



**Providence Grove High School**  
**School Improvement Plan**  
**2022-2023**

## Comprehensive Progress Report

### Mission:

**Providence Grove High School Mission Statement:** Our mission is to work collaboratively to do whatever it takes to inspire and motivate our students and ensure that they are learning.

### Vision:

**Providence Grove Vision Statement:** 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.

### Goals:

By June 2023, we will increase proficiency in the EOC exams and ACT Composite proficiency by 10%: Math 1 - from 27.3% in 2021-2022 to 37.3% Math 3 from 36.8% in 2021-2022 to 37.8% English II - from 49.4% in 2021-2022 to 59.4% Biology - from 42.8% in 2021-2022 to 52.8% ACT - from 36.7% in 2021-2022 to 46.7% (A2.04, A3.01, A4.01, A4.10)

By June 2023, PGHS will increase graduation rate by 2% from 87.6% to 89.6%. (A4.04, A4.06, A4.10)

By June, 2023, PGHS will increase student pass rate of classes from 94% to 95%. (A3.01, A4.01, A4.10)



! = 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	Limited Development 08/29/2017		

	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.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<b>How it will look when fully met:</b>	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.		<b>Alicia Timmons</b>	<b>06/08/2023</b>
<b>Actions</b>		<b>4 of 5 (80%)</b>		
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	06/08/2023
<i>Notes:</i>				
10/20/21	Teachers and administrators will remind students of the school-wide processes and procedures. This will include, behavior, attendance, and academic expectations. This will happen quarterly beginning 10/25/2021.	Complete 06/08/2022	Lee Miller	06/08/2023
<i>Notes:</i>				
11/8/22	Teachers will follow the tardy policy.		Donna Brown	06/08/2023
<i>Notes:</i>				
9/8/17	By the end of the first 12 weeks, all teachers will be enforcing the cell phone policy.	Complete 01/29/2019	Lee Miller	12/18/2023
<i>Notes:</i>				
<b>Implementation:</b>		11/08/2022		
<b>Evidence</b>	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. Teachers continue to enforce student			

	procedures and guidelines as evidenced in office referrals and classroom observations.			
<b>Experience</b>	<p>6/14/2019</p> <p>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.</p> <p>Teachers continue to follow our guidelines for student procedures and school rules.</p>			
<b>Sustainability</b>	<p>6/14/2019</p> <p>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.</p> <p>Teachers start the year off by going over and teaching student expectations and guidelines. These rules continue to be enforced.</p>			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Each department meets monthly and, like the subject area, meets as a Collaborative Team weekly to discuss pacing, Smart Goals, and standards and align assessments with state summative assessments.		Limited Development 05/03/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		<p>Alignment of the written, taught, and tested curriculum will be apparent.</p> <p>2022-2023 Teachers will update their Canvas pages to reflect their standards-aligned units of instruction for each subject.</p> <p>100% of PGHS teachers will show evidence of aligned instructional units for each subject taught.</p> <p>Teachers/Collaborative Teams) will show evidence of aligned units of</p>			<b>Donna Brown</b>	<b>06/01/2024</b>

	instruction for each unit taught in each class. These will be shared with the principal, assistant principals, and lead teacher.			
<b>Actions</b>		<b>0 of 4 (0%)</b>		
8/4/22	Teachers will update their Canvas pages to reflect their standards-aligned units of instruction for each subject.		April Thompson	06/09/2023
<i>Notes:</i>				
9/12/22	Each Collaborative Team will meet weekly to collaborate and complete instructional units that are aligned to the NC Essential Standards/NC Standard Course of Study/CTE Blueprints.		Donna Brown	06/01/2024
<i>Notes:</i>				
9/12/22	Collaborative Teams will produce common formative assessments that are clear and specific and provide evidence of mastery consistent with the criteria established.		Donna Brown	06/01/2024
<i>Notes:</i>				
9/12/22	Teachers will show evidence of their aligned unit plans to the principal, assistant principals, and lead teacher.		April Thompson	06/01/2024
<i>Notes:</i>				
<b>Implementation:</b>		10/13/2021		
<b>Evidence</b>	6/14/2019 Mrs. Brown provided copies of unit plans to the principal both electronically and on paper.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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. Teachers continue to meet and revise their units as reflected in the PLC notes.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
<b>Effective Practice:</b>	<b>Data analysis and instructional planning</b>

		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Currently, some of our Collaborative Teams are using Formative Assessments to gage where students are in each unit. Not all PLCs are using Formative Assessments to fidelity.	Limited Development 09/22/2020		
<b>How it will look when fully met:</b>			When this objective is fully met, instructional teams of teachers will use individual student learning data to determine which students need instructional support and enhancements to achieve their academic goals. In addition, formative assessments will be used in every Collaborative Team meeting to assess student learning.		Donna Brown	06/01/2023
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/20/21		During monthly staff meetings, teachers will receive professional development on how to use formative assessments.		Donna Brown	06/08/2023
<i>Notes:</i>						
	9/22/20		Instructional teams will continuous review student data: CFAs, EOC data and other state tests and classroom assessments, to determine the students' needs.		Donna Brown	06/01/2024
<i>Notes:</i>						
	9/22/20		The principal, assistant principals, and lead teacher will attend and help model the instructional team meetings with teachers. The school improvement team will develop a protocol to follow during these meetings.		April Thompson	06/01/2024
<i>Notes:</i>						

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>Student support services</b>			
	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

<b>Initial Assessment:</b>	During the school year 2019-2020, all staff received professional development on the MTSS framework. We also began professional development on strategies to implement in Tier 1 of the MTSS framework. An "at-risk" list was created to monitor student progress.	Limited Development 09/21/2020		
<b>How it will look when fully met:</b>	When fully met at Providence Grove High School, evidence will suggest that teachers have implemented effective teaching practices and aligned their interventions to student needs across all tiers of MTSS. Teachers will identify students early in the semester who need interventions and support within the classroom setting. If the data suggests that students need to be moved to Tier 2 or 3, the MTSS coordinator will be notified and the MTSS protocol will be carried out with fidelity.		<b>Donna Brown</b>	<b>06/03/2024</b>
<b>Actions</b>		<b>3 of 6 (50%)</b>		
10/20/21	Teachers will complete Corrective Action Professional Development.	Complete 05/03/2021	Donna Brown	06/01/2021
<i>Notes:</i>				
9/21/20	Teachers will receive professional development during staff meetings on the MTSS framework and supports for students which will include strategies that can be used during remote instruction.	Complete 06/01/2022	Donna Brown	06/01/2022
<i>Notes:</i>				
10/20/21	Teachers will complete SEL professional development through Vector, followed by our counselors' staff development to reinforce the monthly required training.	Complete 06/01/2022	Lee Miller	06/08/2022
<i>Notes:</i>				
9/14/22	The lead teacher will progress monitor the "at risk" list. Additionally the teachers are notifying the lead teachers of students struggling with online learning. The lead teacher will be in contact with the guidance department, parents and students.		Donna Brown	06/01/2024
<i>Notes:</i>				
9/14/22	Math teachers will incorporate Delta Math into their classrooms to help differentiate student learning. This will allow the teacher to analyze student data promptly and determine the necessary supports to individualize instruction and close learning gaps.		Dee Beasley	06/01/2024
<i>Notes:</i>				

9/14/22			Teachers will work with all students whose average is 70 or below in their classes in small groups by requiring them to attend mandatory remediation at least once a week.		Alicia Timmons	06/01/2024
Notes:						
		<b>A4.04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			We currently have some rituals and routines. For example, the pledge and moment of silence are always at the beginning of 1st block. In addition, morning announcements are given at the beginning of the 2nd block, and our school recognizes students recognized as Golden Patriots each semester.	Limited Development 09/08/2022		
<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. Teachers will have daily routines in their classes (i.e., I can have statements and agendas posted, etc.). For assemblies, proper behavior will be reviewed before the events. Likewise, students will be knowledgeable of routines and procedures, and behavior expectations.		Stephanie Soper	06/01/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
9/30/22			The OCS department and the Extended Content department will create a weekly announcement board of school activities and promotions.		Andrea Isley	01/03/2023
Notes:						
9/14/22			The Student Government Association and the Beta Club will take a larger role in planning and promoting social events such as dances, spirit weeks and days, class competitions, etc.		Kirsti Burrow	06/01/2024
Notes:						
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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	Limited Development 06/26/2017		



	Transition) students and how to identify which students may need assistance.			
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<b>How it will look when fully met:</b>	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.		<b>Kristi Case</b>	<b>06/01/2023</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/29/22	The Guidance Counselors and Student Advocate will conduct staff development for teachers on suicide/crisis interventions including how to make referrals.		Kristi Case	06/01/2023
<i>Notes:</i>				
8/29/22	The student advocate will conduct Olweus Training (Bullying Prevention) with the faculty. The faculty will implement the anti-bullying procedures in their classes.		Emily Allred	06/01/2023
<i>Notes:</i>				
8/29/22	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.		Kristi Case	06/01/2023
<i>Notes:</i>				
<b>Implementation:</b>		<b>10/18/2021</b>		
<b>Evidence</b>	3/5/2019 Staff Meeting agendas, sign-in sheets and PowerPoints are evidences of the training our staff has completed.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			

		A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>November, 2022 We are in the planning stages to remodel our Enrichment block. Teachers and administrators have visited a school to see how they have organized their block and are working with the SIT team to restructure to give more students opportunities of enrichment and to ensure students who need remediation are receiving it.</p> <p>August, 2022 - Enrichment, our remediation block, has been restructured so that students in the cafeteria and auditorium are receiving information and instruction on digital literacy, digital etiquette, college and career planning, how to be a successful student, and similar seminars.</p> <p>During the year prior to March, 2020, PGHS had an enrichment block that was used to tutor and assist "at risk" students. Due to COVID-19 and restraints of social distancing, we were not able to use this built-in tutoring block. We are working on ways to assist our students and keep them on track for graduating on-time.</p>	Limited Development 09/16/2020		
<i>How it will look when fully met:</i>			PGHS will have a protocol to monitor students who show early warning signs of failing. Some of those signs are: chronic absenteeism, history of failed classes, current failures, and frequent referrals. Interventions will be implemented to help the student overcome barriers to success. The progress of these students will be monitored. Teachers will utilize MTSS strategies to meet student needs.		Donna Brown	06/01/2023
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	9/16/20		The school will form an Academic At-Risk list of students. The lead teacher and administrators monitor these students and stay in contact with parents, teachers, and students if interventions are needed.		Donna Brown	06/01/2023
<i>Notes:</i>						

9/16/20	The MTSS team will process requests from parents, students and teachers for students who may need interventions.		Donna Brown	06/01/2023
<i>Notes:</i>				
9/16/20	The student advocate and social worker will monitor and work with students with academic, attendance, behavior, and social-emotional issues. In addition, the student advocate will meet with students, contact parents, and write attendance contracts when needed.		Emily Allred	06/01/2023
<i>Notes:</i>				
10/22/21	Teachers will require students who have an average of 70 or below to attend Enrichment until their grade is above 70. Students who have excessive absences will be required to attend Enrichment to complete missed work and for tutoring. The lead teacher will meet Collaborative Teams to discuss these students' progress.		Donna Brown	06/08/2023
<i>Notes:</i>				



School: Providence Grove High School

School Year: 2022-2023

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	Alicia Timmons		
Assistant Principal	Lee Miller		
Student Advocate	Emily Allred		
EC Teacher	Lindsay Armfield		
CDC	Chris Atkins		
Math 1 Teacher	Deloris Beasley		
Media Specialist	Rebecca Brady		
Lead Teacher	Donna Brown		
Math 3 Teacher	Kirsti Burrow		
School Counselor	Kristi Case		
Spanish Teacher	Beatriz Castillo		
PE Teacher	Grant Handy		
US History Teacher	Renee Ingram		
OCS Teacher	Andrea Isley		
Agriculture Teacher	Morgan Johnson		
Agriculture Teacher	Amy Kidd		
Science Teacher	Cindy McCoy		
Parent Representative	Lisa Morgan		
School Counselor	Toni Moore		
Social Studies Teacher	Cody Moran		
English III Teacher	Tucker Page		
Band/Chorus Teacher	Kurt Phelps		
Business Teacher	Melissa Smith		
Visual Arts Teacher	Stephanie Soper		
English II & IV Teacher	Erin Stalker		
French Teacher	Michelle Thompson		



## NCStar/SIP Mandatory Components

School Name: Providence Grove High School

School Year: 2022-2023

### 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. We provide a 30-minute block each day of enrichment/tutoring for all students. Students with missing work and an average of 70 or below are required to attend tutoring.