



**Providence Grove High School**  
**School Improvement Plan**  
**2023-2024**

## 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 2024, our students will increase proficiency in the EOC exams and ACT Composite proficiency as follows: Math 1 - from 32.8% in 2022-2023 to 37.3% Math 3 from 43% in 2022-2023 to 52% English II - from 53.7% in 2022-2023 to 59.4% Biology - from 49.4% in 2022-2023 to 52.8% ACT - from 28.3% in 2022-2023 to 46.7% (19 or higher) (NC Star: A2.04, A4.01, B3.03, C2.01, D1.02, E1.06) FAM-S: Building Capacity Construct, Problem Solving Construct, Three Tiered Instruction Construct

By June 2024, the graduation rate at Providence Grove High School will increase from 85.8% (2023) to 89.6%. (NC Star: A2.04, A4.01, A4.16, E1.06) FAM-S: Communication Construct, Problem Solving Construct, Three Tiered Instruction Construct

By June 2024, Providence Grove High School will increase our summary score in the "Building Capacity" component on the Facilitated Assessment of MTSS (FAM-S) rubric from 48% to 53%. (NC Star: A1.07, A2.04, B2.03, B3.03, C2.01, D1.02)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	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. At the beginning of the year, the principal held grade-level meetings to review school-wide expectations.	Limited Development 08/29/2017		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When fully met, policies will be consistently implemented and enforced school wide by all staff members as evidenced by a decrease in office referrals, and fewer ISS, OSS, and Intervention Center assignments. Staff members will implement positive reinforcement strategies, and offer restorative practices to support students with positive behavior choices. Office referrals will be processed in a timely manner by administration to support teachers with classroom management. In the classroom, students will have a learning environment free from disruptions and negative behavior, providing a more positive and respectful community for each student and staff member.		<b>Alicia Timmons</b>	<b>06/07/2024</b>
<b>Actions</b>		<b>0 of 8 (0%)</b>		
8/30/18	The cell phone, hat, and tardy policies will be consistently enforced by all teachers as written in the student handbook.		Lee Miller	12/15/2023
	<i>Notes:</i>			
11/8/22	All teachers will teach bell-to-bell, and will include bell-ringers and exit tickets.		Lindsay Hylton	12/15/2023
	<i>Notes:</i>			
6/8/23	The 20/20 rule will be enforced school wide to ensure students in the classroom for the first and last twenty minutes of each class period.		Lee Miller	12/15/2023
	<i>Notes:</i>			

9/8/17	All staff members will utilize hall passes school-wide.		Lee Miller	12/18/2023
<i>Notes:</i>				
10/20/21	Administration will facilitate fireside chats by grade level at beginning of each semester to discuss basic expectations of behavior and dress code.		Dennis Hamilton	02/01/2024
<i>Notes:</i>				
9/28/23	All teachers will utilize a presentation during HR at beginning of each semester emphasizing policies and procedures and school expectations.		Lee Miller	02/01/2024
<i>Notes:</i> Once each semester				
9/28/23	The PG Student/Parent Handbook will be posted in each teachers' Canvas page.		Lindsay Hylton	02/01/2024
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024
<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>	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. Teachers continue to follow our guidelines for student procedures and school rules.			

<b>Sustainability</b>	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. Teachers start the year off by going over and teaching student expectations and guidelines. These rules continue to be enforced.			
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>				
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>				
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	KEY	A2.04	<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>
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<b>Initial Assessment:</b>			The expectation is that teachers will work within collaborative teams (CTs) to study the NC Standard Course of Study, CTE blueprints, and EOC/CTE course specs and resources in order to develop and implement course units and related lesson plans. Teachers are expected to have "I Can" statements/Essential Questions displayed for reference in their classrooms. Classroom teachers are encouraged to collaborate with EC and ELL specialists to aid all students in accessing the SCOS.	Limited Development 05/03/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<b>How it will look when fully met:</b>	Collaborative Teams (CTs) will develop common unit plans that identify the standards being taught. CTs will develop and implement formative and summative assessments with questions aligned to standards (including pre- and post-tests). CTs will analyze data obtained from pre-assessments to drive instruction, remediation, and enrichment. Collaborative teams will include EC and EL teachers, and teams will develop and implement specific learning activities aligned to objectives.		<b>Lindsay Hylton</b>	<b>06/07/2024</b>
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<b>Actions</b>		<b>0 of 6 (0%)</b>		
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.		Lindsay Hylton	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.		Lindsay Hylton	06/01/2024
<i>Notes:</i>				
10/10/23	Instructional leadership (admin, CDC, and lead teacher) will conduct walkthroughs and provide feedback to CTs regarding pacing and instructional alignment.		Emma Phillips	06/07/2024
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024
<i>Notes:</i>				
8/4/22	Teachers will update their Canvas pages to reflect their standards-aligned units of instruction for each subject.		Lindsay Hylton	06/09/2024
<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.		Lindsay Hylton	06/01/2025
<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>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
<i>Initial Assessment:</i>	Previously, staff received professional development on the MTSS framework. The school began professional development on strategies to implement in Tier 1 of the MTSS framework. A MTSS team currently exists, and are in the process of understanding how to monitor students and implement interventions for support. Providence Grove has established a daily enrichment period, "Grove Time", that allows for students to receive additional academic support.	Limited Development 09/21/2020			
<i>How it will look when fully met:</i>	When fully met at Providence Grove High School, evidence will show 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. Enrichment time will be utilized to provide students with evidence-based instructional strategies based on their individual, and tiered, level of need.		Lindsay Hylton	06/06/2025	
<b>Actions</b>		<b>0 of 8 (0%)</b>			
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 instruction.		Lindsay Hylton	06/07/2024	
<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.		Lee Miller	06/07/2024	
<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 in the classroom. The lead teacher will be in contact with the student services, parents and students.		Lindsay Hylton	06/07/2024	
<i>Notes:</i>					

9/14/22	During the enrichment block (Grove Time), teachers will provide instructional support to students whose grade is below a 70% in their content area, with priority given to EOC courses. This will be monitored on a three-week rotation.		Lee Miller	06/07/2024	
<i>Notes:</i> The Grove Time rosters will rotate every three weeks					
10/10/23	English II enrichment will include strategies to support males, as they underperform compared to their female counterparts (Eng II EOC: males=42.5%, females=64.3%).		Erin Stalker	06/07/2024	
<i>Notes:</i>					
10/10/23	Math 1 and Math 3 enrichment will support Hispanic students with targeted instruction as they underperform compared to their white counterparts (EOC: Hispanic= 18.8%/22.2%, White=50.8%/35.6%).		Dee Beasley	06/07/2024	
<i>Notes:</i>					
10/10/23	ACT preparation and review will be implemented to 11th grade students during enrichment time to increase ACT student achievement.		Lindsay Hylton	06/07/2024	
<i>Notes:</i>					
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024	
<i>Notes:</i>					
<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>		Currently, our teachers maintain a strong line of communication with the school social worker, RCSS Crisis Team, school counselors, student advocate, and career development coordinator, making referrals for various emotional, mental and economic needs. Staff development has been 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	
<b>How it will look when fully met:</b>		At full implementation, 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. The enrichment period (Grove Time) will be organized in a manner that will allow teachers and staff to interact in a small group. This will help staff		<b>Kristi Case</b>	<b>06/06/2025</b>



	build relationships with the students and provide a safe space for them.			
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/28/23	Teachers will utilize a referral process established by student services to provide additional support for students.		Kristi Case	12/15/2023
	<i>Notes:</i>			
8/29/22	The School Counselors and Student Advocate will conduct staff development for teachers on suicide/crisis interventions including how to make referrals.		Kristi Case	06/07/2024
	<i>Notes:</i>			
8/29/22	The student advocate will conduct bullying prevention training with the faculty. The faculty will implement the anti-bullying procedures in their classes.		Emily Allred	06/07/2024
	<i>Notes:</i>			
8/29/22	Student services will establish a protocol for teachers to follow when referring students who are in crisis to their department. Within student services, the RCSS Suicide Intervention Process will be followed.		Kristi Case	06/07/2024
	<i>Notes:</i>			
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/06/2025
	<i>Notes:</i>			
<b>Implementation:</b>		10/18/2021		
<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.			

	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>			Currently there are struggles in the area of transitioning students from middle school to high school. Many students in middle school come to high school expecting that they will be passed to another grade level regardless of their performance. This causes students to have frustration with themselves and with the school. There are many students off of cohort as well.	Limited Development 09/28/2023		
<i>How it will look when fully met:</i>			The middle school and high school will have transitional practices/checkpoints in place so students can be successful their freshman year. The goal would be to have all freshman students pass at least 6 out of 8 classes between their freshman and sophomore years. Teachers will make regular contact with parents/guardians of students who are making below a C in their classes. Teachers will regularly enlist support from other professionals, such as counselors, the school's student advocate, EC teachers, the ESL teacher, and other colleagues to provide as much support as possible for students to transition successfully.		Alicia Timmons	06/06/2025
<b>Actions</b>				<b>0 of 8 (0%)</b>		
9/28/23			Teachers will make contact with each parent/guardian of their students during the first and third quarters.		Emma Phillips	03/20/2024
<i>Notes:</i>						
9/28/23			Teachers will make contact with parent/guardian if a student has a grade below a C in their class.		Emily Allred	06/07/2024
<i>Notes:</i>						
9/28/23			The Student Advocate will contact parents/guardians for students making D's or below in 2 or more classes.		Emily Allred	06/07/2024
<i>Notes:</i>						

9/28/23	Class meetings will be held at the beginning of each semester to review policies, procedures, and expectations.		Dennis Hamilton	06/07/2024
<i>Notes:</i>				
9/28/23	Teachers will keep a contact log of communication with support professionals, such as counselors, the school's student advocate, EC teachers, the ESL teacher, and other colleagues.		Andrea Isley	06/07/2024
<i>Notes:</i>				
9/28/23	A freshman open house will be held in the fall of each year to inform families and students of academic and behavioral expectations.		Dennis Hamilton	09/25/2024
<i>Notes:</i>				
9/28/23	Vertical planning and collaborative teams will be implemented to ensure content and skill-transitions are supported.		Lindsay Hylton	06/07/2025
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>				
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>		Currently, Providence Grove High School has a leadership team that consists of the principal, assistant principals, teachers for each content area, and support staff. The Leadership Team meets once per month as a full team.	Limited Development 09/28/2023			
<b>How it will look when fully met:</b>		The Leadership Team will include the principal, assistant principals, lead teacher, teachers from each content area, support staff, parents, and students. The team will work collaboratively to create and execute a		<b>Emma Phillips</b>	<b>06/07/2024</b>	

	shared vision for the school. Additionally, the Leadership Team will have sub-teams with focuses on Family and Community Engagement, and Climate and Culture. The sub-teams will meet once per month and function as an extension of the leadership team.			
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/28/23	The Leadership Team will meet monthly to assess and monitor the School Improvement Plan and Key Indicators.		Emma Phillips	06/07/2024
<i>Notes:</i>				
9/28/23	The Family and Community Engagement sub-team/committee will meet monthly to discuss, review, and implement strategies to engage families in the school community.		Morgan Johnson	06/07/2024
<i>Notes:</i>				
9/28/23	The Climate and Culture sub-team/committee will meet monthly to discuss, review, and implement strategies to establish and build a positive school culture.		Melissa Smith	06/07/2024
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024
<i>Notes:</i>				
10/10/23	The agendas and minutes will be posted and shared with the staff and community after each bi-monthly meeting (Leadership and Committee Meetings).		Emma Phillips	06/07/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, each teacher has a block designated for planning, outside of the OCS and ECS teachers. During planning, interruptions are kept to a minimum, with one planning block meeting per month that is less than 30 minutes in length. Additionally, there is a plan in place to reduce the amount of time teachers may be used to cover classes due to teacher absences. Additionally, teachers have a lunch block that is aligned to	Limited Development 09/28/2023		

	their content area colleagues. Teachers do not have an assigned lunch duty, and they have one hallway duty per day.			
<b>How it will look when fully met:</b>	Teachers have common planning with their colleagues that teach the same courses, prioritizing the EOC and core content classes. OCS and ECS teachers have a schedule that allows time dedicated to planning in their daily schedule. Teams are able to meet during planning to review and analyze data as well plan for instruction. Teams will utilize their time as evidenced by meeting agendas and minutes, and student achievement will increase as a result of more collaborative planning time.		Emma Phillips	06/06/2025
<b>Actions</b>		<b>1 of 6 (17%)</b>		
9/29/23	Duty rosters will provide teachers with a duty-free lunch period each day.	Complete 08/21/2023	Emma Phillips	08/30/2023
	<i>Notes:</i>			
9/28/23	The school-wide matrix will allow for each teacher to have a full planning block on a daily basis.		Dennis Hamilton	02/01/2024
	<i>Notes:</i>			
9/28/23	Emergency coverage plans minimize the use of teachers during their planning blocks.		Emma Phillips	06/08/2024
	<i>Notes:</i>			
10/9/23	EC Program Support Staff and administration will collaborate to create schedules that allow ECS and OCS to have dedicated planning time each day.		Andrea Isley	08/17/2024
	<i>Notes:</i>			
9/28/23	EOC teachers will have common planning blocks built into the matrix to allow for Collaborative Team Time during the school day.		Dennis Hamilton	08/30/2024
	<i>Notes:</i>			
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2025
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Currently, an evaluation schedule has been created based on the NCDPI evaluation deadlines. Teachers and certified staff are observed using the NCEES evaluation tool and provided feedback within the 10 day window. Administration also has a walkthrough schedule that includes the principal, assistant principal, lead teacher, and career development coordinator. Walkthroughs are conducted on a weekly basis with each teacher receiving feedback through a "Curriculum Clip" walkthrough form each week.	Limited Development 09/29/2023		
<b>How it will look when fully met:</b>	When fully met, each teacher will receive informal feedback on a weekly basis through the Curriculum Clips that are conducted by administration, the lead teacher, and the career development coordinator (CDC). Feedback will be reviewed and strategies will be implemented in the classroom based on the feedback. Additionally, formal evaluations that are completed through the NCEES evaluation system will be utilized to provide constructive feedback to certified staff members. Growth should be monitored on the NCEES evaluation tool as well as Curriculum Clip data to indicate improvements to instructional practice. Teachers will lead professional learning for their colleagues and share best practices with one another to impact student learning. Academic achievement should be positively impacted and reflected in overall proficiency scores when instructional practices and strategies are implemented.		Alicia Timmons	06/07/2024
<b>Actions</b>		<b>2 of 7 (29%)</b>		
9/29/23	An an observation schedule will be created based on NCEES/NC DPI deadlines and evaluation cycles.	Complete 08/30/2023	Alicia Timmons	08/30/2023
<i>Notes:</i>				
9/29/23	A weekly walkthrough schedule will be implemented for the administrative team, CDC, and lead teacher to provide feedback to all teaching staff.	Complete 08/30/2023	Emma Phillips	08/30/2023
<i>Notes:</i>				
9/29/23	Walkthroughs will be conducted each week for each teacher using the "Curriculum Clip" Google Form.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				
10/5/23	The Guiding Coalition & PLT Coach (Brian Greenie) will review feedback and provide support to core content area teachers.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				

10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024
<i>Notes:</i>				
10/10/23	The instructional leadership team (admin, CDC, and lead teacher) will provide comprehensive department/school-wide feedback to teachers and CTs regularly using the data collected through Curriculum Clips.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				
10/10/23	Professional learning will be planned and implemented based on the feedback collected through Curriculum Clips and evaluations to improve instructional strategies and practices.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
KEY	C2.01	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Currently, the Leadership Team has reviewed data from the 2022-23 school year to prioritize areas of focus for this school year. The FAM-S was facilitated at the end of the 2022-23 school year to identify priority areas as well. PLTs or CTTs meet on a weekly basis to discuss classroom assessment data.	Limited Development 09/30/2022		
<i>How it will look when fully met:</i>		At full implementation, teachers and instructional staff will analyze and review data regularly and consistently. Data will be used to modify and drive instructional strategies and practices. Teachers will utilize data to provide instruction to students in tier two and tier three categories for their content areas. Additionally, data will be collected through Curriculum Clips, teacher surveys, TWC survey, and NCEES evaluations to determine professional learning needs and to allocate resources to areas of growth. The school will facilitate data discussions with student performance data to identify subgroups that need additional support.		<b>Emma Phillips</b>	<b>06/06/2025</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/29/23		The Leadership Team will review disaggregated performance data to determine focus areas for the school year.		Emma Phillips	06/07/2024
<i>Notes:</i>					

9/29/23	EOC teachers will receive support from the lead teacher and district officials to disaggregate EOC data and identify sub-groups with areas of need.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				
9/29/23	The Instructional Leadership Team will review walkthrough data to determine areas of opportunity for professional learning and instructional support.		Emma Phillips	06/07/2024
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
KEY	C3.04	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently, 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) to advertise vacancies. Administrators attend career fairs to recruit teachers and staff members as well. All certified staff are evaluated using the NCEES evaluation tool. Walkthroughs my school and district level officials are completed throughout the year. The school works with community partnerships to provide staff with gestures of appreciation.	Limited Development 09/30/2022		
<b>How it will look when fully met:</b>		When fully met, the climate and culture of the school be reflected in a reduction of teacher turnover, and reflected in the NC Teacher Working Conditions survey. The staff will consist of high-effective teachers and support staff, and staff will lead in various areas of the school. Effective evaluations will be conducted that include a informal and formal processes, and feedback will be given in a timely manner. The school will have a system for rewarding and retaining staff members, and celebrating successes.		Emma Phillips	06/06/2025
<b>Actions</b>			<b>0 of 8 (0%)</b>		
10/2/23		The Culture & Climate team will disseminate a survey to the staff to understand staff needs and school climate.		Melissa Smith	11/01/2023



<i>Notes:</i>				
10/2/23	The Climate & Culture team will implement a system to reward teachers with ongoing, consistent tokens of appreciation.		Melissa Smith	06/07/2024
<i>Notes:</i>				
10/2/23	The "Golden Patriot" will be implemented to positively recognize staff members.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				
10/2/23	Weekly walkthroughs and formal observations will be conducted. Feedback will be provided to teachers consistently to evaluate teacher effectiveness, as well as to provide coaching and to support teacher growth.		Alicia Timmons	06/07/2024
<i>Notes:</i>				
10/3/23	The lead mentor will meet with the beginning teachers each month to provide additional support and coaching.		Alicia Timmons	06/07/2024
<i>Notes:</i>				
10/2/23	Leadership opportunities will be offered to staff members to chair committees, serve as mentors, and serve on the Leadership Team.		Emma Phillips	06/07/2024
<i>Notes:</i>				
10/2/23	Based on observations and instructional strengths, staff members will facilitate professional learning for their colleagues.		Lindsay Hylton	06/07/2024
<i>Notes:</i>				
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2025
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Resource Allocation</b>			
<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently, the principal is the budget manager and communicates with the treasurer regarding budgeting needs and concerns. At the beginning of the school year, a needs assessment was completed between the treasurer and the principal.	Limited Development 10/02/2023		

<b>How it will look when fully met:</b>	The principal will create a budget committee to include the treasurer, a representative from each department, a counselor, an assistant principal, and other support staff. The principal will communicate regularly with the Athletic Director, PTSO, Athletic Boosters, and Band Boosters on the needs for the school. The principal and other staff will work collaboratively with civic and local entities to provide for the school needs as well.		<b>Dennis Hamilton</b>	<b>06/07/2024</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
10/2/23	A budget committee will be established that includes members of administration, support staff, teachers, and office staff.		Dennis Hamilton	02/01/2024
	<i>Notes:</i>			
10/2/23	The budget committee will meet to review needs and resource allocations.		Dennis Hamilton	06/07/2024
	<i>Notes:</i>			
10/2/23	Professional learning will be assigned based on individual need.		Lindsay Hylton	06/07/2024
	<i>Notes:</i>			
10/2/23	Departments will communicate departmental needs to the principal		Dennis Hamilton	06/07/2024
	<i>Notes:</i>			
10/2/23	A needs assessment will be conducted with the treasurer and principal.		Dennis Hamilton	08/01/2024
	<i>Notes:</i>			
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2025
	<i>Notes:</i>			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>				
<b>Effective Practice:</b>		<b>Family Engagement</b>				
	<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			The expectation for teachers is to meet face-to-face with parents or guardians at the beginning of the school year/semester. Send families materials and feedback relating to their child's learning needs and progress. Lastly, to communicate routinely about positives and areas of	Limited Development 10/02/2023		

	improvement as well. Professional development is still greatly needed in this area.			
<b>How it will look when fully met:</b>	When this indicator is fully met, families will be involved in their students' academic progress. Communication with families will be consistent and routine, from all teachers and staff members. School-wide communication will be consistent and ongoing, and include opportunities for families to be a part of the school community. The school will host events that educate families on how to support student success, and other areas of academic need. Families will feel welcomed in the school community and understand their role in their child's education.		<b>Dennis Hamilton</b>	<b>06/07/2024</b>
<b>Actions</b>		<b>2 of 8 (25%)</b>		
10/2/23	A team will be created to focus on increasing family engagement (Family and Community Engagement Team).	Complete 08/31/2023	Emma Phillips	09/01/2023
	<i>Notes:</i>			
10/9/23	A PTSO will be re-established with school and community members.	Complete 09/30/2023	Lindsay Hylton	09/30/2023
	<i>Notes:</i>			
10/2/23	Teachers will contact all parents of students on their roster with a positive contact, as evidenced by their contact log during the first and third quarters of the school year.		Morgan Johnson	03/25/2024
	<i>Notes:</i>			
10/2/23	School-wide communication will include a weekly call home and events posted to social media outlets.		Emma Phillips	06/07/2024
	<i>Notes:</i>			
10/9/23	The PTSO will host monthly meetings and collaborate to support the school and community.		Stephanie Soper	06/07/2024
	<i>Notes:</i>			
10/9/23	Teachers will contact parents before interims and report cards if a student is at risk of failing their course.		Emily Allred	06/07/2024
	<i>Notes:</i>			
10/10/23	The SIT will progress monitor this indicator throughout the 2023-24 school year.		Emma Phillips	06/07/2024

*Notes:*

10/2/23 The Family and Community Engagement team will host family events at the school, at least once per semester.

Morgan Johnson

06/07/2024

*Notes:*



School: Providence Grove High School

School Year: 2023-2024

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
Process Manager	Emma Phillips		
SIP Chair	Lindsay Hylton		
Student Advocate	Emily Allred		
EC Teacher 9-12	Brianna Ellison		
CDC	Chris Atkins		
Math Teacher 9-12	Dee Beasley		
Media Specialist	Rebecca Brady		
Social Studies Teacher 9-12	Justin Burton		
Counselor	Kristi Case		
Math Teacher 9-12	Dorothy Freeman		
Principal	Dennis Hamilton		
EC Teacher 9-12	Andrea Isley		
CTE Teacher 9-12	Morgan Johnson		
CTE Teacher 9-12	Amy Kidd		
Science Teacher 9-12	Cindy McCoy		
Assistant Principal	Lee Miller		
Social Studies Teacher 9-12	Cody Moran		
English Teacher 9-12	Tucker Page		
CTE Teacher 9-12	Melissa Smith		
Cultural Arts Teacher 9-12	Stephanie Soper		
Parent	Erin Stalker		
World Languages Teacher 9-12	Michelle Thompson		
Assistant Principal	Alicia Timmons		



## NCStar/SIP Mandatory Components

School Name: Providence Grove High School

School Year: 2023-2024

### 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 are given a duty-free lunch period. There are four lunches that students are assigned to attend based on their third block class. While students are eating lunch, teachers have this time without any assigned duties. Administrators and support staff are assigned to the cafeteria to provide supervision during student lunches.

### 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.

Each teacher is assigned a duty-free instructional planning block each day that is 85 minutes in length. Teachers are not assigned any duties during this time, and are given this time to plan for instruction.

### Transition Plan for At-Risk Students

- Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

The school hosts a ninth grade open house for students and families at the beginning of the school year. Information is given to the families to support student transition from middle to high school. The high school student advocate and the middle school student advocate collaborate to support students as they transition from 8th to 9th grades. The high school student advocate meets individually with the at-risk rising 9th graders to discuss a success plan. If a student continues to struggle academically, behaviorally, or with attendance, the student advocate continues to meet with the student and the families to provide supports as needed.