomplish this, response boards, dry erase boards of various sizes, dry erase markers, dry erase erasers, dry erase board cleaner, markers, post-it notes, easel pads, and various other supplies will be purchased for teachers to do activities with students that allow for quick, easy feedback to students. Feedback to students has a .70 effect rate on student learning.

Supplies such as but not limited to loose-leaf paper, poster boards, project boards, colored pencils, materials to conduct experiments, construction paper, markers, composition notebooks, pens, pencils, colored paper and other supplies for students will be purchased for students to use in the classroom. This will also be an avenue for students to get what they need without being labeled. Students who are not labeled have a .61 higher learning effect rate than students that are. Supplies and materials to supplement and support the state curriculum will be purchased. These supplies and materials include but are not limited to various written materials, workbook consumables, computer software, web-based software or programs. These supplies and materials will be used not only in Math, ELA, US History, and Science classrooms. They will also be used in various classrooms to support students achieving the rigorous Math, ELA, US History, and Science State standards. This will allow students to be engaged in learning State standards in multiple classrooms using various methods. The goal is to transfer what is learned and apply it in a different context. According to John Hattie's research, Transfer Strategies has a .86 effect on learning.

Student engagement using technology has a .55 effect rate. With this in mind, Harrison Central High School, HCHS, plans to purchase technology to engage students in the learning process. Technology purchased will include but is not limited to computers, laptops, routers, tablets, mice, headphones, 3D-printer, chargers, e-readers, black and white and color printers, clickers, document cameras, software and web-based software and programs to support tier 1 - 3 math, science, and ELA instruction. Technology will also be used in other classes to support ELA, Math, and Science State standards. Materials will be purchased to support the use and upkeep of the technology purchased. Technology will also be purchased to better communicate with students and parents. Technology to better communicate with students and parents could include but is not limited to software, web-based software or programs, or apps.

Anchor Charts will also be used in the classroom by teachers and students to help facilitate different teaching strategies. Strategies that can be utilized while incorporating anchor charts are to integrate prior knowledge, effect rate of .93, to facilitate classroom discussions, .82 effect rate, to scaffold, .82 effect rate, to summarize, .79 effect rate, to use mnemonics, .76 effect rate, to clarify, .75 effect rate, to elaborate and organize, .75 effect rate, to concept map, .64 effect rate, and to use during direct instruction, .60 effect rate. The effect rates were ascertained by using John Hattie's research-based work that looks at influences and effect sizes on student achievement. Teachers will also receive training on how to effectively create, use, and facilitate students using anchor charts in their classrooms. In order to create anchor charts, a printer, laminator, letter symbol cutter, and other technological equipment or software and supplies for the upkeep of the poster maker and other technological equipment will need to be purchased. Other technological equipment or software could include but is not limited to Adobe software and web products such as but not limited to Adobe Photoshop and Illustrator, a surge protector, software that creates and modifies posters, templates, etc. Supplies needed for the upkeep of the printer would be black ink, various color inks, various types of paper, various widths of paper, various colors of paper, etc. Other supplies to create anchor charts include but is not limited to butcher paper, bulletin board paper, easel pads of various sizes, and markers.

We also plan to purchase and utilize student planners and parent communication folders. The planners will be a way for students to track their progress towards their yearly goals, .68 effect rate, help students self-regulate, .52 effect rate, and will be a way along with the parent communication folders for the school to communicate key information with parents, .50 effect rate.

Harrison Central High School will also purchase a reading program focused on non-fiction texts to boost students' Lexile levels. According to **What Works Clearinghouse**, a reading program utilized to increase student Lexile level has positive effects, with a medium to large extent of evidence.

Harrison Central High School will also provide students with an extended school day and extended school year opportunities. Licensed teachers working at Harrison County School District will provide opportunities after school or during the summer for students to finish assignments and learning standards not completed during normal class time. Extended school day and extended school year will increase the time on task for students. Time on task has a .49 effect on student learning. According to an IES study, providing extra time to students in schools with similar demographics to HCHS had a positive effect on students performing below standards especially when led by certified teachers.

Harrison Central High School is also implementing programs to help students be successful on the ACT and the ACT Work-keys assessments. According to **What Works Clearinghouse**, ACT Test preparation and coaching programs have a positive effect on student outcomes. Thus, for the general academic achievement (high school) domain, three studies showed statistically significant positive effects, and three studies showed indeterminate effects. This results in

a rating of positive effects, with a medium to large extent of evidence. Harrison Central High School will also pay for 10th and 11th grade students to take the ACT and for its students to take the ACT Work-Keys. Also, HCHS has purchased ACT bellringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. Along with the bellringers and necessary supplies, the school will purchase professional development so teachers can effectively utilize the bellringers in class. HCHS has also purchased practice tests that students take quarterly to give students more practice and help them improve their time management skills.

What Works Clearinghouse quotes an IES study that shows that planning and teachers participating in professional learning communities has a positive effect on student learning. According to the study, providing teachers with the following has shown positive effects on teacher planning: providing scaffolding guides, focusing on research based instructional strategies, and collaborating with coaches and peers. According to the study, teachers state that time is often a barrier to collaborating with coworkers. The study states that districts should address this by providing time for teachers to collaborate. Harrison County School District provides teachers with scaffolding guides. Title I money is used to provide coaches to help teachers collaborate with peers and focus on research based instructional strategies. One way that Harrison Central High School plans to provide teachers time to collaborate and receive professional development is to use Title I funds to provide them pay to collaborate when they are off contract during the summer months. Another way Title I funds will be used to provide teachers with time to collaborate and receive professional development is to pay for substitutes while teachers are participating in professional growth. Title I funds will also be used to provide professional development for teachers that will include but is not limited to supplies and materials for professional development, books, written materials, software, web-based materials, travel, hotel rooms, conference registration, peridium, and any other cost associated with travel for professional development.

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☐ Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21	18	17	17	18	18
2021-22	17	16	17	17	17
2022-23	17.70	16.90	17.70	18.00	17.70

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

*

11 th Grade ACT Scores					
	Composite	English	Math	Reading	Science
2021-2022	17.30	16.70	17.30	17.50	17.40

Harrison Central High School's, HCHS, ACT score is slightly below the state average by seven tenths of a percent. Looking at our ACT score subgroups, a positive for HCHS is that we are above the state average in Black or African American students, Economically Disadvantaged students, and Students with Disabilities. HCHS is below the State average in the following sub-groups: Male students, Homeless students, and ELL students. This class had greater mobility and greater academic, behavioral, and social / emotional concerns than previous cohorts due to COVID. HCHS' ACT goal is to increase the number of students scoring eighteen or above by ten percent. Another goal is to achieve an ACT school composite score of 21 or higher each testing session. One challenge that HCHS faces in improving ACT scores is that students are not familiar with the test. This is because many of our students come from families of poverty who cannot afford to pay for the ACT and / or any ACT preparation classes. Another reason that students struggle on the ACT is because they do not utilize proper time management skills and run out of time when taking the test. The District and HCHS are addressing the ACT challenges through an emphasis on ACT prep from junior high through high school. ACT Prep is available to all students at HCHS. The District uses federal funds to pay for all tenth graders to take the ACT

and to receive grade reports. This information is analyzed and used to provide supports for students before taking the ACT in 11th grade. The District is paying for teachers to become ACT Educators.

The school has purchased ACT bell-ringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. Along with the bell-ringers and necessary supplies, the school will purchase professional development so teachers can effectively utilize the bell-ringers in class. HCHS has also purchased practice tests that students take quarterly to give students more practice and help them improve their time management skills. Our campus is also using Title I funds to pay for eligible students to take the ACT Work-Keys assessment. In order to prepare students for this assessment, HCHS has purchased materials and coaching for students.

☐ Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2019 - 2020	10*	0	8	7	8
2020 - 2021	10*	0	8	5	8
2021 - 2022	10*	0	8	5	8
2022-2023	11*	0	8	10	8

**Number of classes offered.*

HCHS is providing equitable access to all students to participate in postsecondary preparation classwork. There are eleven Advanced Placement, AP, classes and eight dual enrollment classes. The following accelerated classes are offered: Accelerated English I and II, Accelerated Algebra I and II, Algebra III, Accelerated Geometry, Foreign Languages, Chemistry, Physics, and Human Anatomy and Physiology. All students have equitable access and are provided opportunity to participate in these classes. As another means of providing all students equitable access, the district uses Title IV funds to pay for advanced placement and dual enrollment courses.

HCHS students can participate in eight Career and Technical Education, CTE, classes. Every ninth-grade student tour the CTE facility, is given information about its programs, and receives information on the application process. Also, the CTE courses provide students with opportunities to earn certifications making them eligible for employment upon graduation. In addition, the CTE courses provide students opportunities for work experience and exposure to a variety of career fields through classroom observations and career fair experiences.

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Out-of-School Suspensions

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

Out-of-School Suspensions

	2020-2021		2021-2022		2022-2023	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	790	100%	1299	100%	1214	100%

IEP	169	21%	171	13%	106	8%
EL	4	1%	17	1%	17	1.4%
Asian	0	0	3	0	8	.7%
Black/AA	498	63%	825	64%	856	70%
His/Lat	20	3%	61	5%	61	5%
NAM	0	0	8	1%	2	.01%
NH/PI	0	0	5	0	2	.01%
White	204	26%	331	25%	235	19%

Harrison Central High School, HCHS, did see a decrease in the number of days spend OSS from 2021-2022 to 2022-2023. The largest number of referrals fall in the category of Behavior Unbecoming. This includes cell phone use, off limits / skipping, tardies to class and not following classroom rules. Demerits are assigned for each infraction. When students accumulate demerits, they are assigned to ISR, In School Reassignment, or receive out of school suspension. Either of these options cause students to miss class instruction from their teacher. Being removed from the classroom setting multiple times has a negative impact on student achievement/growth.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Since most of our referrals occur in the classroom because students are not following classroom rules and procedures, a systematic approach to teaching and applying school rules and procedures is needed. A researched based, systematic approach can be found in CHAMPS. Training is provided to implement the CHAMPS method by the Organization for Safe and Civil Schools.

Considering the size of HCHS and the number of students that attend, a badge system is needed. The badges would be connected to an exterior door system that would keep people that are not a part of our campus from gaining access. It would also enable us to keep students from entering buildings they should not have access to during a given period of time. If students are suspended or withdrawn, we could turn their badges off to

deny them access to our campus. Badges would also be used for car riders to enter campus late or leave campus early. Harrison Central has a guard shack that is staffed that students go through when they arrive and leave.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is done is through Individual Educational Plan, IEP, meetings. Whenever a student covered by IDEA encounters a disciplinary infraction which results in Out of School Suspension, OSS, past the student's FAPE days, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are being met. The IEP outlines both student academic and behavioral goals and activities. The academic and behavior goals are monitored. The data is used to review and revise the IEP as needed. Students with ongoing behavioral and disciplinary actions have IEP meetings to determine the appropriate action steps.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

- Identify students who would benefit from compensatory classes or need to be scheduled in either accelerated or semester-long state tested subjects.
- Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers.
- Train teachers on the District Sequencing Guide along with MDE's Scaffolding Document.
- Develop a plan of when standards will be taught aligned with the District's Sequencing Guide.
- Ensure lesson plans are aligned to the full rigor of the standard.
- Create Common Assessments using the Mastery Item Bank or Mastery Item Bank Supplemental from Mastery Connect/Mastery View by Instructure.
- Analyze data to reteach standards that have a low proficiency rate.
- Extended School Day for both remediation and enrichment to ensure subject matter is accessible to all students.
- Extended School Year for both remediation and enrichment to ensure subject matter is accessible to all students.
- Purchase printers, scanners, software, web-based curriculum, various technological supplies (such as but not limited to calculators and headphones) and various materials to upkeep supplies purchased.
- Use anchor charts effectively in the classroom.
- Train teachers how to use anchor charts effectively in the classroom.
- Provide teachers time and pay to collaborate during summer months.
- Provide ACT and ACT Work-Keys materials, various technological supplies, software, training, and coaching to students and staff.
- Substitutes for teachers to participate in various professional developments.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

- Extended learning opportunities through yearlong classes

- Extended school day for both remediation and enrichment to ensure subject matter is accessible to all students
- Extended School Year for both remediation and enrichment to ensure subject matter is accessible to all students.
- Use of technology to help engage all learners.
- Professional development for teachers to effectively differentiate and provide specific feedback.
- Professional development in CHAMPS, a systematic, prevention-oriented, evidenced based approach that guides teachers in providing universal classroom supports likely to promote appropriate behavior and reduce disruptive behavior in the classroom.
- Increase the number of Dual Credit and AP courses.
- Personnel to track student absences, collaborate and communicate with parents, track students' path towards graduation, collaborate with counselors and district interventionist, and ensure student knows about internal and external opportunities.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

Principals and counselors visit feeder schools yearly to introduce themselves to students and provide information about the school to students and parents. Scheduling options and course selections are made. Incoming freshman students are invited to an orientation. While at the orientation, students and parents learn about school expectations, rules, and procedures. They also learn about various programs, activities, clubs, and sports offered. In addition, they learn about the CTE program that students can be a part of in their sophomore year. Different graduation routes are also discussed, while students continue with the graduation plan that was developed in middle school. Counselors meet with students to update their plan, explain options they have after high school, and set short- and long-term goals. Counselors also have advisory sessions with students. This is an opportunity for students to discover different colleges and careers available to them. Harrison Central High School also has a College and Career Fair.

School Plan - Professional Development

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	94	94	0	0	9				
2021-22	91	91	0	0	11	2.00	23.00	65.00	1.00
2022-23	89	88	1	0	17	0.00	14.00	74.00	2.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

* Profession Growth System Number of Teachers Scoring Guide

Teachers who scored less than 1.4 scored a 1.

Teachers who scored between 1.5-2.4 scored a 2.

Teachers who scored between 2.5-3.4 scored a 3.

Teachers who scored greater than 3.5 scored a 4.

PD Activity Description For At Risk Students	Time- Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity
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Classroom Routines and Procedures	August - Ongoing	Strong	Strong	
Student Engagement	August - Ongoing	Strong	Strong	
Teacher Feedback to Students	August – Ongoing	Strong	Strong	
Technology	August – Ongoing	Strong	Strong	
Effective Strategies to Teach EL Students	August – Ongoing	Strong	Strong	
Co-Teaching	August – Ongoing	Strong	Strong	
Effective Differentiation	August – Ongoing	Strong	Strong	
Social-Emotional Learning	August – Ongoing	Strong	Strong	
Cultural Diversity Training	August – Ongoing	Strong	Strong	
Effective use of Anchor Charts	August – Ongoing	Strong	Strong	
Instructional Literacy Coaches will also provide ongoing professional development tailored to the needs of the faculty				

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

PD Activity Description For Improvement of Instruction and Use of Data	Time-Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity	Need Identified in Needs Assessment

Create Common Assessments using Mastery Connect/ Mastery View Item Banks	August - Ongoing	Strong	Strong	Common Assessment data aligned to curriculum.
Analyze Data to Reteach Standards with Low Proficiency	August – Ongoing	Strong	Strong	Common Assessment data aligned to curriculum and used to change instructional routines.
ICs	August – Ongoing	Strong	Strong	Specific training for individual teachers, use of data to drive instruction, and provide specific actionable feedback to teachers.
Data Posters	January – Ongoing	Strong	Strong	Set and track goals using data.
Lesson Study	January-Ongoing	Strong	Strong	Specific training for individual teachers, provide specific actionable feedback to teachers
Instructional Rounds	January-Ongoing	Strong	Strong	Specific training for individual teachers, based upon observation feedback, provide specific actionable feedback to teachers

After purchasing a printer that prints posters, various technological supplies, software, and various materials to upkeep the printer, school data will be printed and placed throughout the school to keep teachers and students aware of goals, current progress towards those goals, and data accomplishments.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Harrison Central High School, HCHS, participates in the District Job Fair when applicable. Harrison County School District, HCSD, provides teachers that are new to teaching and new to the District with an orientation. Teachers that are new to teaching or new to HCHS are given mentors. New teachers have assigned administrators to seek support for various areas that may arise. New teachers are also provided with a New Teacher Binder that provides forms frequently used and answers questions routinely asked. Teachers new to HCHS meet with the ICs once a month after school to share accomplishments and concerns. Each semester new teachers complete a needs assessment, so admin to meet their specific material and instructional needs.

School Plan - Parent and Family Engagement

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (2400016) Public School - School Plan - Rev 0

1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

Parents and family members are asked to participate in a yearly needs assessment survey. This survey is used to help comprise the Comprehensive Needs Assessment. They are also asked for input on how to spend Parent and Family Engagement money during registration and the annual Title I meeting in the Fall. Parents and family members are also asked to give input on the School Wide Plan. The effectiveness of each meeting and activity is evaluated based on a feedback survey that is given at the end of each meeting or activity. Meetings and activities are evaluated and revised as needed based on this input. We also plan to purchase and utilize student planners. The planners will be a way for students to track their progress towards their yearly goals. .68 effect rate, help students self-regulate. .52 effect rate, and will be a way for the school to communicate key information with parents, .50 effect rate. Most of our EL students speak Spanish. To include our EL families, ParentSquare is used due to translation option and LOOM videos will be translated into Spanish and posted on various websites. Listed below are the activities that Harrison Central High School will have for the 2023 – 2024 school year:

- Schoology
- PowerSchool
- ParentSquare
- Freshman Orientation
- Biology Family Parent Engagement and Information Meeting
- US History Parent Engagement and Information Meeting
- English/English II Parent Engagement and Information Meeting
- Math/Algebra Parent Engagement and Information Meeting
- ACT Parent Engagement and Information Meeting
- Annual Title I Parent Engagement and Information Meeting
- MAAP Parent Engagement and Information Meeting
- The Arts Parent Engagement and Information Meeting
- World Languages Parent Engagement and Information Meeting

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

The parent and family engagement plan is developed and updated with parental input through the parent and family planning meeting. This committee is composed of parents, the Principal or designee, a counselor, and a teacher. The committee will meet at a minimum once in the Fall and once in the Spring to review activities, analyze parent surveys and other data, and revise the plan as necessary. The effectiveness of each meeting and activity is evaluated based on a feedback survey that is given at the end of each meeting or activity. Topics for meetings or activities are evaluated and revised as needed based on this input.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Since the majority of our students are economically disadvantaged, all of the parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. Our school is handicapped accessible to accommodate the disabled and / or those in wheelchairs. Student academic progress reports are usually provided quarterly and during parent conferences as needed. Reports and other information are presented in parent-friendly language. Activities for the inclusion of families with limited English include providing all correspondence in their home language and a translator as needed. Virtual meetings are also arranged for parents and families who cannot come to the school.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

The schoolwide plan will be in a uniform format following the format provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title I Meeting. It will also be shared on the school's website. Other academic information will be disseminated to parents and families in an understandable format. In addition, this information is often dispersed during a parent meeting. At that time, teachers are available to explain and discuss the information. Important data results and other information are often translated into the home language of the parent or family. Translators are also available for meetings or conferences upon request.

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1. Summarize successes your school has experienced and why.

- There are no major behavior issues that constantly take away from instruction time. However, there are small issues that stem from lack of procedures and routines in the classroom that cause minor disruptions and take away from classroom time. To decrease minor disruptions the administrative team, have and continue to have professional learning sessions that target classroom routines and procedures. Teachers have to have a detailed list of classroom procedures that must turn in at the beginning of the year. This list is not finalized as teachers are expected to make adjustments to fit the need of their classes. Many teachers will have more instructional time in the class if they learn and consistently use the CHAMPS method in their classrooms.
- Though still a work in progress, PLCs are beginning to change the academic culture of the school. Meetings are no longer information meetings, but true Professional Learning Communities with the purpose of building collective efficacy. PLCs are centered around "The Seven Stages of Professional Learning Teams." Stage 1: Filling the Time Stage 2: Sharing Personal Practice Stage 3: Planning, Planning, Planning Stage 4: Developing Common Assessments Stage 5: Analyzing Student Learning Stage 6: Adapting Instruction to Student Needs and Stage 7: Reflecting on Instruction To ensure successful PLCs we ensure that we are never in Stage 1, by always having agendas that teachers have input on, and all educators and administrators come prepared. This year we have also included the "Lesson Study" practice, and targeted Data Analysis PLCs. More development is still needed to ensure all educators are data driven, focused on provided data driven instruction, and actively engaged in learning and teaching all students.
- Most teachers have more than three years of experience.

2. Summarize challenges your school has experienced and why.

- Math, ELA, and US History have not hit district proficiency targets in the past three years.
- Biology is facing its fourth year of a new test. Data indicates that proficiency increased about 6.7% but could be better.
- Communication and Parent Engagement need to be improved.
- There is a need for targeted, individualized professional development.
- There is a need for many students to receive more instructional time through extended school day and extended school year programs.
- There is a need for Academic Coaches to provide feedback and data driven professional development.
- There is a need for teachers to be trained in the CHAMPS method to provide consistent routines and procedures that mirror throughout the school.
- There is a need for teachers to be trained and to implement effective uses of anchor charts in their classrooms.
- There is a need for interventionists to work with both MTSS students and students that have been identified as Bottom 25%.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

Goals: Increase ELA, Math, Biology and History Proficiency.

Strategy: Teachers provided tier 1 instruction, provide scaffolding, use data to drive instruction, and remediate and reteach based on data analysis. Interventionist work to bottom 25% of students and students in MTSS. Tutors will target areas of needs of individual students, and provide assistance with missed assignments. ICs will work with teachers to provide support with curriculum, data analysis, common planning and assessment, and other needs of teachers. Administrators will offer support to teachers, interventionists, tutors, and ICs.

Needs: Provide ongoing professional development opportunities for teachers and staff to enhance their skills and stay updated on best practices, Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement

Goals: Increase ACT and ACT Work-Keys Scores

Strategy: ACT bell-ringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. professional development so teachers can effectively utilize the bell-ringers in class. Provide ACT and ACT Work-Keys materials, various technological supplies, software, training, and coaching to students and staff.

Needs: professional development so teachers can effectively utilize the bell-ringers in class, funds to pay for eligible students to take the ACT Work-Keys assessments, materials and coaching for students

Goals: Increase Graduation Rate

Strategy: Teachers provided tier 1 instruction, provide scaffolding, use data to drive instruction, and remediate and reteach based on data analysis. Interventionist work to bottom 25% of students and students in MTSS. Tutors will target areas of needs of individual students, and provide assistance with missed assignments. ICs will work with teachers to provide support with curriculum, data analysis, common planning and assessment, and other needs of teachers. Counselors will host career fairs and ensure all students are on the correct graduation track, have bi-monthly advisory meetings school wide, host senior meetings, college day high school visits Behavior Specialists will provide interventions for behavior and grades. Administrators will offer support to all stakeholders as needed.

Needs: Provide ongoing professional development opportunities for teachers and staff to enhance their skills and stay updated on best practices, Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, calculators, etc.), Materials related to student and family engagement, materials needed for career

Goals: Increase EL EOY Proficiency Test

Strategy: Teachers provided tier 1 instruction, provide scaffolding, use differentiated instruction, use data to drive instruction, and remediate and reteach based on data analysis, EL training for teachers will be conducted by the EL District Specialist and the District EL Teacher assigned to Harrison Central High School as needed, EL District Special, District EL Teacher, and EL Admin will have a parent engagement meeting at least once yearly. EL students have an EL teacher that meets with them weekly. An ESL class has been added to provide further support, EL Tutor will target areas of needs of individual students, and provide assistance with missed assignments, Administrators will offer support to teachers, EL Teacher and Tutor as needed.

Needs: Provide ongoing professional development opportunities for teachers and staff to enhance their skills and stay updated on best practices, Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement

Goals: Increase Dual Credit and AP Participation

Strategy: providing equitable access to all students to participate in postsecondary preparation classwork, post information about courses on bulletin boards, discuss in in advisory meetings

Needs: Money for advanced placement and dual enrollment courses

Goals: Increase use of Technology

Strategy: Providing equitable access to technology (1 to 1 access to laptops), laptops used in content areas classes (English, Math, US History, and Science), CCR, CBL classes, ACT Prep Course, Purchase Web-based content area curriculum, Technology based assignments, activities, projects, research projects, and content area online assessments,

Needs: Purchase printers, scanners, software, various technological supplies (such as but not limited to calculators and headphones) and various materials to upkeep supplies purchased

Goals: Increase Effectiveness of Instructional Coaches (ICs)

Strategy: Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers.

Needs: Money for ICs, ongoing professional development for instructional coaches

Goals: Increase Student Engagement

Strategy: Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, administrators and teachers attend professional development to learn new strategies and trends to increase student engagement

Needs: Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement, Provide teachers time and pay to collaborate during summer months, Substitutes for teachers to participate in various professional developments

Goals: Increase the Effective use of Anchor Charts

Strategy: Instructional Literacy Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, administrators and teachers attend professional development to learn new strategies and trends to increase the effective use of anchor charts

Needs: Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software

applications, content related software, etc.), Materials related to student and family engagement, Provide teachers time and pay to collaborate during summer months, Substitutes for teachers to participate in various professional developments

b. College and Career Readiness

Goals: Increase Composite ACT Score

Strategy: ACT bell-ringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. professional development so teachers can effectively utilize the bell-ringers in class. Provide ACT and ACT Work-Keys materials, various technological supplies, software, training, and coaching to students and staff

Needs: professional development so teachers can effectively utilize the bell-ringers in class, funds to pay for eligible students to take the ACT Work-Keys assessments, materials and coaching for students

Goals: Increase ACT Work-Keys Composite Score

Strategy: ACT bell-ringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. professional development so teachers can effectively utilize the bell-ringers in class. Provide ACT and ACT Work-Keys materials, various technological supplies, software, training, and coaching to students and staff

Needs: professional development so teachers can effectively utilize the bell-ringers in class, funds to pay for eligible students to take the ACT Work-Keys assessments, materials and coaching for students

Goals: Effective use Instructional Coaches

Strategy: Instructional Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, administrators, instructional coaches, and teachers attend professional development to learn new strategies and trends to increase student engagement

Needs: Money for ICs, ongoing professional development for instructional coaches

Goals: Increase use of Technology

Strategy: Providing equitable access to technology (1 to 1 access to laptops), laptops used in content areas classes (English, Math, US History, and Science), CCR, CBL classes, ACT Prep Course, Purchase Web-based content area curriculum, Technology based assignments, activities, projects, research projects, and content area online assessments,

Needs: Purchase printers, laptop carts, scanners, software, various technological supplies (such as but not limited to calculators and headphones) and various materials to upkeep supplies purchased

Goals: Incorporation of ACT in Specified Classes

Strategy: ACT bell-ringers and supplies necessary to implement the initiative in classrooms that are non-tested areas. professional development so teachers can effectively utilize the bell-ringers in class. Provide ACT and ACT Work-Keys materials, various technological supplies, software, training, and coaching to students and staff

Needs: professional development so teachers can effectively utilize the bell-ringers in class, funds to pay for eligible students to take the ACT Work-Keys assessments, materials and coaching for students

Goals: Increase Teacher Efficacy and Collective Efficacy

Strategy: Instructional Coaches will be utilized to help train teachers, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, administrators, instructional coaches, and teachers attend professional development to learn new strategies and trends to increase teacher and student success

Needs: Instructional and Classroom, Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement, Provide teachers time and pay to collaborate during summer months, Substitutes for teachers to participate in various professional developments, pay for professional development for administrators, instructional coaches, and teachers.

c. School Climate and Culture

Goals: Provide a safe, inclusive, positive and productive learning environment that promotes graduating college and career readiness and academic and behavior success by engaging all stakeholders, and being proactive instead of reactive.

Strategy: Develop a positive behavior support system and a fair discipline policy that emphasizes teaching and reinforcing positive behavior, Prioritize the safety and well-being of students by establishing clear protocols and procedures and promoting a positive and supportive school culture, Encourage active participation of parents and the community through regular communication, involvement in school activities, and partnerships with local organizations. administrators, instructional coaches, and teachers attend professional development to learn new strategies and trends to increase teacher and student success

Needs: Training on Classroom Management and the CHAMPS Method through the Organization for Safe and Civil Schools, Instructional Coaches, Personnel to Monitor Chronic Absenteeism, Graduation Rate, Communicate with Families, and Collaborate with Internal and External Services, and Purchases a System to Create and Track Behavior Plans for ALL Students

d. Curriculum and Instruction

Goal: Provide ongoing professional development opportunities to keep Administrators, Instructional Coaches, and Teachers updated on the latest research and best practices in curriculum and instruction.

Strategies: Send reminders of professional development dates by consultants, send MDE professional development opportunities, and send teacher the HCSD summer professional development calendars, have weekly PLCs, lesson study opportunities, instructional rounds, and collaborative learning opportunities where teachers are encouraged to share their expertise and experiences with colleagues.

Needs: Monies for Instructional Coaches, substitutes for teachers to participate in professional development

Goal: Increase students' academic success to aid in increase of the graduation rate and proficiency, overall growth, and bottom 25% growth of the MAAAP.

Strategies: Offer after school tutoring, and summer school to students for credit recovery purposes.

Needs: Monies to pay for licensed educators so that HCHS can offer Extended School Day and Extended School Year

Goals: Increase teacher effectiveness and efficiency in the classroom to increase student engagement and student academic success.

Strategy: Instructional Coaches will be utilized to help train teachers to use common core materials such as scaffolding documents, sequencing guides and all CCRS materials, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, use common planning, common assessments. Administrators, instructional coaches, and teachers attend professional development to learn new strategies and trends to increase teacher and student success.

Needs: Instructional and Classroom Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement, Provide teachers time and pay to collaborate during summer months, Substitutes for teachers to participate in various professional developments, pay for professional development for administrators, instructional coaches and teachers.

e. Professional Development

Goal: Provide ongoing professional development opportunities to keep Administrators, Instructional Coaches, and Teachers updated on the latest research and best practices in CHAMPS, Co-Teaching, Social Emotional Learning, Culture Diversity, Student Engagement, Instructional Strategies, Feedback, Technology, EL Strategies, and Effective Differentiated Instruction.

Strategies: Send reminders of professional development dates by consultants, send MDE professional development opportunities, and send teacher the HCSD summer professional development calendars, have weekly PLCs, lesson study opportunities, instructional rounds, and collaborative learning opportunities where teachers are encouraged to share their expertise and experiences with colleagues.

Needs: Monies for Instructional Coaches, substitutes for teachers to participate in professional development, and for Administrators, Instructional Coaches, and Teachers for professional development opportunities that may arise.

Goal: Increase students' academic success to aid in increase of the graduation rate.

Strategies: Offer after school tutoring, and summer school to students for credit recovery purposes.

Needs: Monies to pay for licensed educators so that HCHS can offer Extended School Day and Extended School Year

Goals: Increase teacher effectiveness and efficiency in the classroom to increase student engagement and student academic success.

Strategy: Instructional Coaches will be utilized to help train teachers to use common core materials such as scaffolding documents, sequencing guides and all CCRS materials, ensure all lessons meet the rigor of the state standards, guide teachers in using data to inform instruction, provide specific, actionable feedback to teachers, use common planning, common assessments. Administrators, instructional coaches, and teachers attend professional development to learn new strategies and trends to increase teacher and student success.

Needs: Instructional and Classroom Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges, Technology (headphones, laptops, tablets, computers, software applications, content related software, etc.), Materials related to student and family engagement, Provide teachers time and pay to collaborate during summer months, Substitutes for teachers to participate in various professional developments, pay for professional development for administrators, instructional coaches and teachers.

f. Parent and Family Engagement

Goal: Improve and Enhance Communication between the school and parents to foster a collaborative partnership between teachers, parents, and students or school, community, family.

Strategies: Utilize social media, ParentSquare, Message Boards located in front of buildings on campus, and the school website to share interesting and important information about alumni, a positive quote from leadership, keep stakeholders informed about what is taking place on the school campus, important information, policies, and school events. Utilize multiple communication channels, including email, phone calls, and a school website, to cater to diverse preferences. Conduct family engagement meetings to keep families/communities informed.

Materials: Poster maker, poster maker supplies, Canva software, ParentSquare, and Anchor Charts to display school motto, school mission and vision, and other charts as deemed necessary to increase parent and family engagement.

Goal: Establish Parent-Teacher Partnerships to develop strong partnerships between parents and teachers to support student learning and development.

Strategies: Schedule parent-teacher conferences to discuss student progress, set goals, and address concerns as needed, send progress reports, and classroom updates via ParentSquare to keep parents informed. Share with parents, student educational materials via ParentSquare or hard copies as needed.

Needs: Materials related to student and family engagement and Instructional and Classroom Materials, Instructional and Curriculum Resources, Software Educational Applications, Supplies, to enhance learning experiences meets educational standards and prepares students for future challenges

Goal: Encourage parent and family involvement in school decision-making processes.

Strategies: Invite parents to family engagement informational meetings to provide input on school plans, policies, and events of the school using the school website, social media, flyers home, and ParentSquare.

Materials: Poster maker, poster maker supplies, Canva software, ParentSquare, and Anchor Charts to display invitations, and other charts as deemed necessary to increase parent and family engagement

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The school coordinates and integrates all funding sources available to meet the needs of our students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provision of after-school snacks, when necessary, sack lunches for field trips, and educational information.

The school braids state and local funds with federal and special education funds to meet the academic needs of our students. Student needs are identified, and these needs are discussed with the District Office to determine all funds available that can be used to address these needs and improve the core academic program of the school.

The funding sources available to the school and which will be used to support goals, strategies, and action steps are Title I funds. (Title I-a or Title 1-g if receiving Focus or SIG funds.)

School Plan Overview

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - HARRISON CENTRAL HIGH SCHOOL (2400016) Public School - School Plan - Rev 0

Plan Items ()

1) District-Level: Content Area Instruction - School-Level: Content Area Instruction

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in state-tested subject areas. Students who are proficient as defined by MAAP will increase for state-tested subject areas, and the performance gap between subgroups of students as defined by ESSA will be reduced.

Performance Measure:

District-Level: Students attaining proficiency will increase by 2% in grades 3-12 on state-tested subject areas.

1) District-Level: Address teaching and learning needs related to academic problems of low achieving students. - School-Level: Address teaching and learning needs related to academic problems of low achieving students.

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

1.1.1) Target teaching and learning needs related to academic problems of low achieving students.

Description:

Fund Educational employees, such as ILCS, interventionist, and Tutors to help with teaching and learning needs that are related to academic problems. Supplies, educational software and subscriptions, and equipment will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

1% increase in proficiency in EOC MAAP scores from the previous year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$601,150.00

1.3) District-Level: Parent Education Involvement (Reading & Mathematics) - School-Level: Parent Education Involvement (Reading & Mathematics)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

AS 1.3.1) Family Engagement

Description:

Increase two way, ongoing communication with parents for the purpose of providing them information about how to help their student succeed at home and at school.

Benchmark Indicator:

A 1% increase in the number of families watching/participating in virtual or in person parent meetings using the first parent video as a baseline

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$6,646.68

Required Documents

This page is currently not accepting Related Documents.