



Providence Grove High School
School Improvement Plan
2018-2019

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:

Randolph County School System Goal 2019: By the end of the 2018-2019 school year, at least 75% of the students taking End-of Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” level or higher.



! = 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
Initial Assessment:			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 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.	Limited Development 08/29/2017		
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.		Dan Goble	06/07/2019
Actions				0 of 3 (0%)		
	9/8/17	By the end of the first 4.5 weeks, all teachers will be enforcing the cell phone policy.			Dan Goble	09/24/2018
<i>Notes:</i>						
	8/30/18	All teachers will follow the tardy policy.			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.			Donna Brown	06/10/2019
<i>Notes:</i>						

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.	Full Implementation 06/27/2018		
	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.	Limited Development 05/03/2017		
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.		Donna Brown	06/07/2019
Actions				4 of 5 (80%)		
	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
	<i>Notes:</i>					
	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.		April Thompson	06/10/2019
Notes:						
		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		
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. Individual teachers then develop lesson plans appropriate for their students.		April Thompson	06/10/2019
Actions				0 of 3 (0%)		
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.		April Thompson	06/10/2019
Notes:						
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.		Donna Brown	06/10/2019
Notes:						
9/11/18			Teachers will differentiate instruction for students following IEPs and 504 plans.		Alicia Timmons	06/10/2019
Notes:						

		A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, some of our teachers have word walls and vocabulary instruction in their classes.	Limited Development 08/30/2018		
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.		Donna Brown	06/07/2019
Actions				1 of 2 (50%)		
	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.		Donna Brown	06/07/2019
<i>Notes:</i>						

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		
			<div>Priority Score: 2</div> <div>Opportunity Score: 2</div> <div>Index Score: 4</div>			
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 classes. Data that is needed includes student achievement data, enrichment information, MTSS team data, and staff development information.	Objective Met 06/27/18	Donna Brown	06/08/2018
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.			

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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		
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.		Katy Gant	06/19/2020
Actions				0 of 3 (0%)		
	8/31/18	The Guidance Counselors and Student Advocate will conduct staff development for teachers on suicide/crisis interventions including how to make referrals.			Katy Gant	06/07/2019
Notes:						
	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.			Montgomery Hall	06/10/2019
Notes:						
	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.			Katy Gant	06/10/2019
Notes:						

	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
Initial Assessment:			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		
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.		Donna Brown	06/14/2019
Actions				2 of 3 (67%)		
	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>						
	6/27/18		The student advocate will monitor at-risk ninth graders to insure they have access to appropriate supports to ensure success.		Montgomery Hall	06/10/2019
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

Initial Assessment:			B1.01 The LEA has an LEA Support and Improvement Team: Catherine Berry, Assistant Superintendent for Curriculum and Instruction; Larry Chappell, Director of Middle Schools/AIG/Title II; Nancy Cross, Director of CTE and Innovative School Design; Beth Davis, Director of Testing and Accountability/PowerSchool; Lynette Graves, Director of Elementary Schools and Title I; Kim Johnson, Director of High Schools and ESL; Brooke Johnston, Director of Exceptional Children; Nan York, Director of Media and Technology.	Full Implementation 06/27/2017		
	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

Notes:

Notes:				
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		
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.		Donna Brown	06/12/2020
Actions				0 of 3 (0%)		
	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.			Donna Brown	06/07/2019
Notes: 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.			April Thompson	06/07/2019
Notes:						
	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.			April Thompson	06/10/2019
Notes:						

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		
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.		April Thompson	06/07/2019
Actions				0 of 3 (0%)		
9/8/17		The principal will visit classrooms daily.			April Thompson	06/07/2019
Notes:						
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.			Donna Brown	06/07/2019
Notes:						
9/10/18		The principal will establish expectations and processes for team planning and for instructional delivery.			April Thompson	06/10/2019
Notes: PLT notes, Faculty Professional Development						

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
Notes: 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
Notes:						
	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
Notes:						
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 C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Recruiting • Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn). • The LEA participated in a Virtual Job Fair to provide national exposure for applicants. • LEA administrators attend in-state and out-of-state job fairs. • The LEA collaborates with universities, etc. • The LEA recruits student teachers within RCSS. • The LEA provides possible offers of early contracts. • The new graduate list is shared with principals. • Principals make recommendations for employment Evaluating • All BT and new employees are trained on the NC Teacher Evaluation Model. • School and District level walkthroughs occur throughout the school year. • The LEA follows district and state guidelines/laws. • HR meets with principals to review staffing plans. Rewarding • Pride Pens • Star 3 Recognitions • BT of the Year • Teacher of the Year • Distinguished Educator • Outstanding Employee • Retirement Banquet • Bus Driver Award • Custodian Award • Recognition on Social Media Replacing • Recruitment plan • Value/utilize retirees • HR interviews/recommends guidelines	Full Implementation 06/27/2017		

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 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.	Limited Development 06/26/2017		
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.		Alicia Timmons	06/07/2019
Actions				0 of 3 (0%)		
	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.			Alicia Timmons	06/07/2019
Notes:						
	9/10/18	The school will use various ways to communicate with parents using Twitter, the school website, REMIND, Peachjar, and teacher-class emails.			Rebecca Brady	06/10/2019
Notes:						
	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.			Dan Goble	06/10/2019
Notes:						



School: **Providence Grove High School**

School Year: **2018-2019**

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		
Assistant Principal	Daniel Goble		
Assistant Principal	Alicia Timmons		
Lead Teacher	Donna Brown		
Career Development Coordinator	Christopher Atkins		
Media Specialist	Rebecca Brady		
Parent	Rose Rook		
Physical Education Teacher	Grant Handy		
Mathematics Teacher	Michael Brown		
English Teacher	Terrie Bryant		
Math Teacher	Deedie Freeman		
Student Advocate	Montgomery Hall		
Social Studies Teacher	Renee Ingram		
Business Teacher	Tony Joyce		
Athletic Director	Daniel Martin		
Math Teacher	Amy Lyczkowski		
Science Teacher	Cindy McCoy		
Science Teacher	Marie Milliner		
ROTC	Mike Newkirk		
English Teacher	Tucker Page		
Guidance Counselor	Jane Porter		
Foods Teacher	Kris Saunders		
Arts Teacher	Stephanie Soper		
EC Teacher	Erin Stalker		
Math Teacher	Jeremy Taylor		
World Language Teacher	Michelle Thompson		



NCStar/SIP Mandatory Components

School Name: Providence Grove High School

School Year: 2018-2019

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.

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.

Safe School Plan for

Providence Grove High School

Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur:

If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.

Statement of Responsibility for the School Principal – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s):

Teachers:

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

Teacher Assistants:

Other School Staff:

Services for At-risk Students – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).

<p>Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:</p> <p>The Randolph County School System utilizes the Multi-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.</p>
<p>Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:</p> <p>Short-Term (less than 15 days): Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.</p> <p>Short-Term (minimum of 15 days): Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.</p> <p>Long-Term Suspended: Schools will follow the Randolph County School System Alternative Education Options procedures.</p>
<p>In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. <i>(Copy as needed depending upon the number of goals.)</i></p>
<p>Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus</p>
<p>Target: Increase staff awareness and implementation of safety procedures throughout the campus</p>
<p>Indicator: Rosters of staff trainings; safety drill logs; visitor logs</p>
<p>Milestone Date: Quarterly</p>
<p>Goal:</p>
<p>Target:</p>
<p>Indicator:</p>
<p>Milestone Date:</p>
<p>Goal:</p>
<p>Target:</p>
<p>Indicator:</p>

Milestone Date:				
In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus				
Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team				
Indicator: Discipline data, attendance data, suspension data, MTSS logs				
Milestone Date: Quarterly				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
Safe School Training				
MTSS Training				
Data Analysis				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
Maintain the Sheriff's Department as a community partner as it continues to provide:				
<ul style="list-style-type: none"> ● one SRO's (School Resource Officers) at each of the six traditional high schools ● one SRO (School Resource Officer) for each of the six middle schools ● one SRO (School Resource Officer) for the one sixth grade school ● two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School ● one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools ● two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools 				
Maintain established protocol for communication and collaboration with community agencies that provide support to students.				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> ● The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system. ● District and school level safety meetings will be held quarterly to provide information updates and training. 				

- **A separate detailed Crisis Management Plan is maintained per facility.**