



Providence Grove High School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission: Randolph County School System Mission Statement: The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st century global society. Randolph County School System Vision Statement: The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

- All students can learn;
- All students will be taught in a safe and nurturing learning environment;
- All students deserve a teacher who is qualified and well-prepared;
- All students deserve access to instructional resources managed in a fiscally-responsible manner; and
- All stakeholders share the responsibility and accountability for student learning.

Our Vision:

Vision: Providence Grove High School will provide a supportive and collaborative learning environment that ensures all students will succeed. Our students will develop 21st century life skills and maximize their learning opportunities through a rigorous curriculum and exploration of personal talents, instilling in them a commitment to become life-long learners.

Our Mission:

Our mission is to work collaboratively to do whatever it takes to inspire and motivate our students and ensure that they are learning.

Goals:

Students First in All We Do



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
		PGHS staff establishes classroom management strategies and reinforces classroom procedures in a variety of ways. Each teacher outlines on the first day of class acceptable behavior and models that	Limited Development 08/29/2017			

	behavior in the classroom. Teachers outline in their syllabi their expectations for each student. IEP, 504, and behavior plans are followed by teachers. The lead teacher, principal, and assistant principals observe classes to ensure student behavior and class expectations are met. Teachers work together to ensure that all students have a positive learning environment.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:	Evidence that this key indicator is being fully met include few office referrals caused by classroom management issues and observations by the principal, assistant principals, and lead teacher noting few classroom management issues.	Objective Met 06/14/19	Dan Goble	06/07/2019
Actions				
9/8/17	By the end of the first 4.5 weeks, all teachers will be enforcing the cell phone policy.	Complete 01/29/2019	Dan Goble	09/24/2018
<i>Notes:</i>				
8/30/18	All teachers will follow the tardy policy.	Complete 06/07/2019	Donna Brown	06/07/2019
<i>Notes:</i>				
9/10/18	Teachers will provide instruction and reinforcement for understanding and following the rules and procedures. Positive teaching is preferable to correcting students after-the-fact.	Complete 01/29/2019	Donna Brown	06/10/2019
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019 Classroom walk-through data by the principal, lead teacher and county personnel indicate classroom management including cell phone policy and tardy policy are being successfully taught and enforced throughout the classrooms at PGHS.			
Experience	6/14/2019 Teachers sent students to the office to get a tardy pass after the bell rang each block. This is evident in the number of students who were written up. The cell phone policy was taught at the beginning of the year and reminders were given to students at the beginning of 2nd semester.			
Sustainability	6/14/2019 Teachers must routinely go over expectations with students. Cell			

phone policy and the tardy policy must be given to students and parents at Open House, Freshmen Orientation, and at the beginning of each semester. Teachers must continue to enforce the policies in order for it to be successful.

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Curriculum and instructional alignment

A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
--------------	--	------------------------------	--------------------	--------------------

Initial Assessment: Our PLTs meet on a weekly basis to review implementation of effective practices and student progress. The principal, assistant principals, and lead teacher are assigned to specific PLTs. Minutes of the meetings are reported on either a Googleform or a Googledoc. This is part of the Providence Grove culture.

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
------------	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment: Each department meets weekly in PLTs to discuss pacing and align assessments with state summative assessments. Departments use Google folders to keep running meeting minutes and records of initiatives.

Priority Score: 3 Opportunity Score: 2 Index Score: 6

How it will look when fully met: Alignment of the written, taught, and tested curriculum will be apparent. By June 2018, 80-100% of PGHS teachers will show evidence of aligned instructional units for each subject taught.

2018-2019: Teachers/Professional Learning Teams (PLTs) will show evidence of aligned units of instruction for each unit taught in each class. These will be shared with the principal, assistant principals, and lead teacher.

Actions

6/27/17	Each PLT will meet weekly to collaborate and complete instructional units that are aligned to the NC Essential Standards/NC Standard Course of Study/CTE Blueprints.	Complete 03/29/2018	Donna Brown	06/08/2018
---------	--	---------------------	-------------	------------

Notes:

6/27/17	PLTs will produce common formative assessments that are clear and specific and provide evidence of mastery consistent with the criteria established.	Complete 04/12/2018	Donna Brown	06/08/2018
<i>Notes:</i>				
6/27/17	Teachers will write "I can" statements for each instructional unit.	Complete 05/25/2018	April Thompson	06/08/2018
<i>Notes:</i>				
4/30/18	We will complete staff development on what a standards-aligned instructional unit looks like. Members of Professional Learning Teams (PLT), who are leading in developing standards-aligned units, will present to the faculty the protocol they used to develop their units and give advice for the PLTs to move forward.	Complete 08/17/2018	Donna Brown	09/30/2018
<i>Notes:</i>				
6/27/18	Teachers will show evidence of their aligned unit plans to the principal, assistant principals, and lead teacher.	Complete 06/10/2019	April Thompson	06/10/2019
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019 Mrs. Brown provided copies of unit plans to the principal both electronically and on paper.			
Experience	6/14/2019 We provided professional development in August 2018 to our teachers on various ways to complete the aligned units. Mrs. Brown collected the units in January.			
Sustainability	6/14/2019 We must continue to monitor unit plans. The lead teacher will provide feedback to departments on revising units as required by curriculum changes.			
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers currently are required to complete weekly lesson plans.	Limited Development 06/27/2018		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	100% of PGHS teachers will complete weekly lesson plans based on their aligned units of instruction. PLTs will develop units of instruction with differentiated and aligned activities and formative assessments.	Objective Met 06/14/19	April Thompson	06/10/2019

	Individual teachers then develop lesson plans appropriate for their students.			
Actions				
6/27/18	All teachers will complete weekly lesson plans and keep them in a central location for the principal, assistant principals, and lead teacher to check during daily walk-throughs.	Complete 06/10/2019	April Thompson	06/10/2019
<i>Notes:</i>				
9/11/18	100% of the PLTs will give common formative assessments to their students. Data will be analyzed as to what is working and what needs to be changed.	Complete 06/10/2019	Donna Brown	06/10/2019
<i>Notes:</i>				
9/11/18	Teachers will differentiate instruction for students following IEPs and 504 plans.	Complete 06/10/2019	Alicia Timmons	06/10/2019
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019 Lesson plan samples from teachers are provided when asked.			
Experience	6/14/2019 Teachers provided lesson plans for review when asked to the principal and assistant principals.			
Sustainability	6/14/2019 Teachers must continue to house their lesson plans in a central location for review.			
A2.07	ALL teachers include vocabulary development as learning objectives.(5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Development 08/30/2018		
Priority Score: 3		Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	When this objective is fully met, 100% of our teachers will include direct, explicit vocabulary instruction in their classes.	Objective Met 06/14/19	Donna Brown	06/07/2019
Actions				

8/30/18	All teachers will include the following goal in their PDP: "Both the unit plans and lesson plans will reflect vocabulary development as part of the learning objectives."	Complete 09/21/2018	Alicia Timmons	09/24/2018
<i>Notes:</i>				
8/30/18	Teacher lesson plans will reflect vocabulary development in each class.	Complete 06/07/2019	Donna Brown	06/07/2019
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019 Lesson plans, walk-throughs and word walls			
Experience	6/14/2019 Lesson plans, classroom observations, word walls, and assessments reflect vocabulary development is an integral part of all classrooms.			
Sustainability	6/14/2019 We must emphasize vocabulary development in all lesson plans.			
A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers plan units of instruction within each subject area. Currently teachers receive IEPs, ELPs and 504s from the Exceptional Education Department, ESL teacher and the Guidance Department. Teachers follow the accommodations for each student.	Limited Development 09/02/2019		
How it will look when fully met:	When fully implemented teachers will plan units of instruction to meet the goals of AIG students - going deeper and wider, meet IEP goals and fulfill ELL plans.		Alicia Timmons	06/19/2020
Actions		0 of 3 (0%)		
9/11/19	Two teachers of honors classes will attend professional development on meeting the needs of AIG students. The teachers will train all teachers here at PGHS.		Donna Brown	02/28/2020
<i>Notes:</i>				
9/11/19	EC, ESL and 504 teachers will give regular education teachers IEPs, ELPs and 504s by the 10th day of school		Alicia Timmons	03/01/2020
<i>Notes:</i>				
9/11/19	EC, ESL and 504 teachers will meet with regular ed teachers to assist in planning units of instruction that meet the goals for these students individual education plans.		Alicia Timmons	06/12/2020

Notes:

A2.20		All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, teachers must acquire two CEUs of digital learning credits in order to renew their teaching licenses. We have 150 chromebooks available for student use at PGHS. We also are losing two of our computer labs because our servers being updated at the county level requires that we update our operating system at the school level.	Limited Development 09/03/2019		
How it will look when fully met:		Full implementation will result when teachers integrate technology by considering how the subject matter, teaching methods and technology can be combined. Teachers will use available technology resources to determine what is the best way to teach the learning objectives to their students.		Rebecca Brady	06/12/2020
Actions			0 of 2 (0%)		
	9/3/19	Teachers will be offered training in Google apps and Google classroom.		April Thompson	10/01/2019
Notes:					
	9/3/19	Digital learning opportunities will be offered throughout the year.		Rebecca Brady	06/12/2020
Notes:					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our MTSS team meets monthly to discuss at-risk students. The team has gone through the process of observing and referring students who are struggling in school. The team looks at several areas to determine if a student is at risk, including academic, behavioral, discipline, and social/emotional data.	Limited Development 06/26/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		When this benchmark is fully met, a tiered instructional system will be fully functional. By June 2018, 75% of teachers will use a tiered system of instruction to meet the educational needs of students in their	Objective Met 06/27/18	Donna Brown	06/08/2018

	classes. Data that is needed includes student achievement data, enrichment information, MTSS team data, and staff development information.			
Actions				
8/29/17	We will provide professional development to teachers on MTSS.	Complete 09/12/2017	Season Lahr	10/10/2017
	<i>Notes:</i> Professional development will take place during monthly staff meetings.			
8/29/17	We will generate a list of all at-risk students at the school and share the list of at-risk students with the IGNITE Team.	Complete 01/26/2018	Montgomery Hall	01/31/2018
	<i>Notes:</i> The Student Advocate will work with students who are at risk for failing, either academically or failure due to absences. She will recommend students to the IGNITE team, to assign these students a teacher buddy.			
Implementation:		06/27/2018		
Evidence	6/27/18 1) Teacher Staff Development - September 12,2017. 2) Enrichment totals -We tutored approximately 174 students a day this school year 2017-2018. 3) MTSS meeting minutes			
Experience	6/27/2018 During September our entire staff was trained in MTSS by our MTSS Team Chairperson, Season Lahr. The staff has implemented a tiered system of interventions with our students. All of our students are provided Tier 1 interventions. Teachers use targeted teaching strategies to meet students' individual learning needs. Our Enrichment block allows teachers to pull students who are struggling and provide additional strategies to help them in the areas in which they struggle. Teachers who believe students need additional assistance refer those students to the MTSS team for further help. Our faculty has set up this system of assistance and found success in student academic growth. Our student advocate has been essential in helping teachers assistant students. She meets with at-risk students to talk with them and to find the assistance they need to succeed.			
Sustainability	6/27/2018 Teachers will need to continue to use the system we have set up. We must ensure that that teachers are implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of interventions.			
A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional	Implementation Status	Assigned To	Target Date

			planning and program implementation for students with disabilities.(5118)			
<i>Initial Assessment:</i>			Regular education teachers, special education teachers and related service providers meet to discuss and implement IEP goals.	Limited Development 09/03/2019		
<i>How it will look when fully met:</i>			When this objective is fully met, special education teachers and regular education teachers in REI math and English classes will meet in a PLT to implement the strategies that will best meet the students' IEP goals. All teachers of students with IEPs will consult with special education teachers as to the best way to meet students needs.		Alicia Timmons	06/12/2020
Actions				0 of 1 (0%)		
	9/3/19		REI teachers will PLT with the regular education teachers to plan lessons for students to ensure IEP goals are met. PLT notes will be evidence.		Erin Stalker	06/12/2020
<i>Notes:</i>						
		A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We currently have a MTSS team that meets when students are referred by parents or teachers.	Limited Development 09/03/2019		
<i>How it will look when fully met:</i>			At- Risk students will be monitored throughout the school year. Teachers will notify the MTSS coordinator when students are not meeting established goals. The MTSS team will review the data and discuss if more data is needed. The MTSS team will look for strategies to determine what is the best course of action to improve student learning.		Donna Brown	06/12/2020
Actions				1 of 3 (33%)		
	9/3/19		The Randolph County MTSS Coordinator will provide professional development for the entire faculty on the MTSS process and differentiated instruction.	Complete 08/19/2019	April Thompson	09/01/2019
<i>Notes:</i>						
	9/3/19		The MTSS coordinator will compile data from various sources to form a student at-risk list. The list will be shared with teachers. Teachers and the MTSS coordinator will monitor students every two weeks to ensure they are making at least 70 or above in all areas. Those who are not will be referred to the MTSS team for further data collection.		Donna Brown	06/12/2020

<i>Notes:</i>						
9/3/19	The lead teacher and principal will plan professional development on Tier 1 teaching strategies.			Donna Brown	06/12/2020	
<i>Notes:</i>						
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Providence Grove seeks to establish routines and rituals to establish social and emotional competency for our students. The pledge, daily announcements, etc are pre-planned to be at certain times in the day.-		Limited Development 09/12/2019		
<i>How it will look when fully met:</i>		Teachers and students will be familiar with the routines for announcements, the pledge, pep rallies, assemblies, and other school activities. Teacher will have daily routines in their classes (i.e. I can statements and agendas posted, etc). For assemblies, proper behavior will be reviewed prior to the events.			April Thompson	06/12/2020
Actions				0 of 2 (0%)		
9/12/19	The leadership of the school will establish routines for scheduling events during the day as well as the semester.				April Thompson	06/12/2020
<i>Notes:</i>						
9/12/19	The SIT will discuss events such as field trips, graduation, assemblies, AP scheduling, etc to keep them uniform throughout the year.				April Thompson	06/12/2020
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our teachers maintain a strong line of communication with the school social worker, RCSS Crisis Team, guidance counselors, student advocate, and career development coordinator, making referrals for various emotional, mental and economic needs. Staff development was presented by the Student Advocate regarding FIT (Families In Transition) students and how to identify which students may need assistance.		Limited Development 06/26/2017		
		Priority Score: 1	Opportunity Score: 3	Index Score: 3		

How it will look when fully met:		All staff members will be trained and will implement strategies to ensure all students' emotional needs are addressed. Staff members will know and use procedures to secure support and interventions for students who need them.	Objective Met 03/05/19	Katy Gant	06/19/2020
Actions					
8/31/18	The Guidance Counselors and Student Advocate will conduct staff development for teachers on suicide/crisis interventions including how to make referrals.	Complete 10/09/2018	Katy Gant	06/07/2019	
<i>Notes:</i>					
9/10/18	The student advocate will conduct Olweus Training (Bullying Prevention) with the faculty. The faculty will implement the anti-bullying procedures in their classes.	Complete 10/31/2018	Montgomery Hall	06/10/2019	
<i>Notes:</i>					
9/10/18	The guidance department will establish a protocol for teachers to follow when referring students who are in crisis to their department. Within the guidance department, the RCSS Suicide Intervention Process will be followed.	Complete 03/05/2019	Katy Gant	06/10/2019	
<i>Notes:</i>					
Implementation:		03/05/2019			
Evidence	3/5/2019 Staff Meeting agendas, sign-in sheets and PowerPoints are evidences of the training our staff has completed.				
Experience	3/5/2019 The guidance department and the student advocate have conducted staff development with our staff on suicide/crisis interventions, Olweus Training and the protocol for teachers to follow in referring students to the guidance department.				
Sustainability	3/5/2019 Each year the guidance department will have to provide training for new teachers and continued training of our teachers in suicide/crisis, bullying training and the RCSS Suicide Intervention process.				
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Limited Development 09/08/2019			
		There are measures in place which track student attendance, transfer, dropout, tardiness, drop out rate and student post high school plans.			

How it will look when fully met:	When this objective is fully met, tracking student success rates and at-risk rates, will be a monthly routine at PGHS.		Caroline Stokes	06/12/2020	
Actions		0 of 3 (0%)			
9/8/19	Seniors will complete a post-high school plans survey.		Kristi Case	06/12/2020	
<i>Notes:</i>					
9/8/19	Attendance data will be compiled monthly. The SIT team will receive the data monthly.		Caroline Stokes	06/12/2020	
<i>Notes:</i>					
9/8/19	Dropout rate and graduation rate will be monitored and reported to the SIT team.		April Thompson	06/12/2020	
<i>Notes:</i>					
	A4.12	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5130)	Implementation Status	Assigned To	Target Date
Initial Assessment:		PGHS uses the APEX program to provide credit recovery for students all 4 blocks of the day. Students may complete classes online through APEX to recover credit in failed classes. This opportunity is extended to the summer as well.	Limited Development 09/08/2019		
How it will look when fully met:	When this objective is fully met at least 75% of the student who take APEX classes will recover the lost credit.		Donna Brown	06/12/2020	
Actions		0 of 2 (0%)			
9/8/19	The lead teacher will with the help of the DLC (Digital Learning Coordinator) monitor student progress and seek early intervention of those students who are not making progress. The DLC will report to the lead teacher every two weeks if students have or have not met their learning targets.		Donna Brown	06/12/2020	
<i>Notes:</i>					
9/8/19	Students not progressing in their APEX classes will meet with guidance, the Lead Teacher and/or a member of administration to determine what can be done to complete their credit recovery class.		Donna Brown	06/12/2020	
<i>Notes:</i>					

A4.13		The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PGHS has a liaison from Randolph Community College who is at PG two days a week. She works with students to plan what classes are available to them that best supports their career plan. Guidance counselors meet with each student in the spring to complete their registration for the following year.	Limited Development 09/08/2019		
<i>How it will look when fully met:</i>		When this goal is full implemented guidance counselors, the Career Development Coordinator and the RCC liaison will use AP Potential, EVAAS Data, PreACT and ACT data to make recommendations for students as to which classes meet their career plans.		Katy Gant	06/12/2020
Actions			0 of 3 (0%)		
	9/8/19	Guidance counselors will compile EVAAS and AP Potential Data to make recommendations on student registration forms.		Katy Gant	03/30/2020
<i>Notes:</i>					
	9/8/19	Using EVAAS data, the lead teacher and guidance department will make recommendations to Northeastern Randolph Middle School to select rising 9th graders to take Honors Civics instead of World History. This is so these students will be able to take AP World History, a new class at PGHS.		Katy Gant	06/01/2020
<i>Notes:</i>					
	9/8/19	Each department will use Mastery Prep Bell Ringers or other materials to help prepare students for the ACT and WorkKeys test to prepare for post-secondary education.		Donna Brown	06/12/2020
<i>Notes:</i>					
A4.14		The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PGHS has a yearly career fair, college day and senior parent nights to help prepare students for after high school graduation.	Limited Development 09/08/2019		
<i>How it will look when fully met:</i>		All students will have access to career and college advising throughout their high school career. Juniors and Seniors will be able to attend a		Katy Gant	06/12/2020

career fair and a college fair. Students will be advised on college entrance requirements, community college opportunities, career options, internships and apprentice programs. College tours will be offered as well.

Actions		0 of 3 (0%)			
9/9/19	The Career Development Coordinator will host a career fair.		Chris Atkins	06/12/2020	
<i>Notes:</i>					
9/9/19	The guidance department will plan a college visit.		Katy Gant	06/12/2020	
<i>Notes:</i>					
9/9/19	Guidance counselors will meet with each student to choose appropriate classes for his/her career plan.		Katy Gant	06/12/2020	
<i>Notes:</i>					
A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>	PGHS offers students access to North Carolina Virtual Public School which offers class via online to take classes not offered at PGHS such as Italian, Japanese, and AP classes. Students can also pursue college classes through the College and Career Promise in NC. PGHS students also have the University of Mount Olive Ag Experience which offers students an associate's degree their junior and senior year. The CTE department offers Randolph Works, Randolph Builds, Apprenticeship Randolph and other programs which help students with career opportunities. iLearn is an opportunity students in Randolph County can utilize. It is an online platform in which students can take online high school classes.	Full Implementation 09/09/2019			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	PGHS has conducted Freshmen Orientation since the school began on 2008. Teachers at the school noticed issues with incoming Freshmen and developed Freshmen Boot Camp to be conducted the first week of school during Enrichment. Monitoring at risk students has been a priority - students who have failed classes, students identified as at risk by the middle school, students with excessive tardies and absences.	Limited Development 10/04/2017			

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	We will monitor incoming students for early warning indicators and provide appropriate supports. We will ensure ninth grade students have access to highly effective faculty and are supported for this transition. We will have a Freshmen Orientation before school starts and a Freshmen Boot Camp during enrichment the first week of school.		Objective Met 06/14/19	Donna Brown	06/14/2019
Actions					
10/26/17	PGHS will hold Freshmen Orientation in early August to ensure students and parents understand 1) How to Succeed in high School 2) How to utilize the Enrichment Block for academic assistance 3) How to find their classes on the first day 4) How to find college and career advising		Complete 08/31/2018	Donna Brown	08/31/2018
<i>Notes:</i>					
6/27/18	PGHS faculty will conduct Freshmen Boot Camp during Enrichment the first week of school to introduce the incoming 9th graders to high school. Students will meet with their homeroom class each afternoon for a week. A freshmen teacher or lead teacher will conduct lessons on how to be successful in high school. Topics covered include graduation requirements, school rules, absences, and school resources.		Complete 08/31/2018	Lee Miller	08/31/2018
<i>Notes:</i>					
2/19/19	The guidance counselors will meet with 8th graders during the second semester of their 8th grade year to help them plan courses for their freshmen year. The students will tour PGHS and listen to presentations about planning for their high school classes. A parent night will also be held to educate parents about transitioning their student to high school.		Complete 02/12/2019	Katy Gant	03/01/2019
<i>Notes:</i>					
6/27/18	The student advocate will monitor at-risk ninth graders to insure they have access to appropriate supports to ensure success.		Complete 06/10/2019	Montgomery Hall	06/10/2019
<i>Notes:</i>					
Implementation:			06/14/2019		
Evidence	6/14/2019 Agendas, observations, Freshmen Boot-camp Curriculum, contact logs				
Experience	6/14/2019 We have focused on student transitions especially from middle to high				

	school. We have worked with the social worker and guidance department to help students get to school who have attendance issues. We really have focused on attendance.			
Sustainability	6/14/2019 We must continue Freshmen Orientation, Freshmen Boot Camp and 8th grade visits to assist our students transitioning from middle to high school. We also must educate all stakeholders about the importance of attendance in high school.			

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Strategic planning, mission, and vision
----------------------------	--

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our School Improvement Team (SIT) meets the second Monday of every month. Administrators, guidance counselors, student advocate, lead teacher, media specialist, career development coordinator are all part of the SIT team. Departments vote on representatives to be a part of SIT. Department chairs also serve on this committee. We have a parent representative (PTSO President) and students from our Student Government. Progress towards School Improvement Plan goals are discussed each month and issues that the committee wants to go over are deliberated. Our Leadership team (part of SIT) meets a second time during the month to review implementation of effective practices.	Limited Development 06/26/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The Leadership Team/SIT Team will meet twice a month to review data and monitor effective practices.	Objective Met 09/25/18	Donna Brown	06/27/2018
Actions					
	9/8/17	Our School Improvement Team (SIT) meets at least twice a month to look at data, access the action steps to be taken, and make decisions. Minutes are taken. The team is made up of elected members from each department and department chairpersons.	Complete 06/27/2018	Donna Brown	06/07/2018
<i>Notes:</i>					
Implementation:			09/25/2018		
Evidence		6/27/2018 SIT agendas are located in the NC INDICATORS Google Folder. Minutes are located in the Meeting section of this website.			

Experience	6/27/2018 Our SIT/Leadership team meets at least twice monthly. Agendas are made and minutes are kept. Evidence is located in the NC STAR Google Folder.			
Sustainability	6/27/2018 We must continue to meet twice monthly to continue to meet this objective.			

Core Function:	Dimension B - Leadership Capacity			
-----------------------	--	--	--	--

Effective Practice:	Distributed leadership and collaboration			
----------------------------	---	--	--	--

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:	PGHS has several teams that help us ensure that all of our students are learning. The SIT team collects and analyzes data to promote an environment where all students can accomplish their learning goals. Students who are not meeting their learning goals and are considered at-risk are referred to the MTSS team. Teachers work within their PLTs (Professional Learning Teams) to plan, implement, and monitor student learning. Teachers have a planning period each day. The data team assists the SIT team in collecting data. The technology team investigates and shares innovative ways to engage students in their learning and to assist teachers in their instruction. The PTSO is another group that helps in the school/community outreach. Teachers have one duty during the school day, once a week during enrichment. Teachers have only one gate duty each sports season.	Limited Development 06/26/2017		
----------------------------	---	-----------------------------------	--	--

	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
--	-------------------	----------------------	----------------	--	--

How it will look when fully met:	All teachers will be active in their PLT groups. Teachers will make data driven decisions for implementing effective practices in the classroom. Teachers will work in teams to plan instruction.	Objective Met 06/14/19	Donna Brown	06/12/2020
---	---	-----------------------------------	--------------------	-------------------

Actions				
----------------	--	--	--	--

9/8/17	By the end of the school year (June, 2019) 100 % of the Professional Learning Teams will meet at least twice monthly to discuss data and make data based decisions concerning student learning.	Complete 06/07/2019	Donna Brown	06/07/2019
--------	---	---------------------	-------------	------------

<i>Notes:</i>	PLTs notes will be evidence of this goal's implementation.			
---------------	--	--	--	--

8/31/18	The SIT team meets once a month (the second Monday) to discuss progress towards meeting our SIP goals. The team works to improve the school climate among faculty, students, and parents.	Complete 06/07/2019	April Thompson	06/07/2019
---------	---	---------------------	----------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

9/10/18	The School Leadership team (the principal, assistant principals, dean of students and lead teacher) will meet monthly to discuss data trends, protocols, discipline, and overall school improvement.	Complete 06/07/2019	April Thompson	06/10/2019
<i>Notes:</i>				
Implementation:		06/14/2019		
Evidence	6/14/2019 PLT notes, SIT notes, Leadership notes			
Experience	6/14/2019 All teachers are part of a PLT team that meets at least twice monthly. The SIT team meets once a month. The leadership team meets at least once a month.			
Sustainability	6/14/2019 We must continue to monitor PLTs by attending meetings and monitoring their notes. The SIT team and leadership teams must continue to meet.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The principal visits all classrooms on a daily basis. The principal and lead teacher attend weekly PLT meetings. PLT minutes are kept on a Google Doc and are reviewed by administrators and the lead teacher periodically. The principal conducts walkthroughs and encourages all faculty members to do this on their own.	Limited Development 06/26/2017		
		Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:		The principal will visit classrooms on a daily basis. The principal will give feedback to teachers on what was observed in their classrooms.	Objective Met 06/14/19	April Thompson	06/07/2019
Actions					
	9/8/17	The principal will visit classrooms daily.	Complete 06/07/2019	April Thompson	06/07/2019
<i>Notes:</i>					
	8/31/18	The principal, assistant principals, and lead teacher will visit PLTs to monitor curriculum discussions, classroom data, and assist teachers in making data driven decisions.	Complete 06/07/2019	Donna Brown	06/07/2019
<i>Notes:</i>					

9/10/18	The principal will establish expectations and processes for team planning and for instructional delivery.	Complete 06/07/2019	April Thompson	06/10/2019
<i>Notes:</i> PLT notes, Faculty Professional Development				
Implementation:		06/14/2019		
Evidence	6/14/2019 Observations, walk-through forms, PLT notes, SIT notes, professional development			
Experience	6/14/2019 The SIT team established teacher expectations which included meeting with PLTs on a regular basis. SIT notes were recorded in a Googledoc. The principal visited classrooms on a daily basis. She gave feedback to teachers through conversations and reflections.			
Sustainability	6/14/2019 We must continue meeting in PLTs. The principal, assistant principals have to continue visiting classrooms. We must provide professional development in areas that teachers need assistance.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Leadership team and the Data team collect data from various sources: EVAAS, EOC, WorkKeys, ACT, PSAT, PreACT, School Report Card, Comprehensive Needs Assessment, Teacher Working Conditions Survey, attendance, drop-out rate, etc. This data is analyzed and decisions are brought before the Leadership team/SIP team to make decisions based on the evidence.	Limited Development 06/27/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All major decisions will be made by analyzing data, and discussing with stakeholders. We will need the following data: EVAAS, EOC, WorkKeys, ACT, PSAT, PreACT, School Report Card, Comprehensive Needs Assessment, Teacher Working Conditions Survey, attendance, drop-out rate, etc.	Objective Met 09/25/18	Donna Brown	06/15/2018
Actions					

10/4/17	The student advocate will track retention rate of students. The student advocate will also collect data on students who drop out of school.	Complete 04/12/2018	Montgomery Hall	06/08/2018
<i>Notes:</i> Data that is being compiled on students who drop out are: reason, absences, cumulative grade retention, OSS, discipline referrals.				
10/5/17	Each department meets with the Lead Teacher/ Principal at 4.5 weeks, 9 weeks and 13.5 weeks to look at data, both individual data and as a group.	Complete 04/12/2018	Donna Brown	06/08/2018
<i>Notes:</i>				
10/5/17	The SIT team will look at school data to determine if adjustments to curriculum, procedures, and practices need to be altered to improve school test scores, drop-out data, graduation rate, school climate, and retention rate. The data will determine the focus of staff development.	Complete 06/08/2018	Lee Miller	06/08/2018
<i>Notes:</i>				
Implementation:		09/25/2018		
Evidence	6/25/2018 The NC STAR Objectives folder contains agendas and data used during the 2017-2018 school year.			
Experience	6/25/2018 Our school bases all decisions on data. As a school, the School Improvement team looks at data to make informed decisions which affect the entire school. At our monthly meetings we look at survey data, test scores, Benchmark data, and departmental data to determine the best course of action. In our PLTs, teachers will look at information they glean from common formative and summative assessments to plan instruction.			
Sustainability	6/25/2018 Teachers will continue to collect and analyze classroom data to help students to be successful. The School Improvement Team will continue to make data-driven decisions.			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		As of August 2017, PGHS communicates with parents/guardians about its expectations and curriculum through a variety of ways: weekly	Limited Development 06/26/2017		

	phone messages, August newsletter sent by mail to parents, phone message and daily announcements on the school website, syllabi, weekly emails by some teachers, PowerSchool, parent contact via teacher - email/phone, parent information sessions (for college planning/admissions requirement, financial aid requirements), specific targeted communication to parents regarding national assessments and online study aides, social media, volunteer information night, senior nights, transitions nights (OCS/Functional Skills), Senior Scholarship bulletin, Meet the Teacher nights, REMIND, class websites, PTSO, and freshmen orientation.			
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	PGHS will regularly communicate with parents/guardians about what is expected of them, the importance of the curriculum, and what parents can do to assist in their child's education. Phone message logs, agendas of parent meetings, PTSO meeting notes, parent contact logs are needed to show evidence.	Objective Met 06/17/19	Alicia Timmons	06/07/2019
Actions				
2/19/19	Guidance counselors will conduct two parent nights: one for rising freshmen to introduce them to high school requirements and what courses are offered, the second for rising sophomores, juniors and seniors to give information about registration.	Complete 03/05/2019	Katy Gant	04/01/2019
<i>Notes:</i>				
9/8/17	The principal will make weekly phone messages to parents and faculty concerning upcoming events and news from PGHS. The phone message will be posted on the school website.	Complete 06/07/2019	Alicia Timmons	06/07/2019
<i>Notes:</i>				
9/10/18	The school will use various ways to communicate with parents using Twitter, the school website, REMIND, Peachjar, and teacher-class emails.	Complete 06/10/2019	Rebecca Brady	06/10/2019
<i>Notes:</i>				
9/10/18	PGHS will conduct opportunities for parents to be involved in the school including Meet the Teacher Night, Open House nights (one each semester), Counselor Nights, Freshmen Orientation, Band/Chorus events, Athletic Boosters, Band Boosters, and PTSO meetings.	Complete 06/10/2019	Dan Goble	06/10/2019
<i>Notes:</i>				
Implementation:		06/17/2019		

Evidence	6/17/2019 Connect ed messages, agendas from meetings, connect ed messages, emails			
Experience	6/17/2019 Over the past two years we have made a concentrated effort to communicate with parents. We have held open houses, senior parent nights (FAFSA and scholarship meetings), weekly phone messages and other various forms of communication.			
Sustainability	6/17/2019 We have to look for more ways to keep our stakeholders informed of what is going on inside and outside of our building.			



School: Providence Grove High School

School Year: 2019-2020

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *“ The principal of each school, representatives of the assistant principals, 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.”*

Committee Position	Typed Name	Signature	Date
Principal	April Thompson		9/16/19
Assistant Principal	Dan Goble		9/16/19
Assistant Principal	Alicia Timmons		9/16/19
Principal Intern	Beth Roberts		9/16/19
EC Teacher	Lindsay Armfield		9/16/19
CDC	Chris Atkins		9/16/19
Math Dept. Chair	Deloris Beasley		9/16/19
Science Teacher	Jordan Brady		9/16/19
Media Specialist	Rebecca Brady		9/16/19
Lead Teacher	Donna Brown		9/16/19
English Dept. Chair	Terrie Bryant		9/16/19
Guidance Counselor	Kristi Case		9/16/19
Spanish Teacher	Beatriz Castillo		9/16/19
ROTC	Adam Clark		9/16/19
Social Studies Teacher	Dallas Cross		9/16/19
Math Teacher	Dorothy Freeman		9/16/19
Guidance Counselor	Katy Gant		9/16/19
PE Teacher	Grant Handy		9/16/19
EC Teacher	Brooke Holyfield		9/16/19
Social Studies Dept. Chair	Renee Ingram		9/16/19
Science Dept. Chair	Cindy McCoy		9/16/19
ROTC	Mike Newkirk		9/16/19
English Teacher	Tucker Page		9/16/19
Parent	Rose Rook		9/16/19
Cultural Arts Dept. Chair- Art Teacher	Stephanie Soper		9/16/19

Student Advocate	Caroline Stokes		9/16/19
World Language Dept. Chair French Teacher	Michelle Thompson		9/16/19
CTE – Construction Teacher	Dave Webster		9/16/19



NCStar/SIP Mandatory Components

School Name: Providence Grove High School

School Year: 2019-2020

Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

All teachers have a duty-free lunch every day at Providence Grove High School (PGHS).

Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Every teacher at PGHS has a duty free planning period of 90 minutes every day for a total of 7.5 hours of planning time each week.

Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

We will monitor incoming students for early warning indicators and provide appropriate supports. We will ensure ninth grade students have access to highly effective faculty and are supported for this transition. We have Freshmen Orientation before school starts and a Freshmen Boot Camp during enrichment the first week of school to help our students transition from middle to high school.

The lead teacher is monitoring students' grades on the At-Risk list every two weeks. Teachers are requiring students with 70 or below in their classes to stay for Enrichment. The Student Advocate is conferencing and setting up contracts for students who are chronically absent.

